

**EARLY LEARNING**  
**Center Directors Meeting**  
12/11/2014



*'How' is not just a question.*

**how**<sup>™</sup>

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**IS THE ANSWER.**

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# Welcome – Activation Strategy



## **Purpose of an Activation Strategy:**

- ❖ engage in prior knowledge ❖
- ❖ expand individual & mutual knowledge base ❖
- ❖ bring multiple perspectives ❖

## **STRATEGY – Know/Think I Know/Want to Know:**

1. Meet & greet your PLC group members
2. Question: What do you know, think you know, want to know about the School Readiness Goals process?
3. Reflect on your own → share with the group → prioritize the top 3 “Want to Knows”

# Welcome – Activation Strategy




## School Readiness Goals Process

KNOW	THINK YOU KNOW	WANT TO KNOW

# Leading for Equity



*CONTRACTUAL RELATIONSHIPS: A voluntary, deliberate, interactive and legally binding agreement between two or more competent parties, which is based on reciprocal communication, clear expectations, shared goals, and collective accountability.*



## **AGENDA**

### **1. Welcome, Introductions**

### **2. PLC Structure**

### **3. School Readiness Goals**

### **4. Break**

### **5. Program Updates:**

- ERSEA 14-15
- Inventory Regulations, state and federal
- PL, Seminar Series
- Curriculum Subcommittee

### **6. Lunch**

### **7. Learning Labs:**

- Online Inventory System - (Linda Donley & Liz Reed)
- Parent Funds/Committees - (Jennifer Johnson)
- Head Start Review: grant 187 - (Gene Gousie)
- ECEAP Expansion Q & A - (ECEAP Expansion Team)
- Monitoring, Child Plus - (Data Services, Health/Nutrition)
- ECEAP Review: Non-compliance items - (Service Area Directors)

# Professional Learning Community



## Question:

- What do we want to know and be able to do?
- **How would we know if we can or cannot do it?**
- What would we do differently if we can or cannot do it?

# Professional LEARNING Community: Norms for Collaborative Work



1. Promote a spirit of inquiry
2. Pause
3. Paraphrase
4. Probe for specificity
5. Put ideas forward
6. Pay attention to self and others
7. Presume positive presuppositions

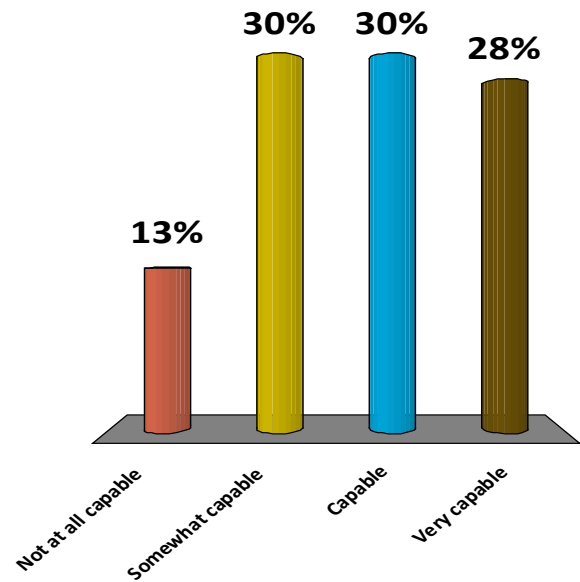
**Turn & Talk:** What personal connections are you making with this set of norms? Which of these norms might be most important for your full participation in the group? Which might you find most challenging?

# School Readiness, CDs Self Assessment Data, March 2014



How capable is your sub-contractor/agency in providing oversight and support for the school readiness goals process?

