

SUMMARY REPORT
PDG QUALITATIVE DATA ANALYSIS FOR COMMUNITIES OF COLOR
JANUARY 9, 2020

1. PURPOSE AND STRUCTURE OF REPORT

In mid-2019, the Washington State Department of Children, Youth and Families (DCYF) undertook a statewide early learning needs assessment to identify needs, gaps and current services for children and families across the state. The assessment included both quantitative and qualitative data: 1) quantitative data was collected from a wide variety of existing sources, and 2) qualitative data was gathered through outreach to parents, caregivers, providers and other professionals who shared perspectives about how they care for children, services they access, and gaps in the existing array of services and supports.

The outreach engaged stakeholders around the state using multiple methods:

- **Meetings with Established Groups** – The Department of Children, Youth and Families met with over twenty early learning groups or organizations who meet regularly. They devoted a portion of their meetings to discussing questions about the current early learning system and strengths, gaps and needs in the system. A total of approximately 530 people participated in those meetings.
- **Community Meetings** – Washington Communities for Children (WCFC) supports ten regions across the state, each of whom convenes individuals and organizations in their respective regions to work collaboratively on early learning issues. Nine of the regions conducted outreach meetings with groups that included parents, caregivers, early learning professionals, and others who work with children. The groups were asked what services they access, what would make it easier to support the development and health of their children, and their hopes and dreams for the early learning system. Over 100 meetings were conducted, with nearly 1,000 participants. This effort included thirteen meetings focused on Hispanic community members with all or nearly all participants from Hispanic communities.
- **Review of Previous King County Outreach Reports** – In the past several years the King County region conducted different types of outreach and data analysis to assess strengths, needs and gaps in the local early learning system. Those reports and documents were reviewed for this analysis, several of which focused on communities of color, particularly African American and Native American communities.
- **Online Survey** – An online survey was posted on the DCYF web page asking similar questions to those posed in the community meetings. Over 700 individuals responded to the survey including a sub-set completed by Spanish-writing respondents which DCYF translated. There was also a separate survey designed and administered by the Indian Policy Early Learning Committee to solicit input from tribal community members.

An overall report was produced that synthesized and summarized all outreach data collected. Given the Department’s priorities on equity, particularly racial equity, there was a desire to produce a companion report that analyzed input from communities of color. This is that report. The purpose of it is to complement the overall summary report and provide a “deeper dive” analysis of issues and needs specific to communities of color who participated in this outreach effort.

This report consists of three sections:

- **Cross Cutting Themes** includes issues unique to communities of color and that were common across communities of color who participated. The broader themes include system-level challenges, community-level challenges and family strengths.
- **Issue-specific Needs** highlights specific issues in the early learning system for which families of color reported barriers.
- **Community-specific Needs** includes issues connected to specific individual communities of color. The groups for which data was available to analyze included refugee and immigrant, Hispanic, African American and Native American communities.

Disparities analysis. A review was also completed to identify differences between the responses from communities of color and white communities. The purpose of this was to surface disparities by looking at community data side-by-side. It should be noted that this was not an exhaustive or deductive analysis, but an inductive one where differences observed during data review were further analyzed for patterns and prevalence. Where those differences were identified they are described in the following summary.

2. DATA COLLECTION AND ANALYSIS

Data sources were a mix of primary and secondary data. Primary sources included: DCYF outreach meetings, WCFC outreach meetings, SurveyMonkey and tribal survey data. Secondary sources included reports summarizing outreach to Native American and African American caregivers and families in King County, and reports on research efforts for the general population that included participants of color.

As part of the overall data analysis, every comment from every participant was reviewed and “coded” based on the five elements in DCYF’s Strategic Organizing Framework. This framework was developed in collaboration with the project Steering Committee. The Framework will be used as the organizing structure for the Needs Assessment and the development of a statewide Strategic Plan.

The five elements in the Strategic Organizing Framework include the following:

- Empowered Communities and Responsive Early Learning System
- Healthy Children and Families

- Positive Early Learning Experiences
- Strong and Stable Families
- Supported Early Learning Workforce

In addition, some comments from participants were coded as “Cross-Cutting” because they reflected overarching themes that transcend any of the five Framework categories (i.e. access, affordability, equity, language, rural and remote communities, etc.).

For each of the five Framework categories, and the Cross-Cutting themes, 10 to 20 specific codes were developed in order to provide a more granular analysis of each comment. The codes were developed based on the issues being addressed in the Needs Assessment, and in collaboration with Washington Communities for Children (WCFC).

Once comments were coded, source data about communities of color was re-reviewed and re-analyzed with a more focused lens. The analysis included several steps:

1. integration across each major source of data: outreach meetings, survey data, tribal survey, and secondary reports
2. review of comments by codes, grouped by each of the five Framework categories
3. analysis of code counts to identify prevalent issues
4. analysis and synthesis of inter-related codes to surface prevalent macro-issues or broader themes
5. grouping of codes into major themes and writing narratives/synopses for each,
6. comparative analysis to explore emergent patterns of differences between communities of color and white communities, and
7. analysis and selection of direct quotes.

It should also be noted that input summarized for this report includes perspectives both from members of communities of color and others who work closely with families of color, such as childcare providers and healthcare professionals who spoke about their experiences supporting families of color.

The table below describes sources of data on communities of color.

Community(ies)	Type of Data	Source	Type of Data	input from or about community	Sample Size/# participants
Hispanic	notes from targeted meetings	DCYF	primary	from	172 participants/13 meetings
Hispanic	SurveyMonkey data	DCYF	primary	from	23 respondents
Native American	tribal survey data	DCYF	primary	from	28 respondents
Native American	IPEL meeting notes	DCYF	primary	from	20 participants/1 meeting
Refugee and immigrant communities	notes from interview with Refugee Coalition Executive Director	WCFC	primary	both	n/a
Multiple/general	comments/codes related to communities of color across all DCYF/WCFC meeting notes	Mixed	primary	both	n/a
Multiple/general	comments/codes related to communities of color across all SurveyMonkey data	DCYF	primary	both	n/a
Multiple/general	Report: Best Starts for Kids (2018)	WCFC/ King Co	secondary	Both	n/a
Multiple/general	Report: Prenatal to Five Developmental Screening (2019)	WCFC/ King Co	secondary	both	More than 950 participants
Multiple/general	Report: Help Me Grow Community Cafes (2019)	WCFC/ King Co	secondary	both	300 participants/13 Community Cafes
Multiple/general	Report: Maternal Support Services (2018)	WCFC/ King Co	secondary	both	128 participants

African American	Report: Black Family Voice Project (2017)	WCFC/ King Co	secondary	from	n/a
Native American	Report: United Indians of All Tribes Ina Maka Family Program Community Needs and Readiness Assessment (2017)	WCFC/ King Co	secondary	both	102 participants

3. LIMITATIONS OF DATA

Overall

Participant self-selection. Since all input came from participants who chose to participate the demographics of participants was not proportionate to the population across the state or in specific regions. However, there was a large volume of comments as a whole and the different dimensions of diversity represented (caregivers/professionals, race and ethnicity, rural/urban, geographic locales), provide an interesting cross-section of viewpoints.

Identifying information. Because participants were not consistently asked for information such as race or ethnicity, zip code/geography, and caregiver/professional across all outreach, descriptive information is partial and an underestimate.

Mix of individuals and groups. Data sources included a mix of individual data (i.e. surveys, family home visit notes) and group data (i.e. group meetings). The analysis used a qualitative data analysis (QDA) software whose functionality forced individual and group data to be treated the same way. In this way, one individual survey response was treated the same as one set of notes from a group meeting. The “apples and oranges” data made it difficult to equally weight and normalize data. However, given the large volume of comments, we believe the major themes and issues that rose to the top were accurate even with this limitation.

