

**Early Learning Advisory Council (ELAC)**  
Racial Equity Implementation Plan – Work Group Recommendations

<b>A. ELAC ROLES &amp; RESPONSIBILITIES</b>			
Create an <b>implementation plan</b> that outlines specific <b>roles and actions</b> for ELAC members. Build on our current strengths and go deeper with specific perspectives from ELAC and opportunities for growth and learning. Success is measured by a change in behavior.			
<b>ACTIONS &amp; DECISIONS</b>	<b>WORK GROUP ASSIGNMENTS</b>	<b>WORK GROUP RECOMMENDATIONS</b>	<b>COMMENTS/QUESTIONS/INPUT</b>
1. ELAC affirmed and clarified the <b>roles and relationships</b> between ELAC and DEL.	DEL Staff modify the State and Local Early Learning Coordination System Key Partners and Roles diagram (and other materials, such as the ELAC Charter) to include that Council includes diverse, statewide representation reflecting regional, racial and cultural diversity, as described in the ELAC statute ( <a href="#">RCW 43.215.090</a> ).	<i>Refer to revised State/Local Coordination diagram and ELAC Charter.</i>	
2. Gained clarity on input for formal products versus input for implementation; supported by a data tracking system.	ELAC Racial Equity Work Group design a tool/data tracking system for requests for input on formal products and implementation, decisions made and how decisions were informed by input.	1. Develop a State/Local Coordination Annual Reflection. Include description of: <ul style="list-style-type: none"> <li>a. Areas/topics where DEL informed, consulted, and collaborated with families, professionals and communities;</li> <li>b. Guidance, input and questions raised;</li> <li>c. What DEL did or did not do differently as a result, and why;</li> <li>d. Improvements to ELAC operations; and</li> <li>e. Report on implementing racial equity framework.</li> </ul>	Investing in Children Coalition (South Central) heartily endorse this idea and have many fine agencies and partners in our region who are willing to assist with an effort of this sort including: Children’s Village, Yakima Valley Farmworkers, Inspire Development Centers and EPIC.  Collect data on how well the racial equity implementation plan is being implemented. Potentially work with an outside evaluator or develop an evaluation system.

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<b>B. RACIAL EQUITY FOUNDATION</b> Create a <b>foundation</b> ( <i>framework</i> ), so that everyone understands what it means and looks like to lead for equity. Identify and communicate potential <b>outcomes</b> from implementing a racial equity framework for ELAC.			
ACTIONS & DECISIONS	WORK GROUP ASSIGNMENTS	WORK GROUP RECOMMENDATIONS	COMMENTS/QUESTIONS/INPUT
3. Adopted the modified Racial Equity Theory of Change (RE-TOC) Outcome Map document to serve as the <b>ELAC Racial Equity Framework</b> and shared view.	ELAC Racial Equity Work Group cross-references the ELAC Racial Equity Framework with the ELAC 2015 Work Plan to look for ways to align the plan with these specific intentions.	For the Early Achievers and Early Start Act topics: <ol style="list-style-type: none"> <li>1. DEL can survey regions to find out what types of successes and barriers communities are experiencing.</li> <li>2. DEL can work with partners to find out how to support and promote the great work that is already happening and assist with developing example program policies and procedures.</li> <li>3. DEL can host presentations in each region to increase awareness on what cultural and linguistic relevance means and the vision moving forward.</li> </ol>	<b>#3 Prioritize hosting presentations on cultural and linguistic relevance. Work with experts and community-based partners to help develop the conversations in each region.</b>
4. ELAC meetings can be <b>repository</b> that furthers the work of racial equity through the sharing of experiences, align/connect conversations at both the state and local level, as well as planning/implementing strategies.	ELAC Racial Equity Work Group looks at the 2015 Work Plan for the rest of the year. Are there additional conversations that should happen to assure ELAC is thinking from a racial equity perspective?	<ol style="list-style-type: none"> <li>1. Consider scheduling specific dates to have a training, reflection or leadership development opportunity around racial equity. For example, a train the trainer at an ELAC meeting to support participants to facilitate conversations about race.</li> <li>2. Share racial equity tools, trainings and opportunities for conversation outside of ELAC.</li> <li>3. Request that DEL create a racial equity STARS training and module for early learning professionals.</li> <li>4. Ask RA's to include updates from coalitions on what they're doing to implement a racial equity lens.</li> </ol>	<b>#4</b> Creating a racial equity STARS training and module for early learning professionals is a great priority and achievable next step.  Another idea which arose during the South Central coalition discussion was to work with tribal communities and the coalitions serving tribal communities to invite DEL staff and ELAC to learn about the history of the tribes in the area. The importance of establishing long term, meaningful relationships cannot be over emphasized. Traveling to the community speaks volumes. Trust takes time to build and especially with matters of racial equity, is vital.