1. Not at all capable – 13%
2. Somewhat capable – 30%
3. Capable – 30%
4. Very capable - 28%

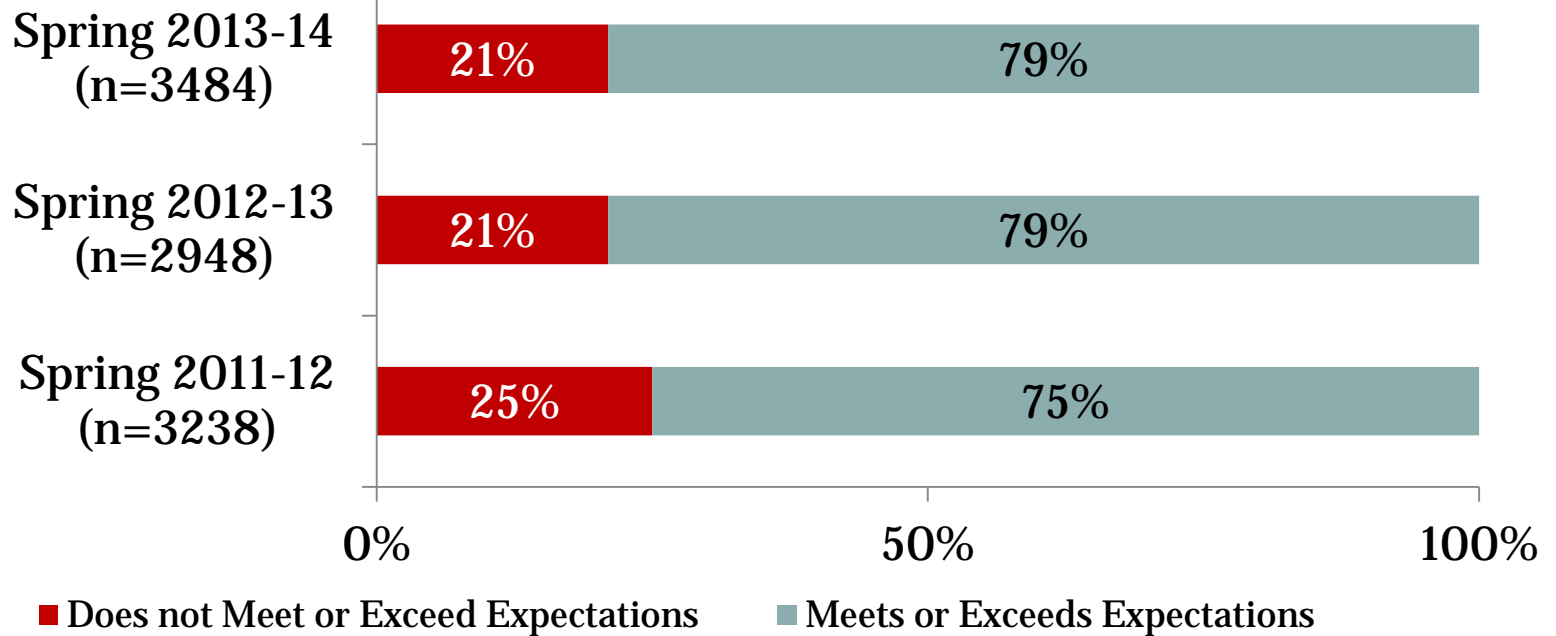




# 2013-14 Data Review: School Readiness Goals (Pre-K)



## Percent of PSESD Pre-K Children Meeting/Exceeding and Not Meeting/Exceeding Expectations in all Developmental Areas (Teaching Strategies GOLD)



# School Readiness Goals, 2014-2015



- **Child SR Goals:** GOLD data shared & individual SR goals developed in partnership with families in 5 domains—due 11/30/14
- **Site SR Goals:** Analyze your site data and set site SR goals, strategies & activities in 5 domains; engage parents in Site SR goal development; submit to PSESD—due 12/31/14
- **Program SR Goals:** Analyze program data and set/revise goals in 5 domains; engage PC, Board, & other stakeholders in Program SR goals by 12/31/14.

# School Readiness Goals, 2014-2015 – Example Process for Program- and Site-Level Goals



## **Program- and Site-Level School Readiness Goals Process:**

### **Step 1: Refer to goals from last program year (2013-14)**

### **Step 2: Run relevant reports from Teaching Strategies GOLD**

- Run Snapshot Report over time (Fall 2012, 2013, 2014) to identify trends
- Dig deeper by objective: focus first on domains where fewer children are meeting/exceeding expectations to assess areas of strength and need
- Dig deeper by sub-group: run Domain/Objective reports by Racial/Ethnic sub-groups to assess areas of strength and need for sub-groups of children

### **Step 3: Review last year's goals and TS GOLD Data Reports and determine:**

- Are there goals you need to adjust based on areas of strength and need for this year's children
- Are there additional/revised strategies to implement in order to meet this year goals?
- How will you measure progress toward these goals and on these strategies?