Mixed methods and issue selection. Different questions were asked in each of the three main outreach efforts: DCYF meetings, WCFC meetings, and surveys. This set up a different focus/frame for responses (for example, asking specifically about a particular topic tends to channel responses to focus on that, whereas that topic may not surface as a major issue when asked as an open-ended question). The analysis attempted to normalize this by analyzing comments according to the five categories of the Early Learning Strategic Planning Framework.

Varying detail in note taking. Group meetings relied on different facilitators and note takers. Each was provided flexibility in note taking method, so the data collected had a wide variation in level of detail (for example, some word for word, and some high-level summaries). This potentially limited the robustness and level of detail of analysis of certain results.

Communities of Color Focus

Identifying information. As mentioned in the previous section, participants were not consistently asked for identifying information, including race or ethnicity, so the available information is partial and likely an underestimate. This report is based on data from group meetings or individual survey responses that were clearly identified as related to the perspective of individuals of color. In instances where individuals of color participated in a group meeting, the comments from any participants that were about communities of color were identified and included in this analysis.

Participant self-selection. Participants self-selected, so racial and ethnic representation was not proportionate to the general population in the state. However, specific regions did focus especially on communities of color. Notable were WCFC's Investing in Children and North Central regions, who facilitated over a dozen meetings for Hispanic community members. This resulted in primary data from nearly 200 Hispanic participants, which allowed for a more robust analysis of that population.

Limited data and sample size. For other communities of color, the volume of data available was much smaller, and in some cases, the analysis relied on secondary reports from other research efforts. In particular, the analysis for African American communities relied almost wholly on secondary data. While secondary data has the disadvantage of not being directly acquired from this outreach effort, and not being current, it offers the benefit of leveraging other efforts. The secondary reports reviewed for this analysis were both rigorous and credible, so they are included and integrated into the findings of this report.

Limitations in outreach process. The analysis also surfaced limitations about the data based on how outreach was structured and implemented. Some comments showed patterns of differences/disparities between white participants and those from communities of color, particularly parents/caregivers of color and those for whom English is not their first language. For some issues, this appeared to be evidence of actual differences. But in some cases, it was less clear if it was that, or limitations of the process, or both. Below is additional analysis related to limitations of the process for communities of color:

Meeting context and set-up. It's unclear if all participants had a clear understanding of the purpose and context of the outreach, including role of facilitator/host organization, role of incentives, and whether there were any perceived power dynamics that could have influenced their responses (such as being asked/hosted/facilitated by an organization that provides help to their family(ies) and/or they perceive as a government agency).

Additionally, some responses indicated that some participants had less or insufficient background knowledge to answer questions accurately and/or in an informed way. For example, some demonstrated less background knowledge of the early learning system, which appeared to have influenced the responses they were able to provide to certain questions.

Facilitation. Specific aspects of facilitation may have factored into limitations of the data. These included accuracy of in-meeting interpretation, cultural norms around giving feedback (especially expressing criticism or need), and misunderstanding questions that are asked without adequate explanation of intent or context.

Another consideration is undocumented immigration status possibly making participants more reticent to speak. This was less evidenced from the data directly but could have been a factor given the frequency with which undocumented status was cited as a challenge for families in accessing early learning resources generally.

Reporting and analysis. The analysis also revealed a number of challenges with how input was reported. Responses from participants with less fluency in English tended to be short and/or less detailed. It's not clear if this was a function of less knowledge, more reticence, or details being lost in note taking and/or translation (where comments were translated). The result was less detail to analyze compared with comments from native English speakers.

Additionally, some group notes recorded individual responses verbatim that had a series of consecutive responses that were very similar or identical. This wasn't observed among white groups. It's not clear if these responses represented actual agreement or a "piggybacking" dynamic due to other reasons.

Finally, some participants used words and phrases to express their thoughts that were different from the typical professional terms used in the early learning field. Some responses translated to English were difficult to comprehend and it's not clear if that was from the original comment, or from translation challenges, or both. In both cases, this analysis attempts to infer meaning where doing so was deemed reasonable, but where it was not reasonable to infer, some comments were discarded.

Taken as a whole, these limitations in the communities of color could be addressed in future outreach efforts in a number of ways. A separate report has been prepared on suggested process improvements. Despite the limitations of the data, this report reflects a useful summary of the comments received during the project outreach from communities of color.

4. OVERVIEW OF FINDINGS

In analyzing comments across all participants in the study, and comparing those with comments from families of color, the most significant overall finding is that caregivers and families from communities of color face many of the same problems as all families, but also struggle with additional layers of challenges.

The challenges for families of color are compounded because community-level issues intersect with system-level shortcomings, resulting in many families of color grappling with a host of needs different from those for the population overall.

Participants shared experiences on a wealth of issues. For example, some participants feel that for refugee children their home languages are devalued. And some caregivers of color feel that the behavior of children from non-white cultures is frequently misinterpreted as problematic, when it is the result of different cultural norms. Many caregivers talked about community-level trauma in communities that have been historically oppressed, and that trauma is handed down from parents to children. Many parents and caregivers reported a lack of mental health supports to specifically address this.

Undocumented immigrants said they choose not to access services like child care subsidies, for fear of deportation and family separation. Migrant farmworkers said their non-traditional work schedules prevent them from accessing childcare, which is already scarce in rural areas. Black parents anticipate the system will label their child from early on, and brace themselves for unjust disciplinary policies. Native American children are deemed behind on literacy by mainstream assessment tools because their culture emphasizes oral tradition, and the disproportionate placement of Native kids in the foster system and the abuse they experience while in it.

The data also indicated differences between families of color and white families which were revealed more explicitly when compared side-by-side. These patterns surfaced for issues related to expressing needs, defining needs, and describing what kinds of assistance or resources would help parents and caregivers.

In the midst of these challenges, there are also many parents and caregivers who demonstrate resilience, a willingness to sacrifice for their children, and rely on unique strengths from their cultures that help them respond to challenges. Many described cultural knowledge and wisdom that they value and wish to honor and instill in their kids, despite a system that often devalues that cultural diversity.

The following sections provide additional details about the unique needs and strengths of families of color.

THEME	MAJOR ISSUE
1. CROSS CUTTING	SYSTEM-LEVEL CHALLENGES
	COMMUNITY-LEVEL CHALLENGES
	FAMILY STRENGTHS

This section summarizes themes and issues that cut across communities of color who provided input. The following pages provide more detail about each of the three “Major Issues” described above.

Synopsis

- Caregivers and families from communities of color reported facing many of the same problems as all families, but they also struggle with additional layers of difficulty, at both the system-level and community-level. At the same time, communities of color also have unique strengths that help families respond to challenges.
- Caregivers of color described several ways in which the system is not designed to meet their specific needs, compounding the challenges they face. System-level challenges include the pervasive impact of racism and racial inequities; gaps in language and cultural competence in programs and services; and barriers to access, affordability and availability of services.
- System-level or institutionalized inequities that participants commented about focused on the need for a system-wide approach that responds intentionally to needs of communities of color and proactively applying an equity lens throughout the system.
- Program/service-level inequities often were about the need for language and cultural competence across early learning programs.
- Community-level challenges include endemic poverty, external stressors that contribute to family instability, barriers of being in rural/remote areas (for some), and historical trauma that, while different for specific communities, was a common legacy for all.
- Even though some parents of color were reluctant to express needs, when they did it was often in terms of basic survival: money, food, housing, language classes, and basic supplies for their children.
- Some families of color also struggle with additional stressors such as substance abuse, domestic abuse, incarceration, undocumented status and involvement with the child welfare system.
- Communities of color also have unique strengths that parents tap to support their children’s growth and their family’s well-being. These interconnected strengths include knowledge of parenting and child development, valuing culture, and resilience.
- For many parents, knowledge of parenting and child development goes hand-in-hand with valuing, honoring and preserving their culture of origin. Many expressed a strong desire and commitment to instilling cultural knowledge in their children.
- Parents also want providers and agencies to respect the cultural knowledge they bring in raising their child(ren), including culturally-specific parenting approaches that may differ from mainstream approaches.