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<b>C. RACIAL EQUITY TOOLKIT</b>			
Develop a <b>toolkit</b> to move the RE-TOC from philosophy to practice. The toolkit is a part of the structure and practice of ELAC.			
<b>ACTIONS &amp; DECISIONS</b>	<b>WORK GROUP ASSIGNMENTS</b>	<b>WORK GROUP RECOMMENDATIONS</b>	<b>COMMENTS/QUESTIONS/INPUT</b>
<p>5. Adopted a set of <b>ELAC Questions and Inquiries</b> to be considered when looking at any policy, practice, procedure, funding opportunity, etc. The questions are used to guide the work of ELAC and ensure that a racial equity lens is used at all times.</p>	<p>Look at 2015 Work Plan to identify areas where the questions can inform the presentations and be used as prompts for guidance to presenters and the meeting discussions. Presenters leading discussions on work plan topics should incorporate ELAC’s racial equity principles and questions.</p> <p>ELAC could commission a smaller work group to conduct an in-depth examination of existing systems and practices, provide feedback about what aspects of the current system are perpetuating disproportions, and advise on how to make modifications to eliminate inequities.</p>	<p style="text-align: center;"><i><b>Refer to revised ELAC Racial Equity Questions</b></i></p> <ol style="list-style-type: none"> <li>1. Share ELAC Racial Equity questions with presenters prior to meetings to help guide and frame the conversation or presentation. Try this for the October 6, and ask presenters to reflect with ELAC on how it went to inform how to work with future presenters.</li> <li>2. Keep the questions in the forefront for all ELAC members, so if folks don’t feel like they are being addressed in discussions, participants can ask.             <ol style="list-style-type: none"> <li>a. Print and laminate copies of questions for each table to encourage everyone to think about and be responsible for asking the questions.</li> <li>b. Print wallet-size copies of questions to distribute.</li> <li>c. Add Essential Questions to the top of ELAC agendas.</li> </ol> </li> <li>3. Use the Early Achievers review subcommittee as an example of how ELAC can conduct an in-depth examination of existing systems and practices and provide input. The EA subcommittee process can inform how other ELAC subcommittees can review other early learning systems issues.</li> </ol>	

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<p>6. Make data part of the toolkit that ELAC and partners use to begin their racial equity work. Develop <b>common understanding of</b> and distribute <b>data</b> (paired with stories) regarding racial inequity, and why it matters.</p>	<p>A next step could be to reference the 2015 Work Plan to identify specific data needs/opportunities.</p>	<p>1. ELAC can monitor the following racial equity outcomes and indicators:</p> <ul style="list-style-type: none"> <li>a. Indicators for Children               <ul style="list-style-type: none"> <li>i. Participation in home visiting, preschool, quality child care, family support programs by race and ethnicity</li> <li>ii. Percentage of children ages 10 month-5 years who during the past 12 months were screened for developmental, behavioral and social delays by race and ethnicity</li> </ul> </li> <li>b. Indicators for early learning professionals               <ul style="list-style-type: none"> <li>i. Number of early learning professionals that take trainings on cultural and linguistic responsive services and instruction</li> <li>ii. Number of early learning professionals that reflect the racial, ethnic and linguistic diversity of children</li> <li>iii. Cultural and linguistic responsiveness are included as hallmarks of quality</li> </ul> </li> <li>c. Indicators for Community Voice               <ul style="list-style-type: none"> <li>i. Families, professionals and community leaders of color provide insight and expertise and influence decision-making processes</li> </ul> </li> </ul>	<p>When DEL collects data, include plans to encourage families and providers to share their racial and ethnic backgrounds. Include messaging on why providing this information is important and beneficial.</p> <p>Share a draft data dashboard with ELAC.</p>

