



Indian Policy Early Learning (IPEL) Sub Committee Meeting

Meeting Minutes

July 11, 2022- 1:00pm to 4:00 pm
Virtual Meeting

Link to Meeting Recording:

https://dcyf.zoom.us/rec/share/hwbT29e4gWfUua-vocw-AO-3RFaOrbPThwaKmYa7ZNY06VZW29wIKYfpd4PHSOQ_fOyyB4IqCaBI2XEY
Passcode: pa=b7vCn (Be sure to type this in, don't cut and paste)

Welcome, Prayer & Introductions

Indian Policy Early Learning (IPEL) Chair Daniseten (Michael) Vendiola, welcomed tribal members, led a prayer and completed introductions.

Caucus Updates

Michael Vendiola provided Caucus updates.

Discussion	<ul style="list-style-type: none"> • Michael invited all tribal partners to an open discussion which happens the hour prior to the monthly meeting. This is an opportunity for all tribal partners to connect and voice any topics or concerns • Suquamish Tribe Foundation, applied for the Voices for Healthy Kids grant from American Heart Association. Outlined needs of staff needing better pay, better access to mental health services, tribal specific materials, and indigenous foods. Monthly meetings for directors of tribal early learning programs • Suquamish Tribe Foundation trying to set aside money for tribal youth not in tribal government centers. Only one quarter currently served. • Set up follow up meeting with Office of Native Education and Transitional Kindergarten (TK) program at OSPI to figure out communication between early learning DCYF and OSPI. • Verify urgency level of communication sent to tribal leaders
Next Steps/Follow Up	<ul style="list-style-type: none"> • If interested in attending monthly meeting, please contact Nigel Lawrence at ewye.nigel@gmail.com

Mobile Vision Clinic

Dr. Alan Pearson, OD PhD FCOVD, Executive Director of the Near Vision Institute/EYE See Clinic, provided updates on the Mobile Vision Clinic.

- [Mobile Vision Clinic Planning Guide](#)
- [Mobile Vision Clinic Events](#)
- [Birth to Three Mobile Vision Clinic Events](#)
- [Early Intervention Mobile Vision Clinic Events](#)

Discussion	<ul style="list-style-type: none"> • Mobile clinic possible because of Save a Foundation Grant. Part of the funding is specifically for assisting Native communities. Goal is to serve at least 20 Native American communities. • Violet Sees provides free training for eye screenings and free eye glasses <ul style="list-style-type: none"> ○ One difference to note is the mobile clinic provides eye exams. Screenings do not look at all vision issues.
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	<ul style="list-style-type: none"> • InfantSEE program will provide free eye exams to anyone birth-2 years to make sure early vision issues are not impeding child development. • Are referrals or failure on a screening required? What about kids who are not on Medicaid or are only on Indian Health? <ul style="list-style-type: none"> ○ Due to the Affordable Care Act and Medicaid, the eye exams do not cost anything. Our program will process Medicaid and can see uninsured kids. • For kids that go to Indian Health Services (IHS), would they be considered uninsured? <ul style="list-style-type: none"> ○ We have resources for uninsured. Seeing them should not be a problem. Many individuals have Medicaid when we look them up. Our clinic is continuing to learn more about the IHS system • Not all kids have Medicaid. When they were referred for glasses, the Tribe paid for their glasses. Would the mobile clinic allow the kids to be seen without a referral and would IHS still pay for the glasses?
<p>Next Steps/Follow Up</p>	<ul style="list-style-type: none"> • Currently scheduling for Summer 2022 Clinics (Daycare Centers, Pre-schools, B-3 programs) & 2022-2023 School Year • If you're interested in having the EYE See Clinic in your community please contact Dr. Alan Pearson (pearson@nvglobal.org or 425-269-3169)

Fair Start for Kids Act (FSKA): Growing Trauma-Informed Supports for Early Childhood Professionals

DCYF Trauma Informed Professional Development Coordinator, Jess Mayrer, requested input from IPEL members regarding what kinds of trauma-informed supports may be helpful for its constituent groups.