MAJOR ISSUE	RELATED SUB-ISSUES
SYSTEM-LEVEL CHALLENGES	RACISM AND RACIAL INEQUITIES
	LANGUAGE AND CULTURAL COMPETENCE
	ACCESS, AFFORDABILITY, AVAILABILITY
<p>Synopsis</p> <ul style="list-style-type: none"> • While participants as a whole described an array of systemic challenges, communities of color described additional barriers and ways in which the system is not designed to meet their specific needs, compounding the challenge for parents and families of color. • These inter-related systemic issues include racism and racial inequities; language and cultural competence; and access, affordability and availability of programs and services. • Racism and racial inequities were a major theme in the experience of communities of color, particularly for refugees and immigrants, Hispanic communities, African American communities, tribal communities, and surfaced in multiple ways, both at a system-level and at a program/service-level. • System-level or institutionalized inequities that participants commented about focused on the need for a system-wide approach that responds intentionally to communities of color (vs. a universal approach of treating all the same), and proactively applying an equity lens throughout the early learning system including for policies, standards, regulations, evaluation tools, subject matter/content and other system-wide implementations. • Program/service-level inequities often were about the need for language and cultural competence across the range of early learning programs. Specific needs included: increased cultural competence among providers, including having more providers who share the same language and/or cultural background; increased cultural competence in subject matter content (for example, information that is provided to families or used by providers); and ensuring that interpreters and translators have subject matter knowledge. • Participants also expressed a need for valuing multilingualism and multiculturalism as beneficial for all (not viewing language and cultural differences as deficiencies or inferior to white culture) and ensuring language access at a program level. • At a program-level, participants also shared experiences of racial bias, prejudices, and discrimination, with some reporting feeling "talked down to," judged, or otherwise disrespected by service providers. • Taken together, these inequities result in families of color experiencing greater barriers to access, affordability and availability for early learning services and supports. • Many parents of color reported not knowing about available services for their children, having difficulty accessing those services, choosing not to avail themselves of services, and/or being less able or not knowing how to self-advocate for services. • The data also showed many parents from Hispanic communities, including migrant farmworkers, saying they don't have needs, which was not a response heard from white parents who participated. This could be an indication of family reluctance to access 	

services, different notions of need, reluctance to express needs, and/or limitations in the research process leading to non-candid and/or inaccurate responses.

Selected Quotes

RACIAL INEQUITIES

“What’s also important...is getting away from “all kids” universalism, but with the most vulnerable kids in mind. Otherwise, “all kids in mind” means kids of color are left out again and again and again.” –a participant, describing challenges facing families

“Undoing inequitable systems is as important as creating new ones...new strategies will fail if built upon inequitable systems.” –a participant, describing challenges facing families

“[Early learning is] a system – [where] people with money can send their kids to places where they learn another language. That’s advantage.” –a participant, describing challenges facing families

“Would love to see DCYF apply a racial equity tool to every decision that is made.” –a participant, describing challenges facing families

“In my work here, see racial equity as an afterthought. For example, translating at the last minute, training system always has new updates due to educational requirements. In catch up mode. Impacts many of their providers, which impacts families and children.” –a provider/professional, describing challenges facing families

“Advocates to help navigate suspected injustices, biases, mistreatment. Who do we turn to for support when we feel our child is being targeted by the school system.” –a Native American caregiver, describing challenges facing families

LANGUAGE AND CULTURAL COMPETENCE

“Telling people at an early age – your culture is not as value. Stifles ability to learn. An emotional block.” – leader of an agency serving refugees and immigrants

“We are enhanced by having a bilingual child in the system.” – leader of an agency serving refugees and immigrants

“Most of the families that I know, are low income families, which some (or most of them) didn't even finish elementary school in their countries. As a consequence, it is hard for them to become the voice of their children. Another barrier for them to be their children's voice, is the language (a lot of those parents don't speak English.)” –a provider/professional, describing challenges facing families they work with

“Professionalism’, as it is often interpreted, can also be white supremacist and elitist. We should really evaluate how we conceive of professionalism.” –a provider/professional, describing challenges in the early learning field

“My hopes and dreams is an educational system that is culturally responsive which will help close the opportunity gap.” –a participant, describing challenges in the early learning field

“Interpreters are not trained in the area so it’s difficult for parents to understand what’s going on in between the therapies.” –a participant, describing challenges facing families

“Notion of lifelong stigma – when parents speak another language at home. Systematic intolerance for any other language or culture. Break this. More services to non-English speaking families. Translations may not be enough.” – leader of an agency serving refugees and immigrants, describing what is needed in the early learning field

“Look at a preschool child moving to a kindergarten. There are problems with the assessment process. A result that shows 50% in Spanish; 50% English: ‘language knowledge capacity’ is viewed as secondary. Being Bilingual is viewed as ‘language disadvantaged.’ Judged.” What’s missing is recognition that the child has a capacity for language. Better assessment and knowledge that being bilingual is an asset to the system rather than a handicapped [sic]. ‘English only’ blocks us from learning from other cultures.” – leader of an agency serving refugees and immigrants, describing what is needed in the early learning field

“Training for the EL [early learning] teachers – regarding refugees/ immigrants. There should be more than a main goal of learning English but also learning cultural competency. More work on how to develop a cross cultural competency so people are prepared for the range of issues for children whose home language is not English. Misinterpreting behavior... can lead to label behavior issues that are not accurate.” –a provider/professional, describing what is needed in the early learning field

MAJOR ISSUE	RELATED SUB-ISSUES
COMMUNITY-LEVEL CHALLENGES	POVERTY
	PARENTAL RISK FACTORS/FAMILY STABILITY
	RURAL/REMOTE
	HISTORICAL TRAUMA

Synopsis

In addition to system-level challenges, families of color face community-level challenges. These include endemic poverty, external stressors that contribute to family instability, barriers of being in rural/remote areas (for some communities), and historical trauma that, while different for specific communities of color, was a common legacy for all. Taken together, and in combination with system shortcomings, these exacerbate the challenges for parents and families of color.

- Even though some parents of color commented that they have everything they need (as described in the previous section), for those whose needs are not being met it is often basic survival needs: money, food, housing, language classes, and basic supplies for their children. In contrast, white parents, in addition to describing family economic needs, also tended to describe different items such as self-care (e.g. yoga, massage, physical therapy, time to themselves, pedicure). Viewed side-by-side, the data gives a picture of differential privilege across different communities.
- Some families of color also struggle with additional stressors such as substance abuse, domestic abuse, incarceration, undocumented status and involvement with the child welfare system, that disproportionately affects communities of color and impact family stability, which in turn influences child development.
- Some communities of color, such as Hispanic agricultural workers, have significant concentrations in rural or remote areas. This presents additional barriers: lack of availability of many services, especially culturally-specific services; language barriers; lack of transportation; lower wages; and limited housing stock.
- Historical trauma from being marginalized and oppressed is also a community-level challenge. Participants described trauma differently for specific communities of color (African American, Hispanic, Native American, and refugee and immigrant communities). But the common thread was that the impact remains, is carried through from parents to children, and manifests itself in many ways, whether it be generational fear and mistrust of institutions or mental health issues.
- At the same time, participants reported inadequate supports to specifically address historical trauma. A survey of tribal parents showed 43% saying the current system does not meet their child’s needs (especially children born with historical trauma and drug affect). When the same group was asked if they know if their childcare provider/teacher has been trained in historical trauma, 71% said no or not sure. African American parents expressed concerns about adequately preparing their children for kindergarten, including anticipating race-based labeling and other forms of racial bias, unjust school discipline, and parents not being welcome.

Selected Quotes

POVERTY AND BASIC NEEDS

“No, especially in the winter it gets hard to pay the rent and buy clothes for my kids.” – a migrant farmworker parent when asked “Do you have everything you need?”

“Affordable childcare, resources for diapers, food and parenting classes that included maternal mental health care. Also, support with clothing as seasons change.” – a migrant farmworker parent when asked “Do you have everything you need?”

