



WELCOME!

**WE WILL BEGIN
THE MEETING
MOMENTARILY.**

PUBLIC PERFORMANCE REVIEW

Goal 1.1 – Early Learning

October 20, 2021

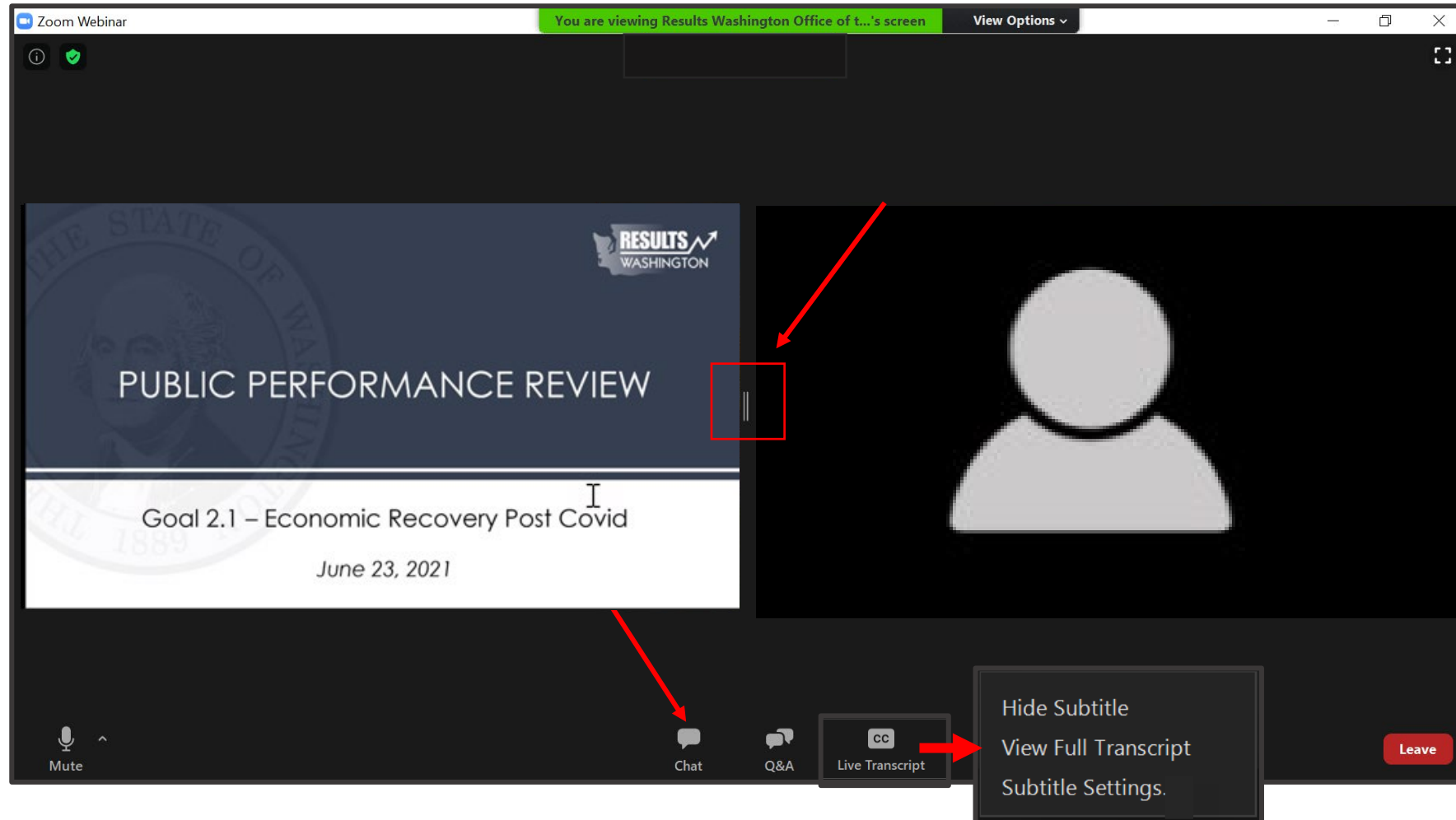


WELCOME

PRESENTED BY:

