

Indian Policy Early Learning Committee (IPEL) Meeting Minutes

March 9, 2017 – 9:30 a.m. to 4:00 p.m.

The Evergreen State College Longhouse – Sgʷigʷialʔtxʷ "House of Welcome"

Welcome & Blessing

- Interim Chair Sally Brownfield and DEL’s Head Start Project Administrator, Caitlin Jensen welcomed everyone and asked for introductions.
- Layla Longshore from Skokomish provided the blessing.
- Welcome to The Evergreen State College Longhouse: Tina Kuckkahn-Miller (Anishnabe, married to a Skokomish citizen), Director Longhouse Education and Cultural Center provided a welcoming prayer. Tina shared that the 2nd Annual gathering of Pacific Rim Indigenous Artists is happening this summer at Evergreen State College (ESC). The Evergreen State College has a special relationship with a Maori community in New Zealand and both travel to each other’s college campuses and share cultures yearly, topics include: Indigenous resistance, visioning, language, and education. ESC is planning an Indigenous arts campus, and recently got the College to adopt seven acres for their project in their immediate plans. It will include: a carving studio (which was just built and the first piece of the project), fiber arts studio, medicinal plant garden, traditional garden, master weavers, etc. Last weekend the longhouse hosted Generations Rising children and family event. Tina also participates in her husband’s program at Skokomish—Little Wolves.

Legislative Session Update

DEL Director Ross Hunter and Assistant Director Frank Ordway shared an update on the 2017 Legislative Session.

Discussion	<ul style="list-style-type: none"> • The Department of Children, Youth & Families, Outdoor Licensed Preschool and the Dual <i>Language</i> Early Learning Pilot Programs are just a few key bills DEL is tracking. • This session is an important budget setting session. • DEL’s ELAC membership bill expands and opens two seats specifically for Tribal membership. • Dual-language bill - <ul style="list-style-type: none"> ○ Grants to programs to fund dual language learning and Tribes are called out specifically as those who should receive support. It supports home language literacy and programs that are culturally responsive and there is a K-12 component as well. The bill passed the House with significant bipartisan support. There is currently no funding behind this bill. The bill didn’t make it out of the Senate yesterday. • Outdoor Preschool bill - <ul style="list-style-type: none"> ○ This is an immense challenge for DEL to administer because up until now, DEL has only ever been concerned with indoor spaces. DEL will develop a licensing approach for outdoor preschool. With the current outdoor programs there are waitlists. Director Hunter is confident the bill will pass and stated that he is thinking about “how can we do stuff that works.”
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	<ul style="list-style-type: none">• The next milestone is cut off on March 16, then the release of the Senate budget around March 20. The House budget will be released 5 days or a week after.• Tribal Maternal Infant Strategic Plan, worried about the core funding for McKinney Vento - maternal infant home visiting. Created within Affordable Care Act, and then separated from it a year ago. McKinney Vento needs to be reauthorized. Kathy McMorris Rogers in Spokane has influence, but Director Hunter is concerned that funding will be taken out of the Social Services Block Grant.• Director Hunter mentioned that there was a broad introduction to creating the Department of Children, Youth, and Families.<ul style="list-style-type: none">○ Governor’s Executive Order to create a commission to review possibility of combining the Juvenile Rehabilitation, Children’s Administration, and DEL so that children’s voices are heard. Currently, only those who represent State Departments are at the Cabinet table, and there is no specific representation of children ages 5-18 because DEL focuses on early learning only, and the Department of Social and Health Services (DSHS) serves all people (and their current priority is State mental health hospitals and not foster care, child welfare, or anything child/ youth centered). The Governor wants to hear the voice of WA State children louder.○ Director Hunter stated that most child welfare systems are based on the science of 100 years ago. Brain science has changed dramatically, and we now know so much about the Adverse Childhood Experiences Study. Understanding epigenetics science is important.○ There are also some concerns that DSHS is too large and hard to manage. The House Bill is more likely to pass and has gone through two committees. That bill will pass off the floor on Wednesday.○ Tribal consultation was done a week ago. Almost all of the changes recommended made it into the next version of the bill.○ This bill sets up one year of planning before operating and a new board to monitor the transition.○ Sally Brownfield asked; how do we (Tribes) work with the state so that we are working together from the beginning? The House Bill was 99.9 percent void of any reference to Tribes. All of it has direct impact on tribal people. She also shared that she found out about the bill after it had already been created and headed to the floor. There was no Tribal consultation around the entire process and according to law, it should not be by chance or luck that Tribes find out about legislation that directly impacts them and their relationship with the state. Jurisdiction issues may not be set up correctly between the new Department and the tribes and is a concern. Sally shared that Tribal government and state relations are very repetitive and Tribes are having to constantly revisit issues, and the burden is on Tribes to constantly “catch” legislation and actions that affect them, when they should have been consulted with initially = tiresome, ignorant, disrespectful, undermines sovereignty and self-determination.○ The state administration changes every 4-8 years and the new administration are not aware of Tribal consultation processes, so please keep educating and teaching the new officials.○ Jackie Haight asked Director Hunter: “You mentioned adverse experiences
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	<p>are impactful and a focus of the new department, but there is a tremendous “adverse” impact on Tribes every time the state creates legislation without consulting with Tribes.” Re-traumatizing. She also stated her concern that the new department will lose the early learning focus DEL has, and along with it, loss of funding.</p> <ul style="list-style-type: none"> ○ Both Jackie Haight and Sally Brownfield mentioned how difficult it was to create a Tribal Liaison position with DEL and that although there can be legislation mandating there be a liaison in each department, it can take years, if ever, for a Tribal Liaison to be hired. They mentioned it took several years of Senator John McCoy working to create and fund DEL’s Tribal Liaison position. Director Hunter stated that he was the one who hired Tleena, not Senator McCoy. ○ Merging in child welfare with education diminishes what little trust Native families have with the education system; there is hesitancy and rejection in the K-12 education system. There is even greater distrust in Native communities in the state child welfare system, and some think that if the two departments are combined, it will impact the trust and relationship building DEL already has with communities. ○ Jackie Haight asked what the history of the state in going through a transition of this size and how do we create an agency to keep the flow of operation? <ul style="list-style-type: none"> ▪ Director Hunter shared that the group working on this is the policy shop for the agency and coordinating with the outside agencies. The group is supposed to always be a bit insulated and that are separated from the direct services. This kind of oversight board outside of the agency in the Ombudsman office. How do you create someone who applies pressure outside of the agency? The oversight board has teeth to do investigations into specific cases. Go into the operation and stay focused on the metrics.
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Lunch & Early Achievers Discussion