“Just food” – a migrant farmworker parent when asked “Do you have everything you need? If not, what would be helpful?”

“Depends on the season. There are times when there is less work and there is not enough food.” – a migrant farmworker parent when asked “Do you have everything you need?”

“Help for the winter (clothes, food, and medicine for when the kids get sick).” – a migrant farmworker parent when asked “Do you have everything you need?”

“Help with buying a present for my kid with special needs.” – a Hispanic parent when asked “Do you have everything you need?”

“I have everything I need. Sometimes gasoline is an issue.” – a Hispanic parent when asked “Do you have everything you need?”

PARENTAL RISK FACTORS/FAMILY STABILITY

“Parents who have stressors that include substance use, or are in the criminal justice system, or have issues related to poverty, inadequate resources, immigration threats (parents who are deported or fear of this), parents who have MH [mental health] issues, divorce or separation and children not getting to see their parents, kids not wanting to go to school, also their being affected by concerns about the environment & violence, intolerance of LGBTQ issues, etc.” –a provider/professional, describing challenges facing families they work with

RURAL/REMOTE

“To listen to families, we often want them to come to us at schools. Where we know huge numbers of families are working in the fields, so may look at going to them during their half-hour. A gap is finding more ways to go to families where they are at.” – a provider/professional describing challenges supporting families

HISTORICAL TRAUMA

“Issue with immigrant communities – issues of incredible trauma – e.g., families where parents are undocumented asking if people will take children if they’re deported and the issue is huge.” – a provider/professional describing challenges facing families they work with

MAJOR ISSUE	RELATED SUB-ISSUES
FAMILY STRENGTHS	KNOWLEDGE OF PARENTING AND CHILD DEVELOPMENT
	VALUING CULTURE
	PARENTAL RESILIENCE
<p>Synopsis</p> <ul style="list-style-type: none"> • Communities of color also have unique strengths that parents tap to support their children’s growth and their family’s well-being. These interconnected strengths include knowledge of parenting and child development, valuing culture, and resilience. • For many parents, knowledge of parenting and child development goes hand-in-hand with valuing, honoring and preserving their culture of origin. Many expressed a strong desire and commitment to instilling cultural knowledge in their children. • Parents also want providers and agencies to respect the cultural knowledge they bring in raising their child(ren), including culturally-specific parenting approaches that may differ from mainstream approaches. They spoke of their desire to not be judged by providers and to have cultural differences reflected in children’s educational programs as well as system elements such as developmental assessments, childcare evaluation criteria, and kindergarten readiness assessments. • Cultural values also include a deep respect for extended family, particularly the role of elders. When some families of color rely on kinship care, they do so not just from a place of accessing help, but from a place of seeing elders as a source of generational strength and wisdom. • As with most parents in general, parents of color also wish to gain more parenting knowledge, both informally by connecting with other parents and formally through classes. But they expressed a desire for more resources such as parent groups, with others who share the same language or culture. Some parents of color noted that they chose not to participate in groups for parents in general because they didn’t feel a sense of belonging and/or affinity. • Parents bring a lot of resilience to support their children and families, especially when faced with major challenges. But they also need supports to bolster resilience. For parents of color, community-specific resources were noted as especially effective. Examples included Chief Seattle Club, Daybreak Star Indian Cultural Center, and parents-of-color-created peer groups. • For some cultures, faith and spirituality are also important in nurturing family resilience. • A difference noted between Hispanic parent participants and white parents is that when asked what would make parenting easier, Hispanic parents tended to focus on more internal self-development actions or things they could do such as learning about parenting or improving themselves. In contrast, white parents tended to cite external sources of help or what others could provide for them, such as babysitters, housekeeper/home help, counseling and healthcare. This could be an indication of different familiarity with what is available/accessible, different levels of comfort with asking for external help, and/or limitations of the research process such as inaccurate understanding of the question. 	

Selected Quotes

“Taking care of them, listening to them, offering them healthy foods, taking them to medical check-ups, informing us as parents and giving them the information, limiting electronic games, and giving them games from our culture and our childhood.” – a Hispanic parent

“I love my two boys and all the new things I am learning with them. I love that they are growing in a Mexican/American culture and teaching the importance of both.” – a Hispanic parent

“I trust [community-based organization serving Hispanic communities] because it brings us support and trust. [Other organizations] I need to talk to them so see if they are reliable.” – a Hispanic parent when asked what organizations parents rely on the most

“I would need them to orient me more to be able to work with more security in myself that I can work and have experience. I want to learn English.”

“I don’t think there is something to make it easier, but there is a lot of resources in the community to teach and let you know more about parenting.” – a Hispanic parent when asked what would make parenting easier

“For American parents who grew up with the culture of reading to their children, they might be more natural and experienced in reading with their children. For us, we have to intentionally be aware of and remember to read to them because we did not have this experience from our parents.” – Chinese American caregiver

“Parents are the first teachers, kids need to know their culture and their history. The first 5 years are the most fundamental and they are going to learn the most. So instill those core values to have a sense of worth in the most precious times of a child’s learning and development. It’s important for them to know their true history that they came from Kings and Queens.”

“Who determines the terminology? My interpretation of resilience is different. We have to be careful when we have people writing questions for our culture.”– Black/African American Caregiver

THEME	MAJOR ISSUE
2. ISSUE-SPECIFIC NEEDS	SYSTEM NAVIGATION AND REFERRALS
	HEALTH CARE
	CHILDCARE
	EARLY LEARNING PROGRAMS AND K-12
	SPECIAL NEEDS/SPECIAL EDUCATION
	INFORMAL ACTIVITIES
	WORKFORCE
	OTHER ISSUES

This section includes specific needs related to programs or services within the early learning system. While each issue presents challenges for families in general as described in the overall report, families of color experience additional challenges.

Synopsis

- System navigation is difficult for families of color when there is newness to or lack of familiarity with the early learning system, language and cultural barriers, undocumented immigration status, and/or judgmental or disrespectful behavior from providers.
- Families of color reported a significant cross-cutting need for more cultural competence across different types of services, whether in healthcare, childcare, or early learning programs. This gap was described as a need among service providers of all backgrounds but also as a need for more diversity in the provider/workforce.
- Many participants emphasized the need to ensure that translators and interpreters have content or subject matter knowledge so that they can capture substance and nuance accurately in what is being translated or interpreted.
- Families also commented on the difficulty of accessing services, in particular mental health supports given community-level historic trauma and stigma of mental health in some communities of color.
- Another common theme was the need for more respect for and less judgment of different cultures in interactions with some providers, whether it be home visiting, childcare, healthcare, licensors or other professionals.
- Besides direct interactions, participants also expressed concern about the cultural relevance of various tools, frameworks and approaches used in the early learning system. Tools mentioned include the WAKIDS assessment tool, developmental screening, approaches to behavioral challenges, and childcare licensing requirements. Respondents questioned if these tools adequately account for cultural differences and therefore can lead to inaccurate and/or inequitable results for children and families of color.
- Participants also shared the need for cultural competence in professional development and training for the early learning workforce in order to strengthen the cultural competence of services provided.