- CHRISTY BEZANSON, DIRECTOR, RESULTS WASHINGTON

Zoom Overview



Zoom Overview



Public Performance Review Purpose

The Public Performance Review is our monthly meeting with the Governor, leaders, agency experts, and community members designed to:

- Focus on a cross-agency project tied to the Governor's priorities
- Hear from those impacted by the project – those with lived experiences and those who are customers and process partners in the community
- Engage in discussions and problem-solving on these complex topics

Public Performance Review Project Selection



1. Held agency meetings to finalize improvement project recommendations for each Goal area topic.
2. Agencies self-selected their participation and designated subject matter experts (SMEs) for each improvement project based on RASCI criteria.
3. Facilitated agency meetings to finalize improvement project focus for each Goal area.
4. RW and agency SMEs have been actively working to define project scope and develop charters and project plans.

Project Focus

- Increase the variety of pathways, including community-based training (CBT) and other equivalents, to support a diverse and qualified early care and education workforce.
- Support current childcare staff, expand capacity in the industry, and support Washington families.

Project Team

Sponsoring Agency

- Department of Children, Youth & Families

Support, Consulted, and Informed Agencies

- Department of Corrections
- Department of Labor and Industries
- Employment Security Department
- Health Care Authority
- Office of Financial Management
- State Board for Community & Technical Colleges
- Workforce Training & Education Board

Opening Remarks

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PROJECT INTRODUCTION

PRESENTED BY:

- FRANK ORDWAY, CHIEF OF STAFF, DEPARTMENT OF CHILDREN, YOUTH & FAMILIES
- DR. CARLI SCHIFFNER, DEPUTY EXECUTIVE DIRECTOR OF EDUCATION, STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES

1.1 Early Learning Project Introduction

Our Goals:

- Increase variety of pathways
 - Community-based training
 - Other equivalents
- Support a diverse and qualified early care and education workforce



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OPPORTUNITY & PROJECT OVERVIEW

PRESENTED BY (IN ORDER OF PRESENTATION):

- NICOLE ROSE, ASSISTANT SECRETARY FOR EARLY LEARNING, DEPARTMENT OF CHILDREN, YOUTH, & FAMILIES
- ANGELA ABRAMS, PROFESSIONAL DEVELOPMENT ADMINISTRATOR, DEPARTMENT OF CHILDREN, YOUTH, & FAMILIES

Opportunities

- Establishes and expands pathways
- Supports and expands workforce



Training



Experience



Education

Outcomes

- Create new options and close pathway gaps.
- Increase the diversity of our workforce.
- Offer learning environments in the primary language of our early childhood educators.



Data Overview

Approximately 25% (10,000) of the eligible workforce may be interested in the community-based training option.

The Workforce Registry, MERIT, was recently updated to allow people to indicate their interest in a training option.



This data assumption is pulled from the workforce registry, MERIT, and reflects lead teacher, assistant teacher, and family home owners.