# Fall 2014 Data Review



## **Step 2: Run relevant reports from Teaching Strategies GOLD**

- Run Snapshot Report over time (Fall 2012, 2013, 2014) to identify trends
- Dig deeper by objective: focus first on domains where fewer children are meeting/exceeding expectations to assess areas of strength and need

## **Review packet of Fall 2014 data, which includes:**

- Program-wide trend data, Fall 2012-Fall 2014
- Data by domain for EHS/HS and ECEAP
- Data by objective for EHS/HS and ECEAP in Math

## **As you review, make note of:**

- What trends you see over time?
- What do you see in the data by domain?
- What do you see in the data by objective?
- What similarities/differences do you see in comparing your site-level data to the program-level data?

# 2014-15 Program-Wide School Readiness Goals – DRAFT GOALS Review



## **Step 3: Review last year's goals and TS GOLD Data Reports and determine:**

- Are there additional/revised strategies to implement in order to meet this year goals?
- How will you measure progress toward these goals and on these strategies?

**Based on our review of the Fall 2014 data, we determined that we did not need to revise/change any of the Program-wide goals; we did simplify the form.**

**We did revise and identify strategies to implement in order to meet this year's goals AND we identified ways to measure progress on these strategies.**

# Spotlight on Math



- Math shows higher % of children below expectations at the beginning of the year. This is a trend.
- There are gaps in % when we looked at funding source, with a higher % of ECEAP children entering below expectations in Math
- At objective level: **number concepts and operations** and **explores and describes spatial relationship and shapes** show greatest need
- What will we do differently as a result?

# 2014-15 Program Wide School Readiness Goal Strategies/Activities: DRAFT Review



## Strategies

- Healthy Habits
- Attendance
- Curriculum Implementation & Instruction
- Recruiting, Selecting & Enrolling Targeted Populations & Opportunity Gap Children & Families

## Activities

- PD & Support for staff
- Communication & Resources
- Monitoring/Data Measures
- Family Engagement
- Committee Development (C & I implementation only)

# Table Reflection and Feedback



- How do you react to the draft Goal Strategies & Activities?
- What questions are raised for you?
- What concerns or suggestions do you have as we consider these key strategies to ‘move the needle’ on our SR outcomes?