- [The Fair Start for Kids Act and Trauma-Informed Care](#)

<p>Discussion</p>	<ul style="list-style-type: none"> • What are License exempt providers? <ul style="list-style-type: none"> ○ License exempt providers are family, friends, or neighbors for example. • If a tribal member is in the head start program but is not part of early achievers do they qualify? <ul style="list-style-type: none"> ○ I will double check that and get back to you. • Whether or not we're in early achievers or certified by the state, tribes are licensed exempt so please clarify that. <ul style="list-style-type: none"> ○ Tribal programs are absolutely included and I will send an email out to everyone to clarify that. • What is the timeline? <ul style="list-style-type: none"> ○ Legislation went into effect July 1. We are phasing in these supports using an incremental approach • Teachers don't have a lot of self-reflection, adults lose their cool when children are having big feelings. I would love to see trainings regarding punitive guidance and help teachers reflect on their behavior and their thought processes. Professionals need to reflect on their value system and their response. <ul style="list-style-type: none"> ○ The Pyramid model workshop focuses on anti-bias and self-reflective practices • Teachers are dealing with high need children, what can we put into place to support the teachers? Can we provide on call staff or have mental health days? • Need to educate mental health specialists about the reality of having 20+ kids in a classroom. They need a real plan. • We need to decolonize the education system when it comes to our children. • When we peel back the onion of decolonization, we change and go back to our old ways on how we react, treat, and approach and respect our young children. Unfortunately, right now our children are in an education system that does not respect them. • Teachers need to be self-aware and also provide self-aware trainings on how to identify and deal with trauma. We need a holistic view with parent and teacher trainings together, working in collaboration.
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	<ul style="list-style-type: none"> • With the professional developments, it is far more impactful if we can include our families. We need continuous trainings. • We need to have trainers embedded into the programs, onsite if possible and widespread. Multiple modalities would be very helpful. • We need funding for trauma informed training. Our multi-disciplinary team came up with a design for approaching trauma informed training: teachers instead of asking what’s wrong with you, the approach is “what happened to you”. We saw a shift with the teachers and in the classrooms. Teams went into classrooms on a daily basis to observe and provide extra support, it was very impactful. After training teachers, brought in and engaged parents. Number one need is funding. Programs need funding for training and ongoing support/coaching • Funding is needed at the center level to provide specialized professional development - not all centers/tribes have the same focus or approach • Please don't make it an online "video" training through DCYF training portal • Not just decolonizing the education system, there is a need to decolonize DCYF state policies • A lot of indigenous communities have had these supports already and are already doing trauma informed care. “Do for yourself” means take care of yourself so you can take care of others. Be mindful that this has already been in existence. • Require DCYF employees from early learning departments to take the trainings. • Address this from a wide perspective, including families, community members, tribal leadership, caretakers in tribal communities. A holistic approach would be really appropriate. • We hosted the gathering of Native Americans (GONA) and had representation from the whole community to address identified issues. It is helpful to look at trauma related to history: the way things were pre-contact, history since pre-contact, the present, and the future to address challenges these communities face. Need to look at the whole picture to begin addressing these issues • Every tribe is different, hope it wouldn’t be structured narrowly, need to look at individual tribal needs • What is the timeline? The projects became live July 1, what’s the timeline for the projects to be proposed? <ul style="list-style-type: none"> ○ We’re still gathering community feedback. Have not launched any support programs yet. Over the next fiscal year, we will be articulating strategies. For example, we will be rolling out the pyramid model in the fall to see what kind of feedback we get. We are taking an incremental approach to see what we can expand upon • If tribes have a different model than you are offering training for, will you have funds for that? <ul style="list-style-type: none"> ○ Yes potentially, that’s exactly what we are looking for.
<p>Next Steps/Follow Up</p>	<ul style="list-style-type: none"> • Reach out to Jess Mayrer at jess.mayrer@dcyf.wa.gov or 360-706-3570) if anyone has additional feedback