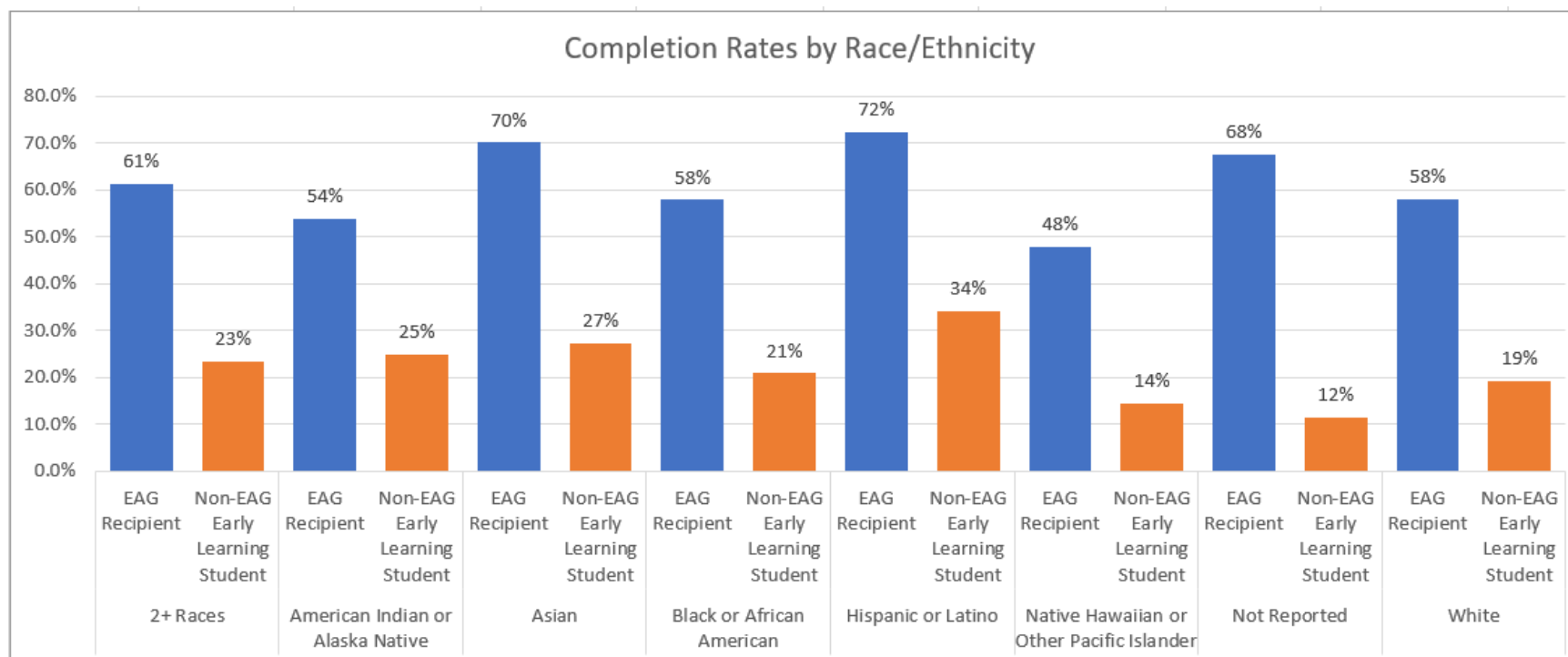
Data Overview

Enrollment in Washington State Colleges Early Learning Program

Academic Year	All Early Learning	Early Achievers Grant Recipients	Enrollment Growth by year
2017-2018	7,640	1,559	3%
2018-2019	7,976	1,673	4%
2019-2020	9,048	1,982	13%
2020-2021	8,431	1,818	-7%

Data Overview

Early childhood educators who receive Early Achievers Grants are more likely to complete their program at one of Washington's College programs.



This data represents the 2017-2018 Cohort and represents completion over a four year period (2021-22).

Governor Q&A

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VOICE OF THE CUSTOMER

PRESENTED BY (IN ORDER OF PRESENTATION):

- MEKA RIGGINS, DIRECTOR OF SCHOLARSHIPS, CHILD CARE AWARE OF WASHINGTON
- MARIA MORA, BILINGUAL TECHNICAL ASSISTANT, THE IMAGINE INSTITUTE
- GENESIS RUIZ DE LA CRUZ, FAMILY HOME PROVIDER
- IFTIN HAGIMOHAMED, CFO/CO-FOUNDER, VOICES OF TOMORROW
- SAFIYA OMAR, FAMILY HOME PROVIDER

Meet Meka Riggins

Child Care Aware of Washington

- Child Care Aware of Washington and its Regional Partners have created a system that delivers coaching and professional development services to all licensed child care providers across the state. We also provide scholarship support to providers who wish to obtain a bachelor's degree. Through the delivery of these services, we **observe providers in action** AND **hear providers stories** around their learning needs.
- This gives us a strong basis of understanding so that when called upon we can bring a collective, statewide provider perspective to conversations that include the development of the state's learning opportunities.



