

CCA/DCYF/UW Equity Work Group Team Meeting
Agenda
Thursday, February 4th 2021, 9am-11am

In Attendance:

		Notes
9:00-9:30	Welcome and Introductions Icebreaker	<p>Pronouns, land acknowledgment</p> <ul style="list-style-type: none"> • Land acknowledgement - official statement of acknowledgement that interrogates our role in this settler society and relationship to the colonization of these lands • Guiding questions (questions cited from Native Land) <ul style="list-style-type: none"> ○ How does this acknowledgement relate to the work you are doing? <p>Take some time to think about why to do land acknowledgements. Read or skim "Decolonization is not a metaphor" by Tuck & Yang.</p>
9:30-9:35	Community Agreements:	<p>Review at the beginning of our meetings, and change or add; they are not set or fixed.</p> <ul style="list-style-type: none"> • Think about the impact on future generations • Always be learning • Expect and accept non-closure—this work is never done • Agree/disagree with the idea, not the person • Intent vs. impact—think about this through conversations and actions • Speak your truth knowing it's only part of the truth
9:35-10:45 <i>(fit in 10 minute break)</i>	Equity Challenges & Opportunities: <i>bring inequitable challenges to this group to explore policies and practices that need to change.</i>	<p>Emergent Topics:</p> <ul style="list-style-type: none"> • Discuss Program Profile and consider equity implications: <i>how are we furthering our goal of making Early Achievers an anti-racist system with this survey/interview?</i> • Discuss "Start with Equity: 14 Priorities to Dismantle Systemic Racism in Early Care and Education": <i>what recommendations are we implementing in our revisions and where is there room for improvement?</i>

		<p>EXAMPLE EQUITY INDICATORS FOR STANDARDS, MONITORING, AND RATING SYSTEMS</p> <ul style="list-style-type: none"> • Required training on the history of race, anti-racism pedagogy, and anti-bias approaches for all staff, starting at orientation and at least quarterly thereafter. • Ongoing coaching and professional development on anti-racism pedagogy and anti-bias approaches. • Culturally responsive, developmentally appropriate, and equity grounded curriculum and pedagogy. • Curriculum, assessment, pedagogy, and family engagement linguistically accessible to families. • Curriculum and pedagogy are delivered in a dual-language model if more than a third of children share the same home language. • Bilingual lead teachers and other staff, if DLLs are served. • Assessments are culturally responsive, strengths-based, and conducted in children's home language. • Prohibition on harsh discipline and exclusionary practices. • Ongoing disaggregated data collection and analysis to identify and rapidly address disparities. • Policy on family engagement includes eliciting input from families on programmatic operations, stresses parent-teacher partnerships with an emphasis on relationship building to support children's learning, and promotes family wellness and leadership. • No segregated or self-contained classrooms by funding stream that result in racial/ethnic, language, disability, or socioeconomic segregation. • Continuously tracks and addresses racial and other forms of workforce compensation inequity. <p>Updates:</p> <ul style="list-style-type: none"> • Update on coding: Feedback from webinars and surveys: how are we going to be accountable to the feedback? <ul style="list-style-type: none"> ○ Lessons learned from this round of soliciting input and feedback, what to do differently next time <p>Future Planning:</p> <ul style="list-style-type: none"> •
<p>10:45-11:00</p>	<p>Thanks You! Follow up steps and goals for the next meeting</p>	<p>Action Steps</p> <ul style="list-style-type: none"> •