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<b>D. RACIAL EQUITY IMPLEMENTATION</b>			
Focus on areas and partnerships where ELAC has influence to infuse a racial equity lens. Build from assets to further strengthen communities.			
<b>ACTIONS &amp; DECISIONS</b>	<b>WORK GROUP ASSIGNMENTS</b>	<b>WORK GROUP RECOMMENDATIONS</b>	<b>COMMENTS/ QUESTIONS/INPUT</b>
<p>7. Agreed to enhance <b>ELAC Operations</b> in these ways:</p> <ul style="list-style-type: none"> <li>- Look at ELAC member terms</li> <li>- Succession planning</li> <li>- Capacity of coalitions</li> <li>- Meeting locations</li> <li>- Orientation</li> <li>- Impact of putting the shared principles into practice</li> <li>- Expectation of members on time and engagement and getting voices from the field</li> <li>- People who nominate members to ELAC to have mindset that members represent the diversity of the state</li> </ul>	<p>Need more representative voices at the table of ELAC. Use the principles as part of the new member orientation and incorporate them into all ELAC meetings. ELAC Racial Equity work group make recommendations on recruitment, orientation and peer mentoring for new members.</p>	<p><b>ELAC Recruitment</b></p> <ol style="list-style-type: none"> <li>1. Create a list of organizations and individuals to reach out to when recruiting for each seat. Ask ELAC and RA’s to provide suggestions.</li> <li>2. Add this question to ELAC Member recruitment announcements: <i>What is your perspective on or approach to advancing racial equity and closing the opportunity gap?</i></li> <li>3. Emphasize that non-government seats are eligible for compensation and travel reimbursement, and make translation available.</li> </ol> <p><b>ELAC Orientation</b></p> <ol style="list-style-type: none"> <li>4. Hold a webinar for basic information and what to expect, then incorporate relationship-building opportunities:               <ol style="list-style-type: none"> <li>a. Host a dinner or breakfast meeting prior to their first ELAC meeting.</li> <li>b. Have an ELAC member and Regional Advisor peer mentors participate in orientation and help with onboarding.</li> </ol> </li> <li>5. Include an intentional focus on racial equity as part of ELAC member and Regional Advisor orientation. Introduce ELAC’s racial equity framework and implementation plan.</li> <li>6. ELAC Members and Regional Advisors sign a commitment to uphold ELAC charter and racial equity principles at the beginning of each new term.</li> </ol> <p><b>Community Voice</b></p> <ol style="list-style-type: none"> <li>7. ELAC can incorporate voices from the community by:               <ol style="list-style-type: none"> <li>a. Inviting community organizations that work with children and families of color to do a Lunch &amp; Learn and share their story.</li> <li>b. Show the <a href="#"><i>Danger of a Single Story</i></a> TED talk by Chimamanda Ngozi to demonstrate how critical it is to tell and listen to stories about the experiences of children and families.</li> <li>c. Put a structure in place for ELAC members and RA’s who provide direct services to gather and share stories. Create short videos about how families are impacted.</li> <li>d. Introduce the Community Café model during an ELAC meeting.</li> </ol> </li> </ol>	