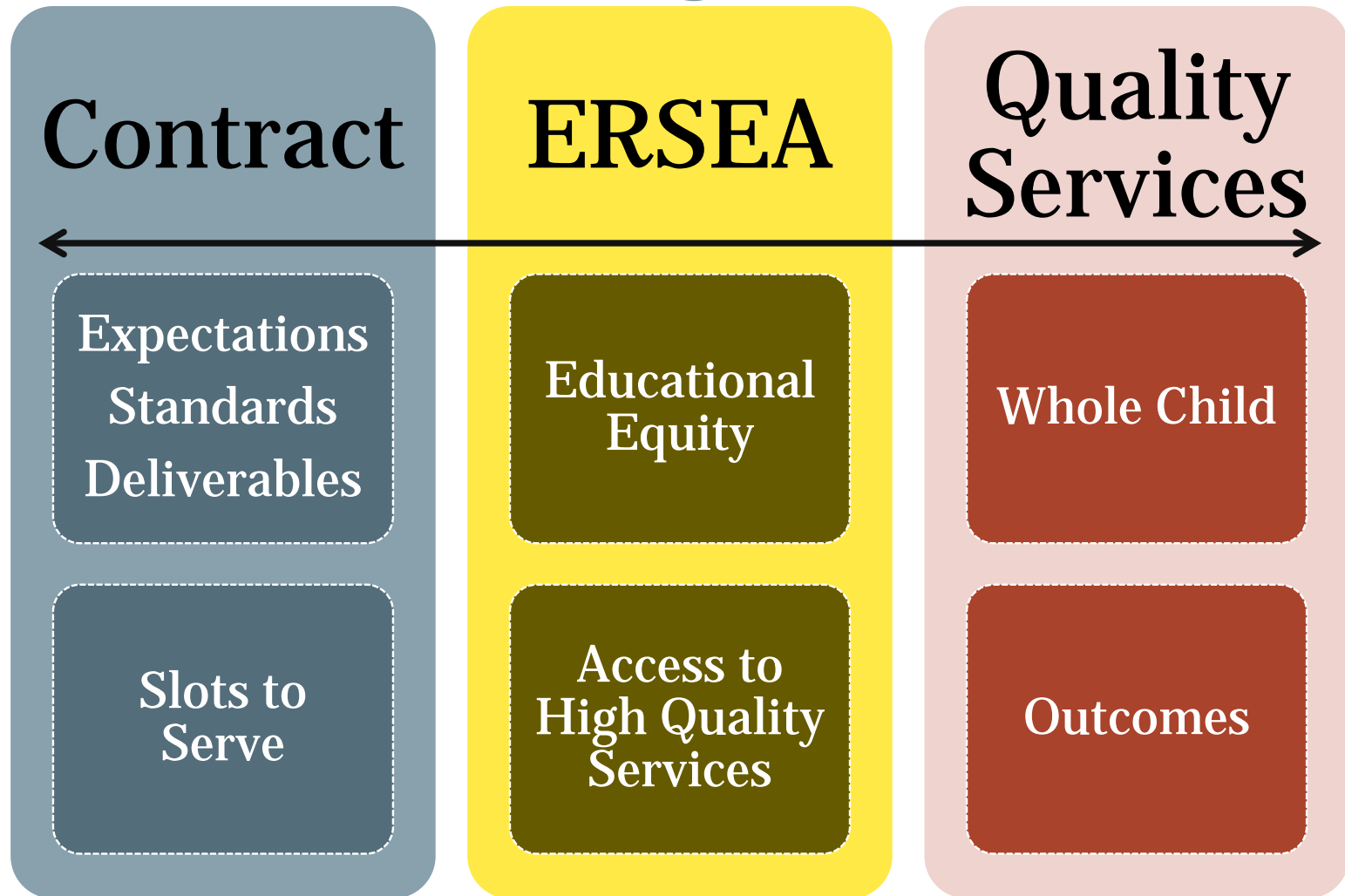


# **Reflection for 2014-15 Site-Level School Readiness Goals**

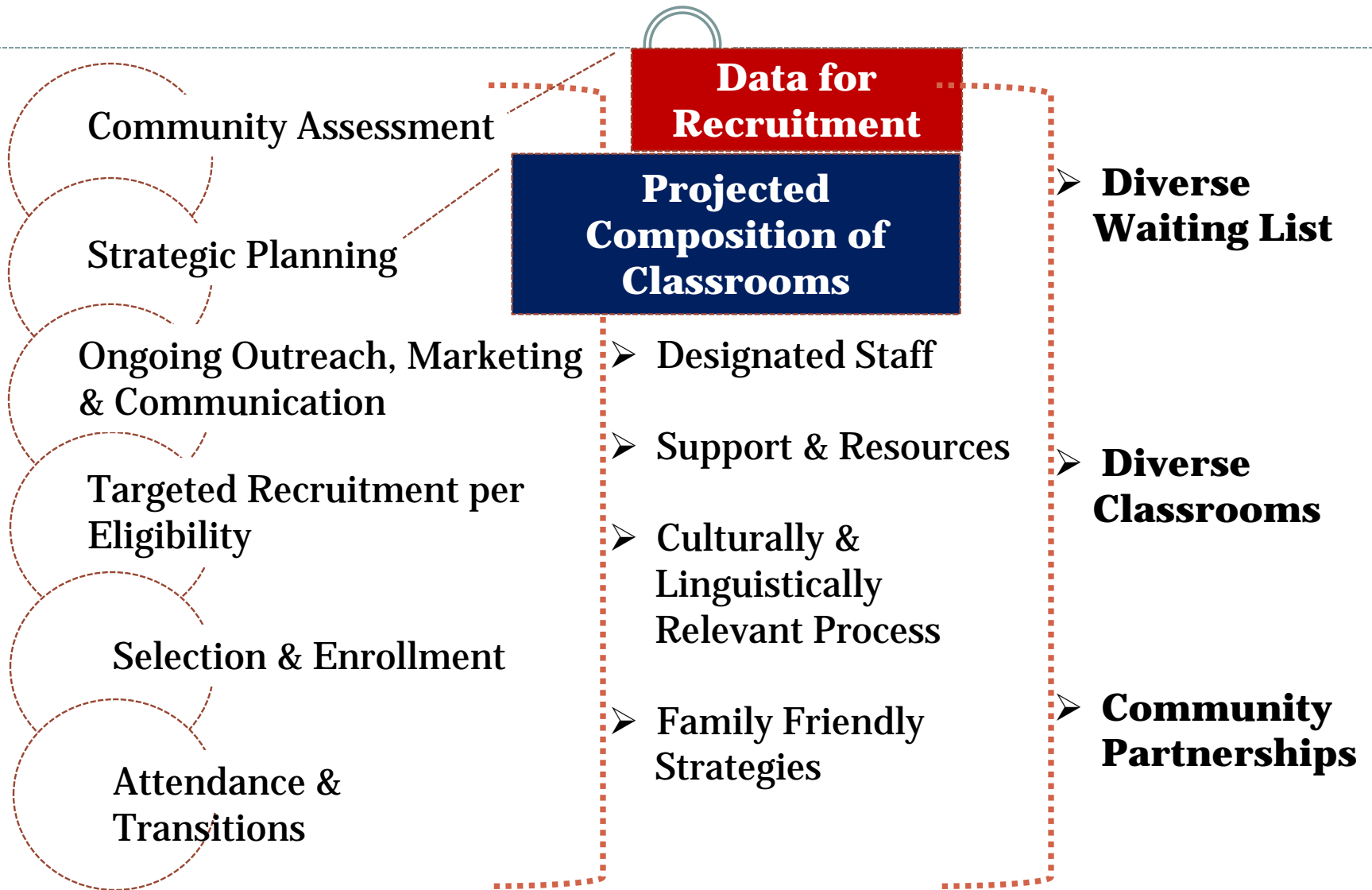


- Write down 2-3 questions or takeaways on your mind that you will “take back” for setting site-level school readiness goals
- What supports would be helpful to you in setting/finalizing your site level SR goals? What questions do you still have about the SR goals process?
- Share reflections at your table