Why We Advocated For Community Based Pathway

- A responsive pathway created with the community, for the community
- Pathways help meet the education requirements for licensed care providers
- More accessible learning experiences that builds confidence in their ability to be successful in higher education
- Recruit and retain our ECE workforce.



Meet Maria Mora

The Imagine Institute



Meet Genesis Ruiz de la Cruz

Family Home Provider



“We learned how to develop their minds. We obtained resources for families. We managed to make changes in our classrooms.”

- Genesis

Meet Iftin Hagimohamed

Voices of Tomorrow

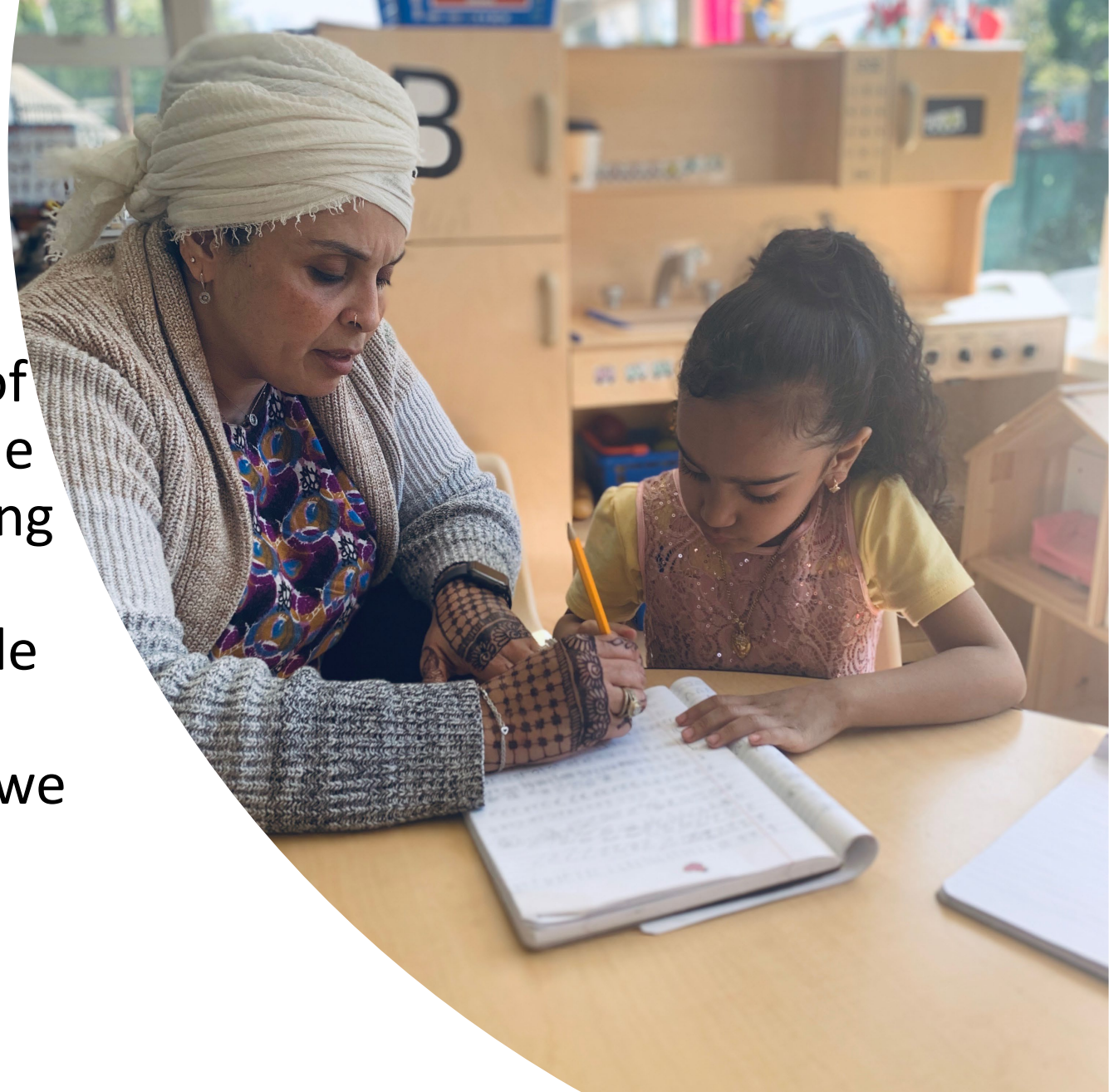


- Voices of Tomorrow is a nonprofit organization that supports children, families, and early learning practitioners by providing dual language early learning services and resources.
- Our robust culturally-linguistically responsive approach is rooted in racial equity and social justice, and has supported over 800 Early Childhood educators from center base to family home licensed sites and over 3,000 East African families.
- Our Somali-English dual language preschool programs (first in the nation) serves over 160 children in King County.



Why are we here?

We were asked to put on our lenses of equity and access and speak about the professionalization of the early learning field and outline some of the critical issues that create barriers and possible opportunities while at the same time celebrating some of the success that we have witnessed past few years.



Child's Early Development is a Journey

Track the milestones your child has reached and share your child's progress with the doctor.

6 MONTHS



12

s
without

- Likes to play with others, especially parents
- Responds to own name

- Strings vowels together when babbling ("ah," "eh," "oh")

- Uses simple gestures such as shaking head for "no" or waving "bye bye"
- Copies gestures

18 MONTHS (1½ YEARS)



s
2 to 4 words
excited when
other children

- Says several single words
- Walks alone