MAJOR ISSUE	RELATED SUB-ISSUES
SYSTEM NAVIGATION AND REFERRALS	SYSTEM NAVIGATION AND REFERRALS
<p>Synopsis</p> <ul style="list-style-type: none"> • Parents expressed needs for centralized information about available resources; whether they're eligible and how to access them; as well as how to navigate through processes and coordinate among different providers. Some participants suggested that a "resource person" or "navigator" would be helpful to connect families to a full range of services. • System navigation is difficult for families of color when there is newness to or lack of familiarity with the system, language and cultural barriers, undocumented immigration status, and/or judgmental or disrespectful behavior from providers. • Facing these obstacles, some families choose not to access resources, including services for which they may be eligible. • System navigation challenges impact both parents/families and providers. • Providers often lack awareness of or information about other resources in order to refer their clients. And when referrals are made, they are often not completed. Families of color are more impacted when providers are less knowledgeable about culturally-specific resources, those resources are unavailable, or the lack of a tracking system makes families less likely to complete referrals. 	
<p>Selected Quotes</p> <p><i>"There are many challenges I know exist from my experience working closely with families and providers, but one challenge I often see families go through in our Yakima Valley Community is families navigating the early learning support systems (special services, starting conversation with doctors about child developmental concerns, access to child care, etc.) in a way that they feel understood, respected and acknowledged. Because of this, they often chose to not reach out." – a provider/professional describing challenges facing families they work with</i></p> <p><i>"Families need to know where to go--many communities have supports and resources for families but lack communication resources and so families are unaware of where to go. Transportation, lack of resources in rural communities, lack of language diversity among resources or resource providers." -- a participant, describing challenges facing families</i></p> <p><i>"Families don't know how to navigate the system, especially when they don't speak English well. I want everyone to have a family resource coordinator." – a provider/professional describing challenges facing families they work with</i></p>	

MAJOR ISSUE	RELATED SUB-ISSUES
HEALTH CARE	COMPREHENSIVE HEALTH CARE
	PHYSICAL HEALTH CARE
	MATERNAL HEALTH
	HEALTH CARE COVERAGE
	MENTAL HEALTH
<p>Synopsis</p> <ul style="list-style-type: none"> • Health care presents a number of additional challenges for communities of color. • As with parents in general, parents of color also support their children’s growth by ensuring their health needs are met, including physical, mental and oral health. But they reported facing barriers including access to free or affordable health coverage (especially for undocumented families), challenges navigating the process of securing coverage/insurance, gaps in language or cultural competence in service provision, and coordination across providers. • Families of color also have a significant need for mental health supports. But some communities have cultural stigma and/or misperceptions about mental health that can lead to underutilization of needed services. When services are accessed, some participants noted lack of cultural competence. Others underscored the need for more providers who share the same language or cultural identity. • Mental health support for children often goes hand-in-hand with supports for the family. This connection was particularly strong for families that have experienced trauma, such as historical trauma in communities of color, or where parents face life stressors such as substance abuse or involvement with the criminal justice system. • Maternal health was often cited as important, with needs for more prenatal and postnatal education, and maternal mental health/post-partum depression. 	
<p>Selected Quotes</p> <p><i>“As Primary Care Providers who see children as many as 10 times during their first two years of life for routine well child checks, we are in a prime position to share information with our young families. Yet the health care system is such that we have minimal time to be effective in this. Centralized resources/information in multiple languages and/or support in Care Coordination is needed. We need to assure that families are following through and understand the value of programs such as Early Support for</i></p>	

Infants and Toddlers...The system is too confusing for us all and we are who the families come to for guidance.” – a provider/professional describing challenges facing families they work with

"In our culture, mental health is a taboo and [there is a] stigma to talk about, so I wish we had more mental health support for pregnant women.” – Meeting participants

MAJOR ISSUE	RELATED SUB-ISSUES
CHILDCARE	LICENSED CHILDCARE
	NON-LICENSED CHILDCARE
	WORKING CONNECTIONS
	EARLY ACHIEVERS REQUIREMENTS
	LICENSING/WAC/ECEAP STANDARDS
<p>Synopsis</p> <ul style="list-style-type: none"> As with families in general, parents of color also face major difficulties accessing quality affordable childcare. But they also have additional needs. Undocumented families reported not being able to secure childcare subsidies, adding to overall family economic struggles. Families juggling non-traditional work schedules, such as migrant farmworkers, have a very difficult time finding childcare with flexible or non-traditional open hours. The challenges are amplified for families and providers of color in rural areas, where many face less choice and greater transportation challenges, and providers must staff from a smaller labor pool with less choice in qualifications and education. Childcare providers from all backgrounds describe major cost burdens in operating their childcare programs. These costs stem from licensing requirements and regulations that are perceived to change frequently over short spans of time; educational requirements and training for staff; additional time and supports needed for children with special needs; student/teacher ratio requirements; and insufficient facilities space, materials and supplies. Besides the financial cost, some providers also expressed concerns about non-financial aspects, like being overwhelmed by the complexity of the licensing process, with changes to WAC and Early Achievers requirements in particular. For providers of color, all the challenges above are amplified if there are language barriers and/or lack of familiarity with the system and requirements, in addition to trying to meet culturally-specific needs of the families they serve. Among Hispanic providers who participated, many described concerns about their interactions and relationship with licensors who come to evaluate childcare businesses. They described confusing and difficult communication, inconsistent and subjective application of childcare rules and criteria, and interactions that for some are aggressive, intimidating and punitive. They also noted needs for additional funding and space. 	

Selected Quotes

“From my field of work, I see that most of the challenges come from families with agricultural backgrounds. Parents are getting off work late after 5 which is after work hours. Most of these programs aren't open late enough so that parents can come in at a later time and not miss out on work. I also see lots of issues with transporting children to services. Some parents need more education when it comes to riding public transportation.” –a provider/professional, describing challenges facing families they work with

“We feel that the state is attempting to hold us all to the same standards when we know there are centers who scored a level 4 in Early Achievers, just like we did, but we would not send our child to the other center. We do not think the state recognizes cultural differences when it comes to its standards and requirements.” –a Hispanic childcare provider, describing challenges in the early learning field

“Currently, we providers feel that the new guidelines are placing too much pressure on us, and they are forcing us to close because people like me who don't know English feel like we can't deal with so many changes.” –a Hispanic childcare provider, describing challenges in the early learning field

“I would like for them to not enforce as many rules. That they let us work with the families of our community, who are mostly people from the country. That they let us provide service without so much stress from the many rules and trainings that they are imposing.” –a Hispanic childcare provider, describing challenges in the early learning field

“I would describe it as a lot of failure. For example: the providers are not on the same page they say one thing and then the next time they change it. The house visits happen too often and they do not have a reason to come. They are not professional. They intimidate you.” –a provider/professional, describing challenges in the early learning field

“I would change for the licensors to consider that it is a home daycare because when they visit the licensors are very aggressive because we have kids that are newborns and they come asking for papers and we need to supervise the kid at the same time which makes it stressful.” –a Hispanic childcare provider, describing challenges in the early learning field

“That it is good because we have a lot of help to continue teaching the kids that we take care of and Early Achievers has enriched us with their trainings. It has been very beneficial. Thank you.” –a Hispanic childcare provider, describing challenges in the early learning field

“In this moment we are improving. We are training ourselves and studying to continue to get better. We have help for everyone that wants to learn. Knowing the development of the kids is the most important.” – a Hispanic childcare provider

“We would need more scholarships and resources for our center. More trainings, more communication with the licensors.” –a Hispanic childcare provider, describing challenges in the early learning field

“I would like more scholarships to continue studying a little about early education, but for the resources to be for everyone in the same manner and to not give different requirements to some people.” –a Hispanic childcare provider, describing challenges in the early learning field

“I would change the way the revisions that the licensors do so it can be the same way each time and they do not use their criteria.” – a Hispanic childcare provider, describing challenges in the early learning field

“I feel comfortable to ask the people at Early Achievers.” – a Hispanic childcare provider

MAJOR ISSUE	RELATED SUB-ISSUES
EARLY LEARNING PROGRAMS AND K-12	ECEAP
	ECLIPSE
	ESIT
	HEAD START
	HOME VISITING
	KINDERGARTEN READINESS/WAKIDS
	K-12 SYSTEM
<p>Synopsis</p> <ul style="list-style-type: none"> • Key early learning programs including ECEAP, Head Start, ECLIPSE and ESIT, were frequently cited as needed resources for children and families. Home visiting was largely seen as a helpful resource. • Wait lists are often long, particularly for ECEAP and Head Start. Some participants reported barriers to access for migrant families. • For families of color, the top issue relating to these programs is ensuring cultural competence, especially in ECEAP, Head Start and home visiting, given the larger number of families of color participating in these programs. • With home visiting in particular, some participants of color noted that rather than being seen as a source of help, visits can be seen as having a punitive purpose based on prior community experience/trauma with other programs. Others described experience with home visitors who bring a judgmental tone. • An issue that cuts across pre-K, K-12 systems is the need for more seamless transitions between them, even moreso for families of color. • Some participants questioned the cultural relevance of the WAKIDS assessment tool and whether early learning pedagogy and approaches in general take cultural differences into account. • Some parents of color, particularly African American parents, described concerns with the K-12 system. Specific issues include: negative labeling of both the parent and child, unjust disciplinary policies, misinterpretation of behavior, lack of ability of school staff to build relationships with children, and lack of teachers with shared cultural identity. 	

