

Welcome – Activation Strategy



GOLD DATA: *If you need help pulling your reports, please go to the area where the laptops are set up. We will help you there.*

Activation Strategy

Last month-we talked about Data—what it is and how it informs us—then you used site-based TS GOLD data to practice the school readiness goals process and consider action steps.

Today-Work individually or in small groups to develop a description of your use of SR goals and data—using an **ANALOGY**. For example: The SR goals process has been like the **weather** because at first I was in the fog...

The SR goals process has been like a **journey** because I found myself walking alone on a path in the forest...

The SR goals process has been like **dinner at a 5 star restaurant** because I dipped into an appetizer...

Leading for Equity



EARLY LEARNING
Center Directors Meeting
2/26/2015



'How' is not just a question.

how[™]

IS THE ANSWER.

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

- 9:00 Welcome, Introductions**
- 9:15 PLC - School Readiness Goals**
- 10:30 Break**
- 10:45 ERSEA 2015**
- 11:20 Program Updates**
- 11:40 Learning Labs***
 - Curriculum Sub-Committee
 - Child Plus
 - ECEAP Expansion 2015-16
 - ERSEA
 - SOAR Academy

*Labs are 20 minutes each. Lunch is provided for those who attend Learning Labs.

Professional Learning Community



- Share analogies
- Consider compiled list of data sources for all groups and data definition from Birth-Three article
 - Add comments or new thinking
- Examine site level data
 - Summarize work on targeted SR area (s)
- Share plans with larger group
- Consider group action step