- Knows what ordinary things are for; for example, telephone, brush, spoon

- Plays simple pretend, such as feeding a doll
- Points to show others something interesting

3 YEARS



4

es adults
friends
running
n other
ren run)

- Carries on a conversation using 2 to 3 sentences
- Climbs well

- Plays make-believe with dolls, animals and people
- Shows affection for friends without prompting

- Hops and stands on one foot for up to 2 seconds

■ V
t
■ T

of many important milestones to look for. For more complete checklists by age visit www.cdc.gov

How do teachers play a role?

- Developmental effectiveness of providing intellectually stimulating, emotionally supportive and socially engaging learning experiences in the early years of life.
- This can be achieved by enhancing our Early Learning workforce in understanding the critical factors of the developmental milestone and how to teach during in this spaces.



Standards and regulation without equity and access

- Lack of Time, Resources, and Access
- Inadequate Pathway to professional development: Competence-based education.
- Lack of acknowledgement of cultural-skills and years of experiences
- Elevating informal professional development.





Not enough Linguistically responsive programs

- We must foster the same racial equity and diversity standards that we have in our early learning classroom by matching student with their teacher that reflects them.
- Additionally, providing resources and access for them to successful.



Long hours not enough income

Early educators have continuously shown high rates of utilizing public income support programs for example

- Federal Earned Income Tax Credit (EITC)
- Medicaid
- Supplemental Nutrition Assistance Program (SNAP)
- Temporary Assistance for Needy Families (TANF)

These may serve as a bellwether for the economic insecurity of this workforce. And in several studies conducted across local communities and states data shows the disappointed wage earning from the different roles in the early learning field.