Selected Quotes

“Barriers for migrant families – access to Head Start and ECEAP. They have waiting lists that migrant families can’t access.” –a participant, describing challenges facing families

“Gaps: Using assessment tools that are based on white American norms. WaKIDS (as example of tool based on white American norms). Kids have a difficult [time] learning to read as Native Americans because parents do not read with their children in their early years. English is their second language and more needs to be done to bring native language at an earlier age.” –a participant, describing challenges facing families

“They're not saying, "Okay, we're going to teach you parenting skills," because that's such a negative, colonized concept. It doesn't look through a Native lens. [Instead, with[organization],] Auntie's at the door and she's coming here to support us and maybe even bringing us a few cans of food.” – a participant describing home visiting services to a Native family.

MAJOR ISSUE	RELATED SUB-ISSUES
SPECIAL NEEDS/SPECIAL EDUCATION	BEHAVIORAL CHALLENGES
	DEVELOPMENTAL SCREENING
	SPECIAL EDUCATION/SPECIAL NEEDS
<p>Synopsis</p> <ul style="list-style-type: none"> As with numerous other issues, families of color who have children with special needs are subject to the same challenges as the population as a whole, including lack of specialized supports in many parts of the system and healthcare that doesn't adequately cover certain special need. However, they also reported additional and unique challenges specific to communities of color, such as language/cultural competence barriers, lack or providers of color, lack of diverse pedagogy and best practices, etc so the challenge is compounded. Parents of color expressed a need for services that both address special needs and are linguistically and culturally appropriate. For example, some participants see a need to examine the cultural appropriateness of developmental screenings, noting that it is important not just to provide translation and interpretation but to have culturally-specific modifications in the content of screening tools. Some caregivers described positive experiences when the provider was someone who was aware of how culture relates to the unique ways children display growth and development. More broadly, with behavioral challenges, there is also a need for cultural relevance in provider knowledge. For example, some caregivers described the impact of community-specific historical trauma on their child(ren)'s development and behavior. They commented that without an understanding of this connection, behavior can be mis-assessed and/or misinterpreted, and children falsely labeled. Distinct from the impact of community-level trauma, some participants also shared that sometimes behavior of children from non-white cultures is misinterpreted as problematic when it is because it comes from different cultural norms. 	
<p>Selected Quotes</p> <p><i>“Those who work with immigrants/refugees in school need better training – they often misinterpret how they interact. For example: Teachers/Personnel who don’t understand the culture and differences in language...the pause is misinterpreted. They assume the child is [not] [sic] disrespectful. A pause can be for many reasons.” – a provider/professional describing challenges facing families they work with</i></p> <p><i>“Any written tool, even if it might be in their home language, might not be culturally responsive, especially for a culture that may</i></p>	

*prefer to do things orally. It's a very middle class, white, American thing to do to give someone a piece of paper to fill out.”
–a participant, describing challenges facing families*

“Some general systematic ways that inequities get promoted by us and other systems [are] the kids who don't see their same provider as regularly for primary care visits, are less likely to have a screening happen thoroughly, and less likely for that screening to turn into connections to something... Even with good intentions, we create systems that are actually most available to the ones with the least amount of struggle. That is an across the system problem, and we are a part of that system, and a part of that problem.”

“My experience working with the early learning has been very good because throughout the years I have qualified more and I hope that we continue to have your support to improve our job. Personally I would like to learn about special needs.” – a provider/professional

MAJOR ISSUE	RELATED SUB-ISSUES
INFORMAL ACTIVITIES	INFORMAL ACTIVITIES
	PLAY AND LEARN
<p>Synopsis</p> <ul style="list-style-type: none"> • Like many others, caregivers of color also engage their child(ren) in activities outside of school to support their development. They participate in a wide range of activities both at home and out in the community. • Many caregivers of color expressed particular needs for being connected to others with shared racial or cultural backgrounds, both for children and for parents. • Social connection, especially with other parents, is a major source of support and peer learning, though some parents of color said they chose not to participate in mainstream parent groups because they felt they didn't belong and/or they needed more cultural affinity with other participants. • As a result of this, some caregivers of color have started their own peer groups, but many also expressed a need for more culturally- or community-specific groups and activities. 	
<p>Selected Quotes</p> <p>“Rarely any of us are in there. I feel intimidated not seeing anyone I can relate to and looked at like I don’t belong there.” -Parent describing experience with classes for infants and moms.</p> <p>“We tried them and we all know Rainier Beach is very different now, but they just weren’t for us. I felt like they weren’t culturally relevant.” -parent describing experience with classes for infants and moms.</p>	

MAJOR ISSUE	RELATED SUB-ISSUES
WORKFORCE	PROFESSIONAL DEVELOPMENT AND TRAINING
	TRAUMA-INFORMED PRACTICES
	STAFF RECRUITMENT AND RETENTION/COMPENSATION
	STAFFING CAPACITY
<p>Synopsis</p> <ul style="list-style-type: none"> • Many participants in general reported a significant need and desire for ongoing professional development and training for staff working in both early learning and related professions and sectors. • In particular, they cited a need for more cultural competence in both the system/processes and content of professional development and training. This was heard from both white early learning professionals and professionals of color. • Cultural competence in training systems includes, for example, providing trainings in multiple languages, diversity in who provides trainings, whether and how the cultural knowledge of providers of color is valued such as in educational requirements and in peer trainings, and how providers interact with and engage families of color such as in parenting classes. • Cultural competence in training content includes expanding provider knowledge about equity and cultural competence, and how these intersect with early learning knowledge. • Trauma-informed practices is also area subject that many providers wish to gain knowledge about. Since certain communities of color have historic trauma impacting families and children, both parents and providers expressed a specific need for understanding those contexts as part of training in trauma-informed practices. • Some Hispanic childcare providers shared positive sentiments about trainings they have received and expressed a desire to continue learning. Some also expressed challenges of trying to gain new knowledge and skills, compounded by language barriers. • Staff recruitment and retention across early learning in general is a major challenge. Many participants expressed a need for a more diverse early learning workforce, for which the challenges are even greater given the smaller labor supply. 	
<p>Selected Quotes</p> <p><i>“Early Learning staff at all levels should have a foundation of knowledge in trauma informed early learning practices, early learning curriculum with an emphasis on the power of relationships, early learning environments and the affects on families from institutional racism and systemic power and privilege.” –a participant, describing challenges in the early learning field</i></p>	

“Child care centers need to be able to welcome ALL children and families so that they experience belonging in the community that is created through an early learning center. In order to create a welcoming atmosphere, Early Learning professionals need to be able to understand and empathize with families from differing backgrounds and experiences.” –a participant, describing challenges in the early learning field

“‘Professionalism’, as it is often interpreted, can also be white supremacist and elitist. We should really evaluate how we conceive of professionalism.” – a provider/professional describing challenges facing families they work with

“There should be...more work on how to develop a cross cultural competency so people are prepared for the range of issues for children whose home language is not English.” –a provider/professional, describing challenges in the early learning field

“I would describe it as challenging to learn the technology, to educate myself to learn new vocabulary, and to model so the parents can comply with the policies. Now we have to educate ourselves to become more professional.” –a Hispanic childcare provider, describing challenges in the early learning field