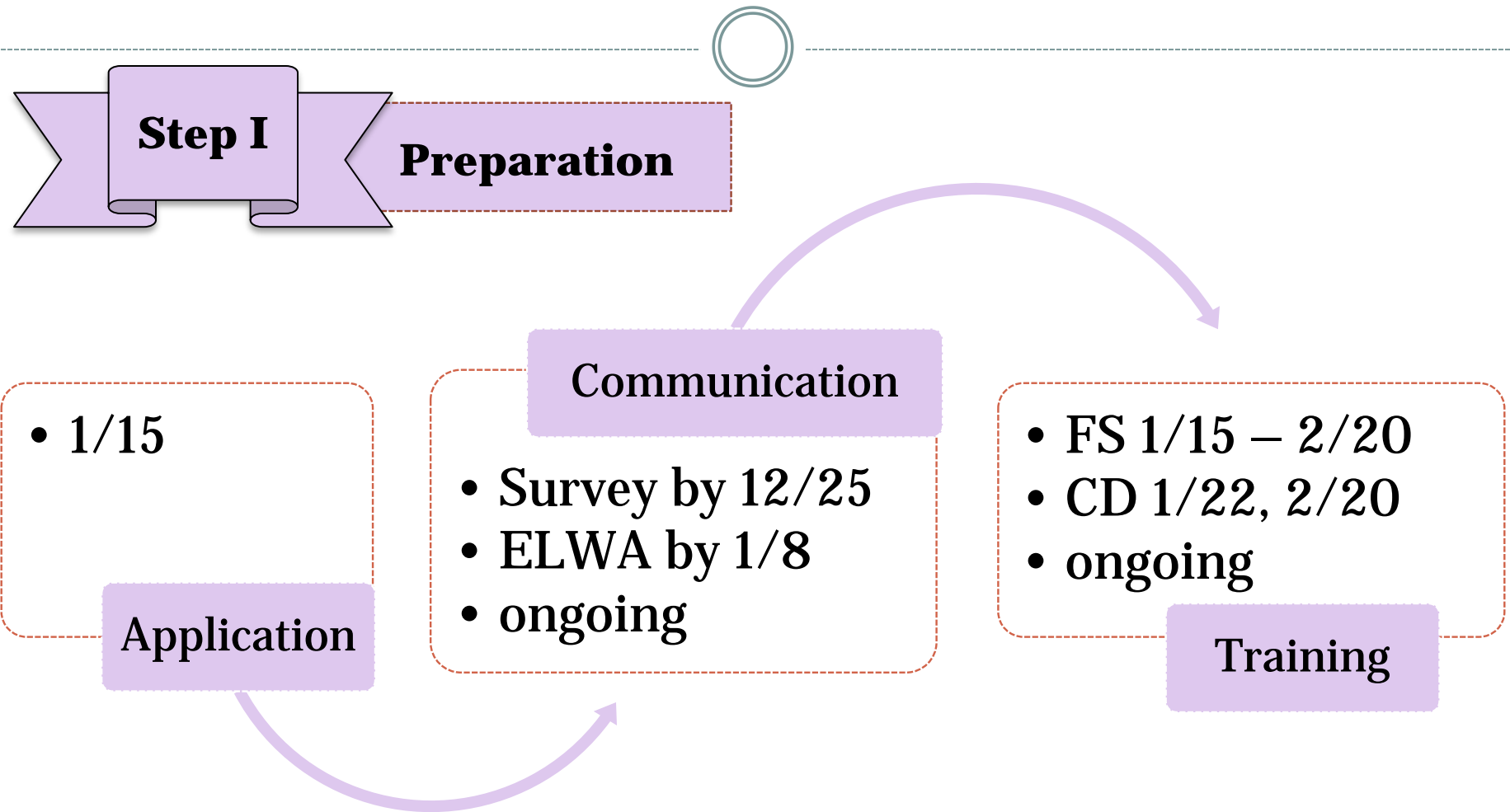
# Program Updates, ERSEA 2014-2015



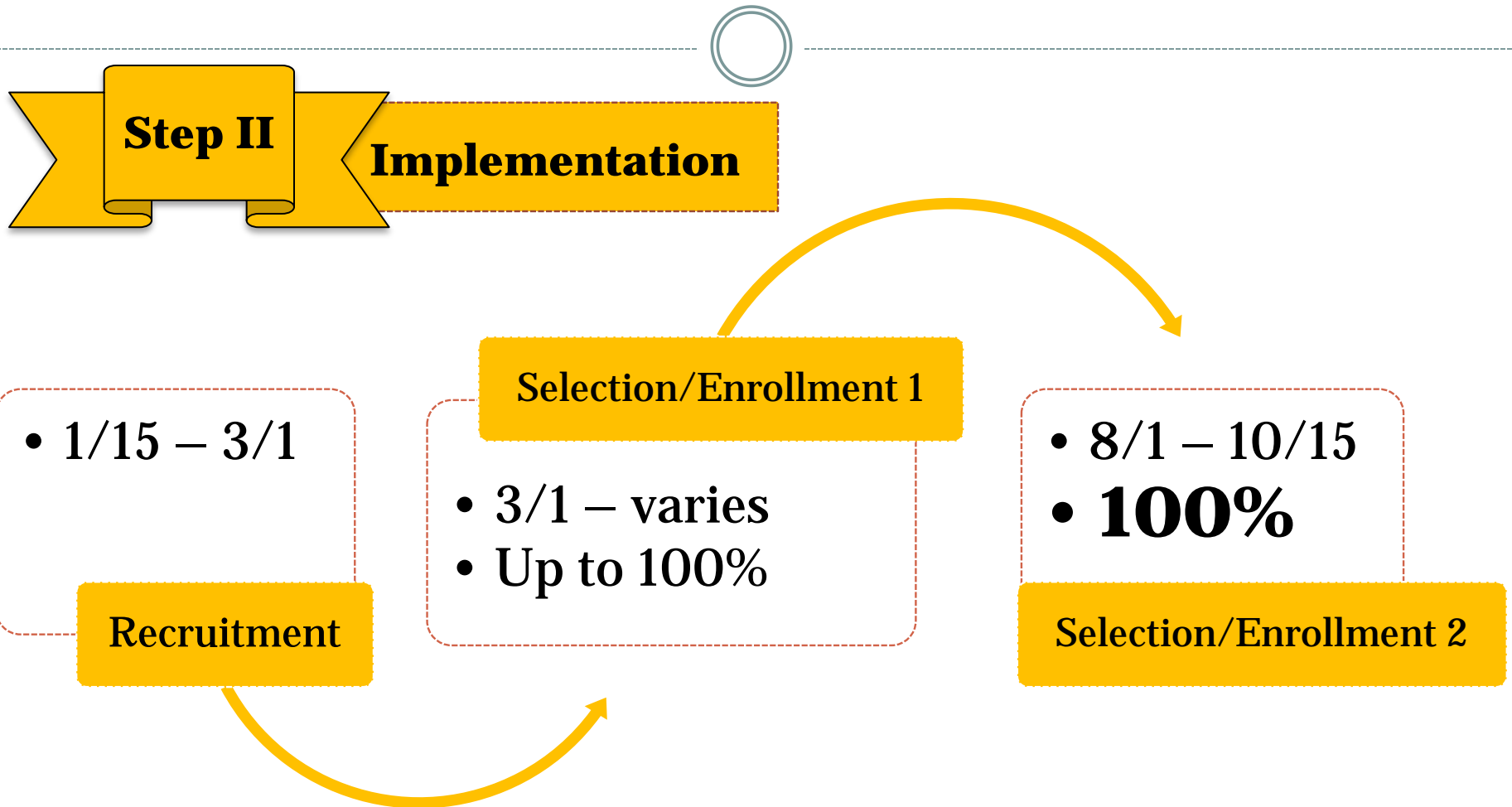
# ERSEA, Science & Art



# Program Updates, ERSEA 2014-2015



# Program Updates, ERSEA 2014-2015



# Program Updates, Inventory Regulations



- In the Federal world, \$5,000 is the threshold in the OMB circulars for what qualifies as “equipment”
- OMB Circulars are instructions or information issued by the Office of Management and Budget (OMB) to federal agencies. A complete list of current OMB Circulars can be found on the [White House Web site](#).
- Our previous amount of \$500 for tracking inventory was a decision made by PSESD
- We changed that amount to \$300 this year to align with the state (DEL) requirements
- **Online Inventory System**

# Program Updates

## Professional Learning , Seminar Series



NINE SEMINAR SERIES TOPICS—14 total series

ENROLLMENT limited to 25 per Series

EACH SERIES, DATES & LOCATIONS detailed in the December CONNECTOR

CONSIDER YOUR DATA about Program and Classroom Needs:

School Readiness Goals

CLASS Scores

Characteristics of children in your classrooms

\*Dual Language Learners    \*Children on IEP's

\*Children in Foster Care or with traumatic life experiences

COORDINATE with your teaching staff based on Data and their PD Needs/Plans

**E-blast will be sent with the Registration Links on Tuesday, December 16<sup>th</sup>.**

# Program Updates

## Curriculum Subcommittee



### THE NEW CREATIVE CURRICULUM for PRESCHOOL IMPLEMENTATION AND TRAINING PLAN COMMITTEE



- MEET IN FEBRUARY and MARCH