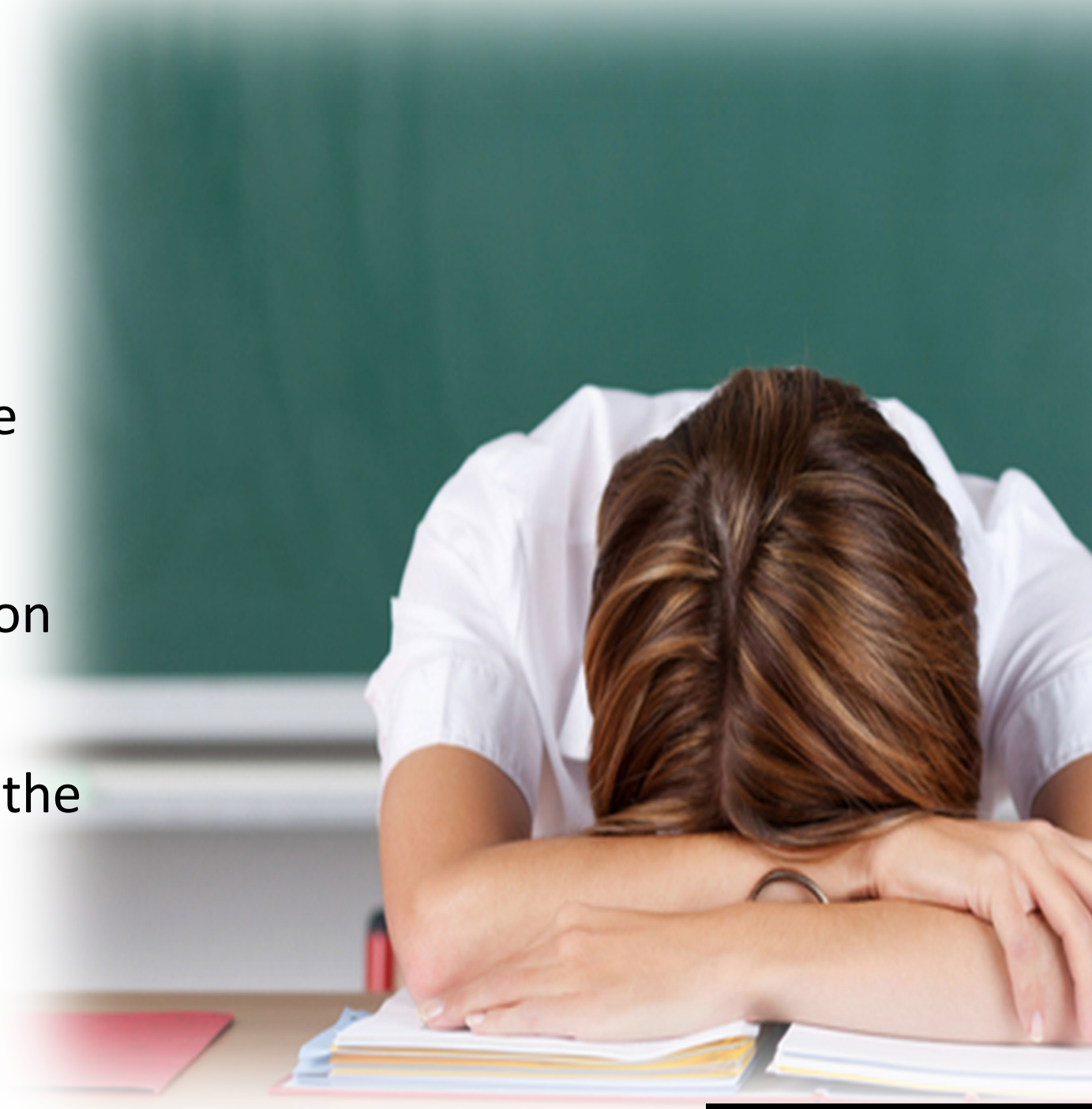




Formalizing the professionalization of the early learning field must also come with wage reformation for educators.

Next Generation of Early Learning Field

- We must recognize and address the driving factors why the young generations are not joining the EL workforce by addressing the key indicators that impacts their decision
 - Low wages and Heavy work
 - Low benefits and promotions
 - Mental health issues caused by the stress of regulation and expectations.