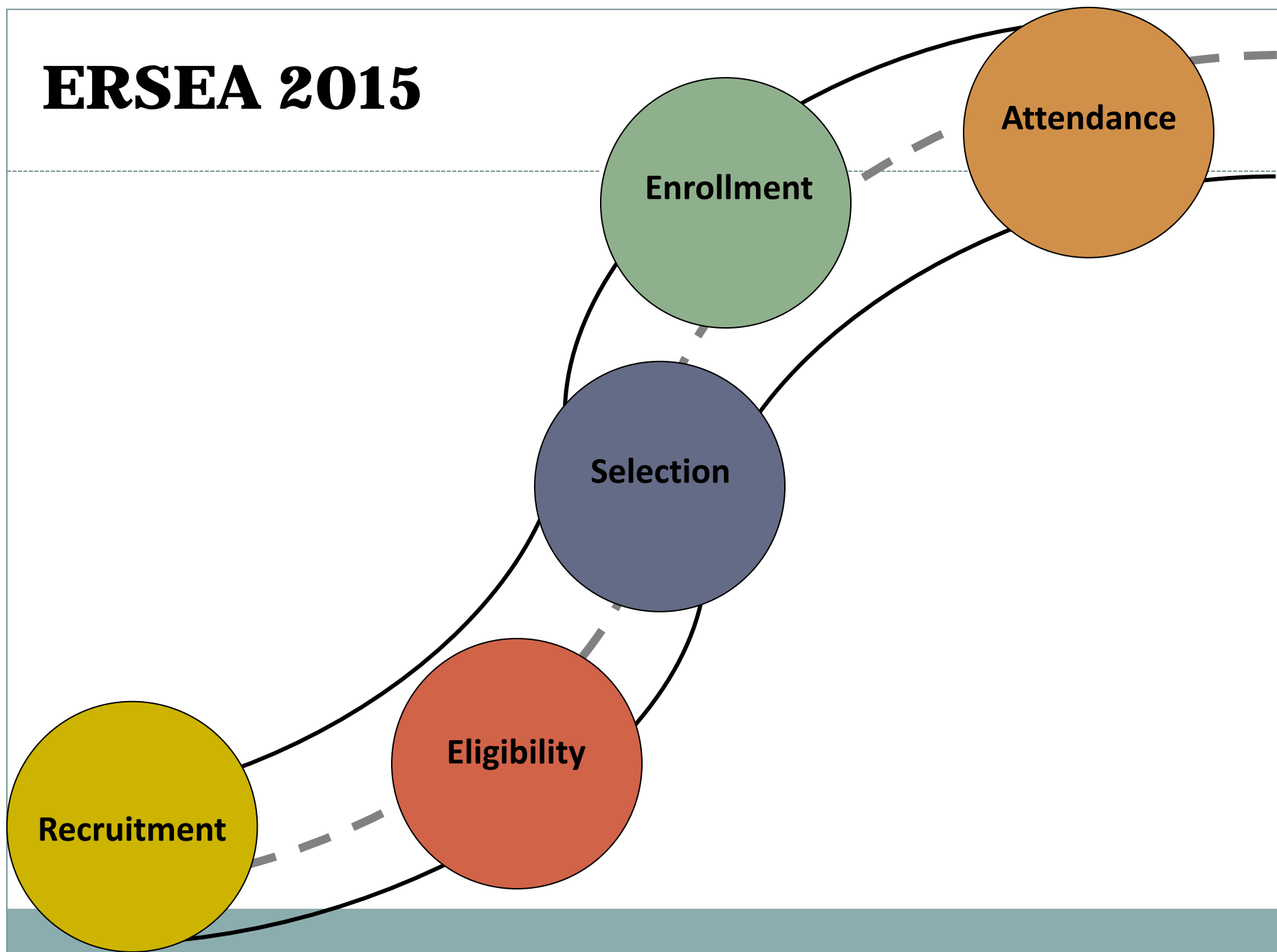
Business Meeting



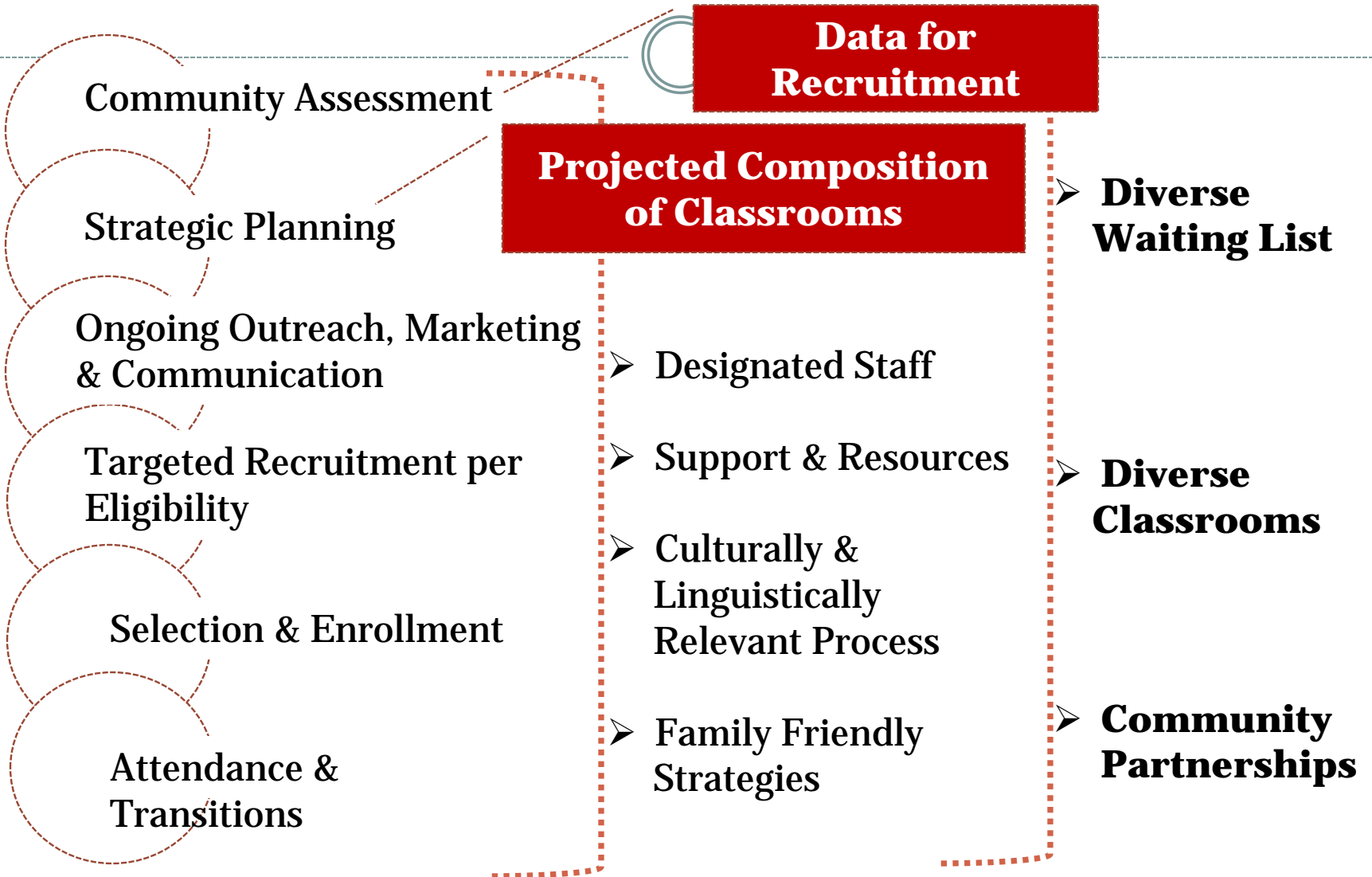
take a break

gather handouts

ERSEA 2015



ERSEA, Science & Art



2015 ERSEA: Enrollment Standards



ECEAP Standard B-109 Maintain Enrollment

- *Begin all ECEAP classes by September 30 of each fiscal year.*
- *Contractors must fill 100% of funded ECEAP slots at each site within 30 calendar days, counting the first day of class as day 1.*
- *A child must attend preschool to count as part of 100% enrollment.*
- *Fill vacant slots at each site within 30 days from exiting child's last day in class. It is optional to fill vacancies the last 60 days of school year.*

Head Start Standard 1305.7(b)

- *Head Start grantee must maintain its funded enrollment level.*
- *When a program determines that a vacancy exists, no more than 30 calendar days may elapse before the vacancy is filled.*