- CONSIDER THE NEEDS OF OUR DIVERSE PROGRAMS
- DETERMINE WAYS TO INTEGRATE with OTHER REQUIRED CURRICULA
- MAKE RECOMMENDATIONS FOR A PROGRAM WIDE IMPLEMENTATION/TRAINING PLAN



# EHS Childcare Partnerships Grant



<b>CC Provider Name/Site, County</b>	<b>Number of Slots</b>
<b>ACAP Child Services, King Co</b>	12
<b>Bates Technical College, Pierce Co</b>	16
<b>Foothills Learning Center, King Co</b>	16
<b>Green River Montessori, King Co</b>	12
<b>Hugs, Tugs &amp; Luvs Childcare Center, Pierce Co</b>	16
<b>Easter Seals, Angle Lake Childcare Center, King Co</b>	8
<b>Multicultural Child and Family Hope Center, Pierce Co</b>	12
<b>Pierce College Child Development Centers, Pierce Co</b>	8
<b>Pike Place Market Childcare Center, City of Seattle</b>	6
<b>Tacoma Community College EL Center, Pierce Co</b>	12
<b>Wellspring, City of Seattle</b>	8
<b>YWCA , Family Village, King Co</b>	22
<b>Learning Land I &amp; II, King Co</b>	24

# Early Learning LABs



Each month we will provide optional labs that align with the relevant data points and/or deliverables for that month

## **December LABs:**

1. Online Inventory System - (Linda Donley & Liz Reed)
2. Parent Funds/Committees - (Jennifer Johnson)
3. Head Start Review: grant 187 - (Gene Gousie)
4. ECEAP Expansion Q & A - (ECEAP Expansion Team)
5. Monitoring, Child Plus - (Data Services, Health/Nutrition)
6. ECEAP Review: Non-compliance items - (Service Area Directors)

# Summary, Next Steps



- Implement PLC structure
- Analyze SR Data Points
- Finalize Menu of Supports

Next Meeting 1/22/2015