Meet Safiya Omar

Family Home Provider



Governor Q&A

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CUSTOMER VOICE

PRESENTED BY (IN ORDER OF
PRESENTATION):

- KAREN HART, PRESIDENT, SEIU 925
- SAMANTHA DOLAN, ASSOCIATE
DIRECTOR OF EARLY CHILDHOOD
INITIATIVES, NORTH SEATTLE COLLEGE

Meet Karen Hart SEIU925



Emerging Pathways

- In 2015, Imagine was launched to address the workforce desire to learn from their own child care experts, honoring the expertise within the professionals doing the work.
- Connections were made and created opportunity for a provider to receive mentoring from a provider/expert in their own community.
- Provider-to-Provider mentorship builds trust and has led to foundational best practices within the child care profession.

Issues to be Addressed

- **Recognize at all levels**, this is already an experienced professional workforce, not a workforce that needs to be “professionalized.”
- **Give “credit” where credit is due.** Experience and non-credit bearing learning has put the workforce behind in degree acquisition. Build pathways that provide college credit for previous experience.
- **Respect the workforce** to define their own professional development pathways and support it with multi-language support, paid time off and substitutes.

Building a diverse workforce with emerging pathways.

- Relationships matter and are key to learning.
- Diverse pathways will allow for supportive relationships, and learning within relationships.
- Let learning and curricula emerge from the work and knowledge of the field.

Meet Samantha Dolan

North Seattle College



I would like to say that for those students, being able to receive the information in their home language was fundamental. As it was being able to fully express themselves in their mother tongue. It made a world of difference in their engagement and their ability to remain present.

We are wounded in our home language and we heal in our home language. I believe in my heart that there was a lot of healing that happened during and after that first course.

Quote from a child care provider attending North Seattle College

Meet Samantha Dolan

North Seattle College



- Classes in Arabic, Somali, Oromo, Mandarin, and Spanish
- Partnerships to support men of color in early childhood education pathways
- Fellowship to create a racially and linguistically representative higher education faculty pool
- Peer mentorship within communities
- Research on identifying barriers to entry, retention and completion
- Revising barrier class pathways for math, English on college and state levels



Governor Q&A

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CURRENT WORK, FUTURE COMMITMENTS, & CUSTOMER VOICE

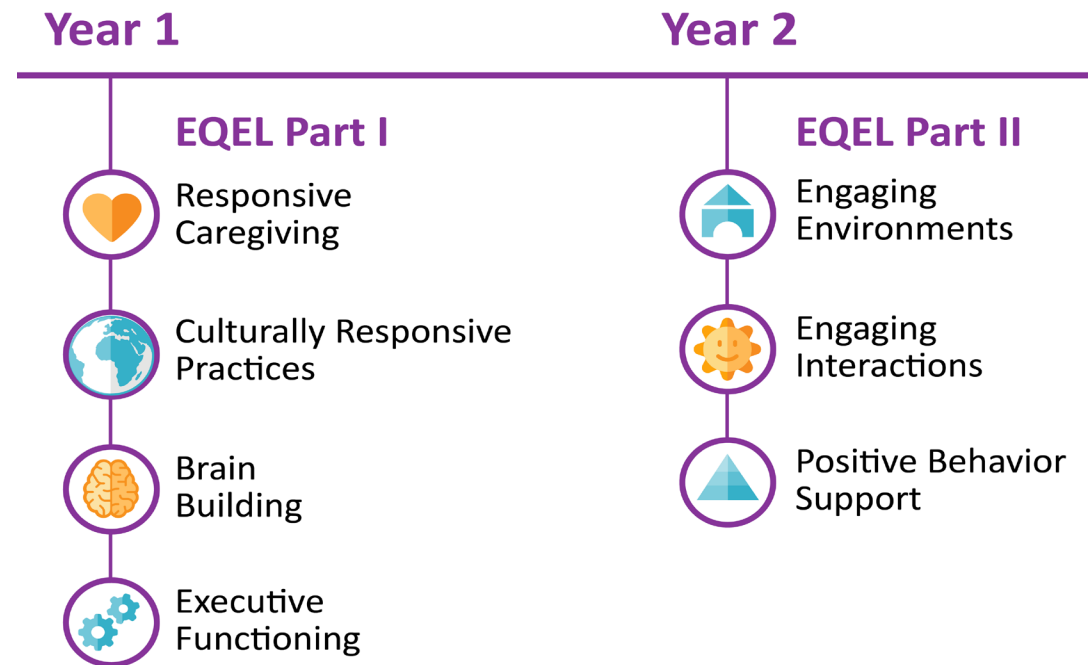
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- ANGELA ABRAMS, PROFESSIONAL DEVELOPMENT ADMINISTRATOR, DEPARTMENT OF CHILDREN, YOUTH, AND FAMILIES
- MARIE BRUIN, DIRECTOR OF WORKFORCE EDUCATION, STATE BOARD FOR COMMUNITY & TECHNICAL COLLEGES