Joint Agency Report (Integrated Pre-K report)

- DCYF Early Childhood Education and Assistance Program (ECEAP) Administrator Karin Ganz provided an update on the input gathered for the Joint Agency Report from the Tribal ECEAP Workgroup and IPEL on the provisional topics on creating an integrated system of early learning across the state. [Joint Agency Report Update](#)
- [Joint Agency Report Provisional Recommendations](#)

<p>Discussion</p>	<ul style="list-style-type: none"> • We are not able to pay qualified staff and need money to pay staff with degrees on par with the school districts
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Washington State Department of CHILDREN, YOUTH & FAMILIES

	<ul style="list-style-type: none"> ○ That will be in the report. Pay parity with kindergarten teachers, building in staff bonuses, so you have more traction within your community in order to compete with other early learning providers ● ECEAP is the only program that collects and has a database with very private information. The Office of the Superintendent of Public Instruction (OSPI) doesn't get that kind of data. <ul style="list-style-type: none"> ○ We will make sure that goes into the ECEAP expansion report ● The language might be exclusionary from culturally appropriate assessments. This might be limiting. Are there other ways we can word that so it doesn't say the LOVIT Way? <ul style="list-style-type: none"> ○ We'll reach out to Charlotte and see if there can be more openness to other culturally relevant tools ● When you use language like federal law, research or evidence based, this takes away thousands of years of practice. Tribes have evidence of what works but it's not published in a western way. Take away that tribes know what's best for Tribes <ul style="list-style-type: none"> ○ We can incorporate this in both reports and ensure there is flexibility for Tribes. ● Can this include immersion schools? <ul style="list-style-type: none"> ○ Yes, we can add that language so we're being inclusive ● It is important to look at kids not in tribal government centers. This language excludes programs that are serving tribal children in urban areas <ul style="list-style-type: none"> ○ We will add that in for sure. ● Integrated Pre-K (IPK)'s goal is integration of students with special needs. However, kids who choose Tribal settings lose services because of the difficulty of getting public schools to collaborate with Tribes. Is there anything around funding for special needs? Tribal kids in tribal settings aren't getting services the law requires Individualized Service Plans (ISP) provide. Tribes need to make sure kids in their programs are having their special needs met and the special education of the school districts are not coming through. <ul style="list-style-type: none"> ○ That is a big foundational element of the joint agency report. It's connected to the pyramid model and is being implemented. ● A lot of parents refuse to consent their children for further evaluation. Tribes can apply for funding part b and part c money from Federal Bureau of Indian Education (BIE), can be applied to non-federal share match ● Part C funding can come through the state for Individualized Family Service Plans (IFSP) and Individualized Education Programs (IEP) ● Tribal Head Start programs and early head start programs, the Office of Head Start allows federal part B and C funding to be applied to your non federal share match. ● I'd like to suggest we make time on the next IPEL agenda to get a status update from Early Support for Infants and Toddlers (ESIT) for those contracts. ● We need to talk about IPK! When is the next Director's meeting? Or can we do a IPEL special meeting?
<p>Next Steps/Follow Up</p>	<ul style="list-style-type: none"> ● Will provide IPEL with draft final report for feedback before it is due at the end of August ● Joint Agency report will be finalized in the fall ● Office of Tribal relations will organize a meeting specifically to address IPK ● Reach out to Karin Ganz (karin.ganz@dcyf.wa.gov) to provide feedback regarding IPK

Seeking input on DCYF 2023 Decision Package Development

DCYF Assistant Secretary of Early Learning Nicole Rose provided an overview and requested feedback on 2023 Legislative Session Decision Package Development.

