

Advancing Racial Equity in Early Learning DRAFT Outcome Map

Early learning, and all things that are related (prenatal care, maternal health, healthy families), are seen and valued as foundational to a healthy, fair and equitable society.

OUTCOME: Programs, policies and funding decisions to implement the *Early Learning Plan* are well informed and influenced by the experiences, perspectives and needs of people of color.

<p>A Community Voice and Influence – There are expanded pathways for voice and influence of those furthest from opportunity</p>	<p>B Deliberative Bodies – Decision makers and funders at organizational, regional, tribal and state-levels make funding and policy decisions that genuinely reflect and meet the requirements of communities of color</p>	<p>C Practice Informed by Multiple Diverse Stories and Measures – Decision-makers and practitioners use qualitative, quantitative, and experiential data to make decisions that consider the perspective, experiences and requirements of children and families of color</p>	<p>D Early Learning System Design and Implementation – State, local & tribal agencies consider historical and current realities of children of color in program design, implementation and coordination</p>
<p><u>Policies:</u> 1. Pathways exist for community voices to exercise influence and power in discourse and decision-making processes 2. Funding and support are available to allow/honor individual (e.g. parents/guardians), organizational and tribal capacity to participate equally in decision-making processes</p> <p><u>Practices:</u> 3. There are planned processes to connect decision makers with members of diverse communities 4. Communities of color are intentionally reached and engaged by meeting in places convenient to them, providing interpretation services and using varied solutions to promote access 5. Leadership coaching or mentoring is available within organizations to support racial equity advocates 6. Local communities engage a broad array of parents and professionals in local work and receive support and guidance as to how.</p> <p><u>Cultural Representations:</u> 7. Those who serve children are valued as experts in the field 8. Tribal nations, communities of color, and families are viewed as having important insight and wisdom 9. It is readily acknowledged that one cultural voice does not represent all 10. Children see people who are like them as teachers and community leaders</p>	<p><u>Policies:</u> 1. Important questions about impacts on communities of color are candidly shared during the deliberation process 2. Programs and policies value, enable and define appropriate customization to meet individual child and family requirements 3. People of color are intentionally represented in hiring, appointment and s/election of decision makers</p> <p><u>Practices:</u> 4. A consistent, collaborative and transparent approach to decision-making is intentionally and honestly inclusive of people of color 5. Decision making bodies actively engage with members of diverse communities before making impactful decisions 6. Policy making is underpinned by the coordinated action of diverse players, including the racial/ethnic Commissions, the Governor's Office, agency leaders and legislative caucuses 7. Regular thought provoking experiences exist to help decision makers be insightful about how structures impact those furthest from opportunity 8. Ensure decision do not broaden the opportunity gap</p> <p><u>Cultural Representations:</u> 9. Advancing racial equity at organizational, local and state levels is a strategic approach for reducing the opportunity gap and enriching society 10. Decision makers value and are able to individualize strategies in ways that target the unique strengths and requirements of different communities</p>	<p><u>Policies:</u> 1. Accountability processes and measures evolve with and are adaptable, holistic and consider the requirements and successes of children and families of color 2. Education, experience, demonstrated commitment and reflection of children's culture are valued in assessment of quality of early learning programming and professional qualifications 3. Educational equivalency and/or competency assessment processes exist to honor the importance and support the development and progression of early learning professionals who reflect children's language and cultures as part of the early learning workforce</p> <p><u>Practices:</u> 4. Decisions are aimed to consider the experience and meet the self-identified requirements of communities of color 5. Data are gathered, analyzed and presented with intentional consideration of the cultural belief and framing in which the data is defined, collected and interpreted 6. Decisions affecting the early learning workforce identify a corresponding plan/pathway/monetary incentive to ensure that implementation is equitable and serves children and families in ways that genuinely meet the diverse interests of children of all races/ethnicities</p> <p><u>Cultural Representations:</u> 7. Communities of color are engaged in determining what is credible and relevant data, how data is collected, and how data is used before decisions are made 8. Community stories are treated with equal importance in the development of approaches that are reflective of the requirements of communities of color 9. Promising practices specific to communities of color are recognized as a critical strategy for meeting diverse needs</p>	<p><u>Policies:</u> 1. Interactions and relationships among state, tribal and local agencies are coordinated to deliver results for children of color 2. Services, structures and supports are planned and implemented to encourage effective transition among care settings and along each child's developmental path that are aligned with the family's values and cultural beliefs</p> <p><u>Practices:</u> 3. State, tribal and local entities work in concert to ensure effective coordination of decision making and action 4. Decisions are informed by a deep awareness of the different situations of children and families and systems are designed to ensure access and choice 5. Feedback loops provide information and knowledge about the experiences and perspectives of people of color that informs design and refinement of early learning systems</p> <p><u>Cultural Representations:</u> 6. Cultural competency and linguistic relevance are seen as hallmarks of quality</p>
<p>Race is eliminated as a predictor of progress and success for children from birth through eight</p>			