Strategic Goals

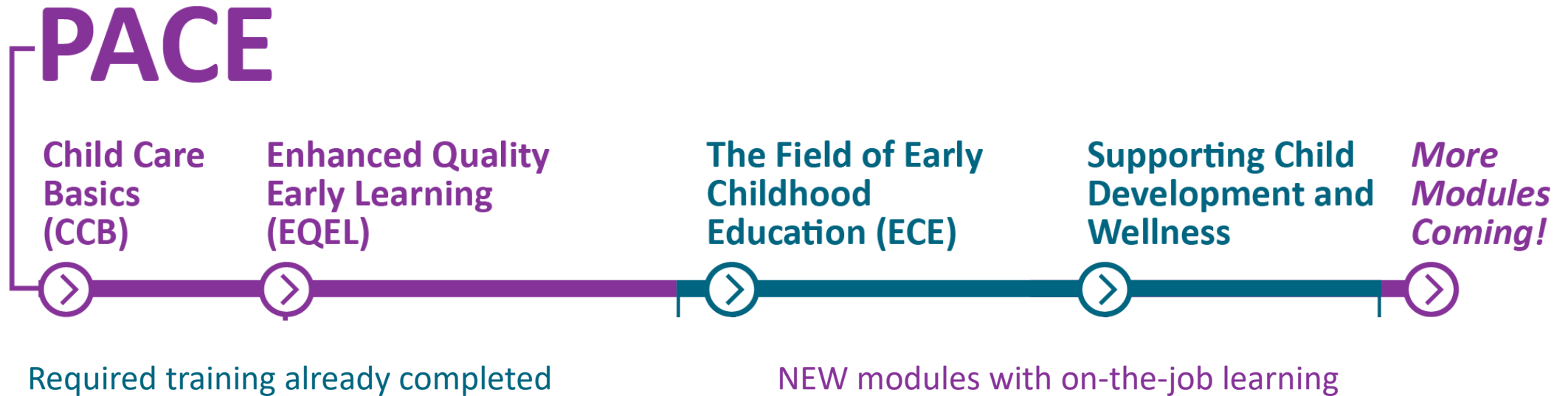
In progress

- Statewide articulation agreement
- Coordination with Fair Start for Kids Act
- Increase recognition of trauma informed and healing centered practices
- Building on existing professional learning opportunities



Go at Your Own PACE

(Provider Access to a Community Equivalent)



SBCTC and DCYF Partnership

- Since 2018, SBCTC has added 33 Early Learning credentials to the CTC system inventory (Total of 260 EL certificate/degree pathways).
- HB 2556 implementation will create a new pathway to college.
- Statewide articulation agreement will ease access to training, certification, and further education.
- Emphasis on equitable access and student learning supports





Governor Q&A

Closing Remarks



THANK YOU FOR ATTENDING TODAY!

PLEASE TAKE A MOMENT TO
COMPLETE OUR BRIEF SURVEY

YOU CAN VIEW THE RECORDING OF
TODAY'S MEETING AT:

[HTTPS://RESULTS.WA.GOV/MEASURING-
G-PROGRESS/PUBLIC-PERFORMANCE-
REVIEWS](https://results.wa.gov/measuring-progress/public-performance-reviews)