“No, they do not. Teachers in public schools are not informed enough about historical trauma and the way it impacts a child's identity in school.” – respondent to tribal early learning survey, when asked if current system meets their child's needs

MAJOR ISSUE	RELATED SUB-ISSUES
OTHER ISSUES	INFRASTRUCTURE/DATA
	ADVOCACY/PUBLIC AWARENESS
<p>Synopsis</p> <ul style="list-style-type: none"> • Participants reported a need for better tracking of and data collection for children of color. Related to this is a need for disaggregating data for individual communities of color so that information about disparities is more explicit. • Some participants also described how families of color face more difficulty with self-advocacy/empowerment. 	
<p>Selected Quotes</p> <p><i>“Also, the story told about Early Achievers is different from what’s often provided by the state. Data is often not disaggregated. Experience out in the field looks different. Want to make sure what communities of color are experiencing are reflected.” –a provider/professional, describing challenges in the early learning field</i></p> <p><i>“We have a difficult time hearing back from rural or minority communities. Most of the feedback we receive is from King or Pierce county.” –a participant, describing challenges in the early learning field</i></p>	

THEME	COMMUNITY(IES)
3. COMMUNITY-SPECIFIC ISSUES	REFUGEE AND IMMIGRANT
	HISPANIC
	AFRICAN AMERICAN
	NATIVE AMERICAN

In addition to issues that cut across all communities of color as described in previous sections, there are also needs specific to individual communities. These are described in this section.

Synopsis

- Refugee and immigrant community members highlighted additional challenges for those who are undocumented, lack familiarity with or are new to the early learning system, and/or have experienced trauma as refugees or immigrants.
- Participants from Hispanic communities also identified immigration status as a significant issue, as well as the challenges for many living in rural areas, especially agricultural workers. Hispanic participants who were childcare providers also described unique challenges operating their childcare businesses.
- Members of African American communities shared struggles with the legacy of historic oppression and trauma that continues to impact families’ lives today. They described how experiences with racism and racial bias impact their children, and emphasized the need for more racial representation and affinity in various early learning venues.
- Native American families spoke of several major factors influencing their communities, including poverty and family instability, the impact of and trauma from colonization, high risk factors for Native children, and the need for specific cultural competencies in the system in order to address those issues effectively.

COMMUNITY(IES)	COMMUNITY-SPECIFIC-ISSUES
REFUGEE AND IMMIGRANT	IMMIGRATION STATUS
	LACK OF FAMILIARITY WITH SYSTEM
	COMMUNITY-LEVEL TRAUMA
<p>Synopsis</p> <ul style="list-style-type: none"> Refugee and immigrant community members described additional challenges for those who are undocumented, lack familiarity with or are new to the early learning system, and/or have experienced trauma as refugees or immigrants. Families with members who have undocumented status reported additional stress and anxiety, compounded by the uncertainty of federal immigration policy. Participants described how this often leads to mistrust and fear of government agencies and public programs, even just for information requests, let alone applying for services or participating in programs. Many choose not to access services such as childcare subsidies, for fear of deportation and/or family separation. This level of fear has a significant impact on families and children, both directly in the missed opportunities for supports and services, and in terms of emotional well-being of the family as a whole. Some participants reported family trauma from being undocumented and fears associated with that. Refugee and immigrant participants also commented on the challenge of navigating a new and different system in the U.S. Participants in one group said that immigrant women in particular need a tailored approach, with proactive support that does not rely on them to understand what resources are available and to be able to ask for those resources. 	
<p>Selected Quotes</p> <p><i>“I’m also a mom of an 8-yr old and a 6-yr old. They and my family experience the issues we have been discussing every day...children experiencing racism at school, deciding about childcare, we have families who have lost their husbands and having to write quality improvement stuff while also dealing with immigration issues, etc.” – a parent and childcare provider describing challenges</i></p> <p><i>“Families with immigration issues – there are a lot of kids who also don’t have status and can’t access childcare subsidies so can’t go into programs and parents work so they have nowhere to go.” –a participant, describing challenges facing families</i></p> <p><i>“Thinking about current chilling effect of federal policy around immigration. Threats around public charge and detention. Hearing from families about reluctance to apply for childcare subsidies because of uncertainty on federal policies.” – a provider/professional describing challenges facing families they work with</i></p>	

“That immigrant families stop living in fear of deportation, that everyone feels a part of their community.” –a participant, when asked their hopes and dreams for children and families in their life/community

“Each has the opportunity and the encouragement to live in a stable, safe childcare and learning environment that engages the whole family as part of the child care team. Access without regard to immigrant or legal status.” –a participant, when asked their hopes and dreams for children and families in their life/community

“Issue with immigrant communities – issues of incredible trauma – e.g., families where parents are undocumented asking if people will take children if they’re deported and the issue is huge.” –a participant, describing challenges in the early learning field

COMMUNITY(IES)	COMMUNITY-SPECIFIC ISSUES
HISPANIC	IMMIGRATION STATUS
	RURAL AND AGRICULTURAL
	CHILDCARE PROVISION
<p>Synopsis</p> <ul style="list-style-type: none"> • Participants from Hispanic communities also highlighted immigration status as a significant issue, as well as the challenges for many who live in rural areas, especially agricultural workers, gaps in culturally-relevant childcare provision, and language access. • As described in the previous section, families with members who have undocumented status reported additional stress and anxiety, compounded by the uncertainty of federal immigration policy. Participants described how this often leads to mistrust and fear of government agencies and public programs. Many choose not to access services such as childcare subsidies, for fear of deportation and/or family separation. This level of fear has a significant impact on families and children, both directly in the missed opportunities for supports and services, and in terms of emotional well-being of the family as a whole. • For many in the agricultural workforce, including significant migrant farmworker communities, the nature of the work means that the workforce is also largely concentrated in rural areas. The confluence of these factors results in unique challenges for farmworker families, with issues reported including low pay/greater exposure to poverty, housing instability, and non-traditional work schedules. Many caregivers shared that the agricultural work schedules, along with lack of affordability, often prevent families from accessing childcare, which is already scarce in rural areas. • Among Hispanic participants who responded to the state survey, the top needs cited were for quality affordable childcare, including better access to childcare subsidies and more providers who speak Spanish and/or are from Hispanic backgrounds. • In some areas, Hispanic childcare providers have established programs to meet these needs, but they too face challenges. Many described needs for more language and cultural competence in early learning education and training opportunities. They also noted the cost burdens of operating childcare businesses, as did other operators, requesting additional funding and/or scholarships, and need for more space. • In particular, many Hispanic childcare providers have challenges with childcare licensing rules and regulations, and how they are implemented. For some, especially those with language barriers, fulfilling requirements is overwhelming. • Among Hispanic providers who participated, many described concerns about their interactions and relationship with licensors who come to evaluate childcare businesses. They described confusing and difficult communication, inconsistent and subjective application of childcare rules and criteria, and interactions that for some are aggressive, intimidating and punitive. They also noted needs for additional funding and space. 	

