

Early Learning Plan Community Outreach Meeting Summary **Seattle**

Note: This is intended as a high-level “snapshot” of the conversation from the meeting. More detailed information was captured at the meeting and will be incorporated into the planning process.

Wednesday, October 28

7 to 8:30 p.m.

The New School at South Shore
Library

4800 S. Henderson Street, Seattle

Hosted by the League of Education Voters

Attending: Dr. Bette Hyde, Director, Department of Early Learning

Nina Auerbach, President and CEO, Thrive by Five Washington

Mary Seaton, Director of Early Learning, Office of Superintendent of Public
Instruction

- Need comprehensive services
- High-quality, affordable early learning
- Concerns for staff salaries
- Challenging licensing regulations (for example, medications, feeding issues)
- Experiences in world languages other than English
- College parent education programs exist and could be the “legs”
- Happy to see attention to alignment. Need to have more support for teachers to increase quality of programs.
- Paid family leave is needed.
- Need to have more involvement of and understanding by administrators and principals.
- Raise child care reimbursement rates. Don’t forget the simple things that make a difference.
- Use private partnerships to help increase subsidies (Minneapolis model).
- Community-based parent drop-in programs, play and learn groups, community cafes.
- “Ample provision” for children is already a constitutional right—should be recognized as such.
- What exactly is planned for infants and toddlers?

- How will the strategies respond to or reflect the needs of rural communities?
- How or will children's previous experiences be documented and move forward (like IEP moves with students)
- Parents need support for birth to third grade. Build on existing parent support programs and expand successful models.
- How will quality be defined and how will support be provided?
- Diagnostic testing earlier to ensure needs are identified earlier.
- Need attention for 5-year-olds who may not be ready for kindergarten.
- Earlier intervention/deeper knowledge of "clues" when children have developmental issue.