- [DCYF 2023 Decision Package Development](#)
- [DCYF Decision Package Update](#)

<p>Discussion</p>	<ul style="list-style-type: none"> ● Would that be an amendment or do you need to change legislation?
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	<ul style="list-style-type: none"> ○ We would need to change legislation to align with Child Care Development Fund (CCDF) ● How does WA state deal with parents who are in recovery/probation, are those exempt from the work requirement? <ul style="list-style-type: none"> ○ I will make note to capture and add that. ● Headstart and ECEAP had educational requirements that were unfunded ● Staff are working full time, going to school full time, and raising families, they're getting burnt out. Educational attainment bonuses would be really helpful. ● Enrollment based instead of attendance based, because concept of time is a construct, tribal people live on nature time, enrollment based is very important for reimbursement. <ul style="list-style-type: none"> ○ Would it also be helpful to make sure providers get funding for the slot whether or not the child attended and also for non-traditional hours? ● I have heard from Tribes that the ECEAP slots rates are low; good to see that we are trying to increase. ● How much input have we received from Tribes regarding ECEAP slot rates? ● Can we secure funding to keep the Tribal Child Welfare Early Learning Navigator position? So that it's permanent. ● Are there other incomes that should be excluded as countable income for ECEAP and Working Connections Child Care (WCCC)? ● Eligibility for ECEAP is very complex with income, no parenting plan, no court papers ● If tribes want to offer comments, how long do they have? ● As these are due August 1st, please provide feedback by July 20.
<p>Next Steps/Follow Up</p>	<ul style="list-style-type: none"> ● Provide feedback on Jamboard by July 20 ● Reach out to Nicole Rose (Nicole.rose@dcyf.wa.gov) to share additional feedback

Office of Tribal Relations (OTR) updates

DCYF Director of Tribal Relations Tleena Ives provided updates from the Office of Tribal Relations

<p>Discussion</p>	<ul style="list-style-type: none"> ● Registration link went live today for DCYF Indigenous Youth, Children, and Families Conference ● Reaffirmed DCYF's commitment to uphold tribal sovereignty in light of recent Supreme Court decisions ● Highlighted need and put out informal request for photos of tribal children/families for DCYF presentations/website ● Regarding 1035 policy, how is our communication? Are the levels of the dear tribal leaders warranting the right level of communication? ● Could we do a poll of all the Tribal Early Learning pre-services? Bigger tribes could collaborate with smaller ones to expand access.
<p>Next Steps/Follow Up</p>	<ul style="list-style-type: none"> ● 3rd Annual DCYF Indigenous Youth, Children, and Families Conference Registration Link ● Reach out to Tleena Ives (tleena.ives@dcyf.wa.gov) if anyone has additional feedback

Attendees:

Tribal Representation

Tanya Hutton, Cowlitz
Loni Greninger, Jamestown
S'Klallam
Cherry Myers, Lummi
Deborah Sioux Lee, Nisqually

Laila LaClair Longshore-Smith, Skokomish
Shawna Hill, Skokomish
Tara Evans, Spokane
Kris Peters, Squaxin Island
Cynthia Savini, Suquamish

Daniseten Vendiola, Swinomish
Matthew Sam Thornhill, United Indians
Will Knapp, United Indians



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Kristeene Smith, United
Indians
Marilyn Scott, Upper Skagit

DCYF

Yolanda Arellano
Antonia Bancroft OTR
Charlotte Campbell
Ashley Cook, Home Visiting
Karin Ganz, ECEAP
Tleena Ives, OTR
Michelle Johnson, ECEAP

Eric LaFontaine,
Communications
Minnette Mason
Jess Mayrer
Brandy Otto, OTR
Kelly Pelland, OTR
Teresa Robbins, Head Start
Nicole Rose
Jessica Spencer, Community
Engagement
Diana Stokes
Wendy Thomas, OTR

Partners

Alan Pearson Mobile Vision
Clinic
Casandra Moses ACF
Mike Kulbida, ACF
Paul Noski, ACF
Shandy Abrahamson, OSPI
Marcy Maki, UW Cultivate
Learning
Nigel Lawrence, WSA

DRAFT