Laura Waukechon Factor, Upper Skagit, shared hers and other Tribal Early Achievers (EA) participant’s experiences.

Discussion	<ul style="list-style-type: none"> ● The Upper Skagit Early Childhood Education and Assistance Program (ECEAP) and Head Start (HS) are a subcontract from Snohomish County. In the Managed Education and Registry Information Tool (MERIT), Upper Skagit is listed as a child care program, but they wanted to be switched over to ECEAP/ Head Start. The switch took 1.5 years. ● The Early Childhood Environment Rating Scale (ECERS) rater was non-Native, but very culturally aware. She had received training from the University of Washington (UW). Overall experience with EA was good because we had very good support. ● The Tribe decided to be state licensed. The center participates in a lot of elements as they believe in safety, and they have Indian Health Service come in and the fire marshal. We have 36 HS slots and 16 part-day 3 & 4 year olds in ECEAP. We have the opportunity to have more three year olds and have a mixed age group in our ECEAP classroom. ● The EA Coaching differs from Head Start coaching. ECEAP Family Services has
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	<p>changed quite a bit. ECEAP provides everything free. We are just learning about Head Start coaching. The intent and styles are different, ECEAP is more reflective. Ended up giving up the ECEAP slots to an off-reservation facility. If you have Head Start, and you cannot fill HS, then ECEAP is not an option.</p> <ul style="list-style-type: none">• Upper Skagit also receives Child Care and Development Fund (CCDF) grant and only services HS and ECEAP students so that they can attend a full day, or even longer, program. They do not offer childcare to children who are not in HS or ECEAP.• Suquamish—Classroom Assessment and Scoring System (CLASS) and ECERS provide coaching/ framework for coaching. Traditional licensed pathway. Providers receive coaching support from Child Care Aware. ECEAP pathway with reciprocity points. With that pathway, because it's streamlined, you would not necessarily receive coaching from Child Care Aware.• When will DEL create a tribal pathway – when will they recognize a need for a Tribal pathway and fund the creation of this option?• Jackie Haight shared that Early Achievers does not/has not worked for Port Gamble S'Klallam early learning programs. For example, there is no need for Tribal Nations to have a mandated course around “cultural competency,” and “we just want your (states) money, and we have that right to because the children and Tribal citizens are dual citizens. That's what sovereignty is all about.” Jackie mentioned that with every program and funding a Tribe receives, there are then inherent hoops to jump through constantly, and have to provide the same information to each funding source, and not allowed duplicating data = waste of time because of the systems. She added, “We have our own quality rating and improvement system (QRIS), we just don't call it that. It's built into our lifeways and our systems – that have always been there – we just need the funding.” Port Gamble S'Klallam will never give up having its own certification process. FBI fingerprints—duplicating the conversations. The Head Start hopes to do a Health and Safety certification as a 3-month process, which is very in-depth. Head Start is ensuring that all the maintenance and systems. Port Gamble does not need to go through another process. “Our children are dual citizens, and they need access to the Early Achievers resources. “• There is a webinar coming up to discuss what QRIS could look like in tribal programs. Doing an inter-local agreement and what it could look like in tribes. Take away the cultural competence training, as an example. What can DEL do?• Minette Mason, DEL's QRIS Integration Specialist asked if there was anyone who would like to be part of a work group for creating a pathway for Tribal EA/ monitoring. Marcy Maki, Community Liaison with the Childcare Quality & Early Learning Center at the University of Washington shared she doesn't want to participate in any more work groups because of the abused term, but willing to reimagine what a group would look like and be named. DEL just has not gotten there yet. Maintaining sovereignty. Needs to be alignment to allow for the blending and braiding of funding streams to be at the provider level. The funds that come with the eligibility. Head Start, ECEAP, WCCC funds—how do we give you maximum flexibility with these dollars? The Feds are always going to come and do the Health & Safety. Power of sovereignty gives more legitimacy to working these issues out. Washington State is one of five states that have been invited to the Office of Head Start to discuss alignment. Part of the criteria. Children Home Society—none of the requirements have reciprocity. Each funding stream has its own monitor. Help
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	<p>maximize resources but giving you maximum flexibility of those dollars. 18 of the 29 tribes have Head Start/ Early Head Start in WA. Connect DEL funds with tribes in a self-governing way. Part of the goal of Early Achievers and the Early Start Act is to make it easier for families and providers to move among funding streams with less time on compliance.</p>
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Region X Office of Child Care, Tribal CCDF & National Center on Tribal Early Childhood Development