Selected Quotes

IMMIGRATION STATUS

“My child has more stamps on his passport than I will ever have. I try to tell myself that that is a good thing (they visit Dad in Mexico 4 times a year because he doesn’t have permission to return. After 10 years, the US government will consider readmitting him to the US.” – a parent/caregiver

“That the Latino community members and other immigrant communities can have access to child care services. It’s not fair that we have to stay at home because there’s no place to leave the children, practically all that we do as parents or neighbors is illegal. It can’t be that 90% of my wage goes towards paying daycare and I don’t qualify for the subsidy. Nobody speaks Spanish and when people want to open a daycare they can’t because it’s too difficult. I would like the situation to improve for everyone. The state has created a crisis that didn’t exist before. My experience living in a country where the government creates problems to solve them themselves tells me that this is going to happen here too.” – a participant when asked about their hopes and dreams for young children in their life or community

RURAL AND AGRICULTURAL

“Depends on the season. There are times when there is less work and there is not enough food.” - a parent on challenges in meeting their child’s needs

“From my field of work, I see that most of the challenges come from families with agricultural backgrounds. Parents are getting off work late after 5 which is after work hours. Most of these programs aren’t open late enough so that parents can come in at a later time and not miss out on work. I also see lots of issues with transporting children to services. Some parents need more education when it comes to riding public transportation.” –a provider/professional, describing challenges facing families they work with

CHILDCARE PROVISION/LANGUAGE ACCESS/AGRICULTURAL WORK

“The families are worried because many home daycare centers have closed, which were more affordable and they could have all their children there together, and they had hours that met their work needs, like for those in agriculture who start work really early around 3 or 4 in the morning. And they have been obligated to leave these children with elderly neighbors who sometimes don’t even know first aid nor have the appropriate space, or alone in their home not knowing if their neighbor is a trustworthy person or not. But they don’t have any alternatives. Currently, we providers feel that the new guidelines are placing too much pressure on us,

and they are forcing us to close because people like me who don't know English feel like we can't deal with so many changes." –a Hispanic childcare provider, describing challenges in the early learning field

"I would change for the licensors to consider that it is a home daycare because when they visit the licensors are very aggressive because we have kids that are new borns and they come asking for papers and we need to supervise the kid at the same time which makes it stressful." –a Hispanic childcare provider, describing challenges in the early learning field

LANGUAGE ACCESS

"Having access to child care services, and the possibility to pay for them so we won't need the state subsidy. Also that there are enough providers of these services and that they speak Spanish." –a Hispanic childcare provider, describing challenges in the early learning field

"I have what I need. I would like English classes, cooking classes, somewhere where they can take care of my baby while I am in class." – a parent/caregiver

COMMUNITY(IES)	COMMUNITY-SPECIFIC ISSUES
AFRICAN AMERICAN	HISTORIC OPPRESSION AND TRAUMA
	RACIAL BIAS
	RACIAL AFFINITY
<p>Synopsis</p> <ul style="list-style-type: none"> • Secondary data sources that reached out to African American families reported that they voiced unique challenges stemming from historic oppression and the traumatic effect that continues to have today. • Families shared concerns borne of direct experience of racism and racial bias, particularly highlighting ways in which black children are not equitably supported, at both system- and program-levels. • Black/African American caregivers described mistrust of white systems, making it difficult for public institutions such as those in the early learning system to build trust and transparency with them. • Black parents noted how they anticipate the system will negatively label their child from early on, which results in their children being subject to unjust disciplinary policies. • Caregivers expressed a need for more racial diversity and racial affinity across many early learning venues, including schools, childcare, parent groups, and informal or community-based activities. 	
<p>Selected Quotes</p> <p><i>“Early Learning is a system not created for Black children.” – a parent participant in the Black Family Voices Project in King County</i></p> <p><i>“Primarily that my son gets a fair shot at life and opportunities despite him being a black child.” – a parent when asked about their hopes and dreams for young children in their life or community</i></p> <p><i>“A lot of follow up (after developmental screening) and it’s terrible. When you are Black your best interests is not in their mind. No one built a bridge to help me properly know how to support him.” – a parent participant in the Black Family Voices Project in King County</i></p> <p><i>“Black parents with children who are special needs are not getting access to early intervention in this area. Black families are like at the bottom for getting connected to these resources.” –a participant, describing challenges facing families</i></p>	

“My son took up for someone who was getting bullied and he got in trouble. The counselor and teacher are in a punishing mode, they didn’t even ask him what happened. They made assumptions about him. There was no apology, what I am supposed to do if my kid is being bullied?” – a parent participant

“Can we get some Black teachers in these classrooms? Black men? There are too many white women teaching our children.” – a parent participant

COMMUNITY(IES)	COMMUNITY-SPECIFIC ISSUES
NATIVE AMERICAN	POVERTY AND FAMILY INSTABILITY
	HISTORIC OPPRESSION AND TRAUMA
	AT-RISK CHILDREN
	CULTURAL COMPETENCE IN SYSTEM

Synopsis

- Participants said that Native American communities have specific historic and contemporary challenges that add to families’ struggles. These include endemic poverty and family instability, historic oppression and trauma that then links to significant risk factors for Native children, who also face cultural competence gaps in the early learning and school system.
- It was suggested that many Native communities experience deep poverty, with many families forced to focus on basic survival. Common problems voiced by participants include not having sufficient money to pay for basic needs, unemployment, food insecurity, housing instability (lack of housing or poor housing conditions) and inadequate health care (especially maternal health care and mental health care).
- Additionally, families struggle with other stressors, including physical abuse of Native women; substance abuse and addiction; and anxiety and depression. Parents expressed a need for therapists and counselors who are supportive and non-judgmental, and treatment facilities that offer culturally competent care.
- Families described how the legacy of being colonized continues to play out for them today, including the impact on their children. In a survey of tribal members, caregivers described toxic stress, trauma and adverse childhood experiences (ACEs) as their top concern. Many expressed mistrust and generational fear of institutions.
- Parents suggested that Native youth need specialized support due to the history of discrimination, both in terms of behavioral health and substance abuse support, as well as teacher and provider understanding of the community’s historical context.
- Parents also expressed serious concerns about the Indian Child Welfare system, including abuse. Participants said that Native children are referred into the foster care system and placed in foster care at a higher rate than white children. Parents and elders said that abuse in foster care remains a problem.
- In the context of these challenges, participants described a need for greater cultural competence in the early learning/school system. Survey respondents’ two biggest concerns were the need for trauma-informed practices and cultural competence among teachers and providers.
- When survey participants were asked “Do you know if your childcare provider/teacher has been trained in ACES, historical trauma or healing from it?”, 71 percent said no or they were not sure. When asked “Does the current system meet your child's needs (especially children born with drug affect, historical trauma, etc.)?”, 43 percent said no, with another 18 percent saying somewhat

or unsure. When asked “What supports do you need to help your child and family be successful?”, top answers included: access to information and resources, trained staff, advocacy support and faster, earlier diagnosis for special needs.

- Parents also shared how mainstream assessment tools sometimes do not adequately account for historic trauma in the child’s development and/or mis-assess their children and deem them behind, particularly on literacy, because their culture emphasizes oral tradition.

Selected Quotes

“Hard conversations to have with families when they are just trying to survive. Books? How about keeping the lights on?” –a participant on challenges facing Native American families

“Generational fear of institutions. Young families feel people are being judgmental.” –a participant on challenges facing Native American families

“Information on what to be aware of and look for for children exposed to substances in utero, services for all at-risk children and their families, not just those that are currently delayed.” –a respondent to DCYF tribal survey

“I think that we are very fortunate to have a supple amount of resources and trained staff to be able to direct us there. But with the current drug epidemic and the effects on some of our youth, increased support to be able to provide additional care may be needed.” –a respondent to DCYF tribal survey

“No, they do not. Teachers in public schools are not informed enough about historical trauma and the way it impacts a child's identity in school.” –a respondent to DCYF tribal survey

“Some teacher have been [trained]. The standard of training should be the same for all teachers. Some teacher have been trained and other have not.” –a respondent to DCYF tribal survey

“No, some Early Achievers assessments and requirements are not supportive of children with needs around drug effects and historical trauma--still trying to fit all children in the same boxes.” –a respondent to DCYF tribal survey

“Advocates to help navigate suspected injustices, biases, mistreatment. Who do we turn to for support when we feel our child is being targeted by the school system.” –a respondent to DCYF tribal survey

***“Kids have a difficult [sic] learning to read as Native Americans because parents do not read with their children in their early years.”
—a participant, describing challenges facing families***

“Gaps: Using assessment tools that are based on white American norms. WaKIDS (as example of tool based on white American norms). Kids have a difficult learning to read as Native Americans because parents do not read with their children in their early years. English is their second language and more needs to be done to bring native language at an earlier age.” —a participant, describing challenges facing families