Sarah Stafford and Gretchen Stahr Breunig from Region X shared a [presentation](#) on how they are currently working with tribes.

Early Start Act Updates

Luba Bezborodnikova, DEL’s Assistant Director for the Early Start Act (ESA) provided a [presentation](#) on ESA updates and clarified information on the Standards Alignment.

Discussion	<ul style="list-style-type: none"> • Where was the tribal input in this timeline? A discussion took place at Port Gamble in November. • Majority of tribal child care providers do not operate on the state licensing rules either dually licensed or certified for payment only. Luba stated, “Tribes aren’t going to be impacted by licensing. They could be informed, but not impacted, because they have the option to be Tribally licensed.” Tribes can choose to be licensed or certified. Has there ever been an answer to Tribal consultation as these rules are adopted? • The state of Arizona has a well written process for Government to Government. Process needs to be as inclusive as possible.
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Office of Native Education

Michael Vendiola, Director of Office of Native Education with the Office of Superintendent of Public Instruction [presented](#) on the Every Student Succeeds Act (ESSA).

Meeting Follow Up/Closing Remarks/Adjourn

Next Steps	<ul style="list-style-type: none"> • Tleena Ives will send an email requesting input on a date for the next IPEL meeting.
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<p>IPEL MEMBERS IN ATTENDANCE Sally Brownfield - Squaxin Island Jaclyn Haight - Port Gamble S’Klallam Alternate Tara Evans - Spokane Tribe Renee Hernandez - Suquamish Tribe Alternate Joe Davalos - Suquamish Tribe Alternate Anna Williams – Cowlitz Mary DuPuis- Chehalis Audrey Castleberry - Snoqualmie Sabrina Smith - Yakama Nation Sheryl Fryberg - Tulalip Adam Lorio - Samish Carmen Seagrove - Lummi Laura Waukechon Factor- Upper Skagit Antonio Sandifer - Skokomish</p>	<p>IPEL MEMBERS ABSENT Deborah Sioux Lee - Nisqually Teri Nelson - Tulalip Delegate Lisa Russell- Kalispel</p>
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Layla Longshore- Skokomish Alternate Kim Kettel - Jamestown S'Klallam Tribe	
ADDITIONAL ATTENDEES	
Michael Vendiola - OSPI Marcy Maki - University of Washington Sarah Stafford - Office of Child Care Region X Gretchen Stahr Breunig - Office of Child Care Region X Tina Kuckkahn-Miller, The Evergreen State College Longhouse Caitlin Odell- Thrive	Ross Hunter - DEL Frank Ordway - DEL Caitlin Jensen - DEL Minnette Mason - DEL Deanna Stewart - DEL Luba Bezborodnikova - DEL Greg Williamson - DEL Teresa Robbins - DEL