- *A program may elect not to fill a vacancy when 60 days or less remain in the program's enrollment year.*

2015 ERSEA: Enrollment Capacity Survey Results



98 sites responded (Thank you!!!)

- 81 Part Day Sites
- 10 Full Day Sites
- 7 Childcare Centers

Info and/or resources needed to support recruitment and enrollment:

- Recruitment Materials
- Enrollment Materials
- Translated Application:

Amharic	Karen	Oromo	Tagalog
Arabic	Khmer	Punjabi	Tigrigna
Burmese	Korean	Russian	Ukrainian
Chin	Kurdish	Samoan	Vietnamese
Farsi	Marshallese	Somali	
Hindi	Nepali	Spanish	

2015 ERSEA: Enrollment Capacity Survey Results



Part Day Sites

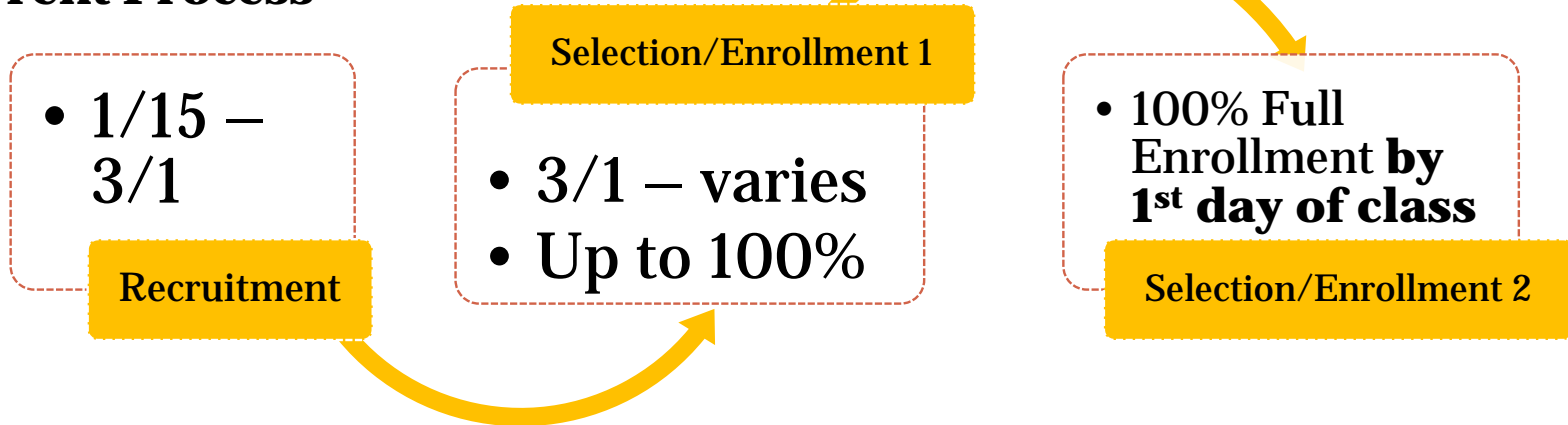
- School year ends mid-June for 85% of sites
- 15% ends in May and August

Part Day Summer capacity:

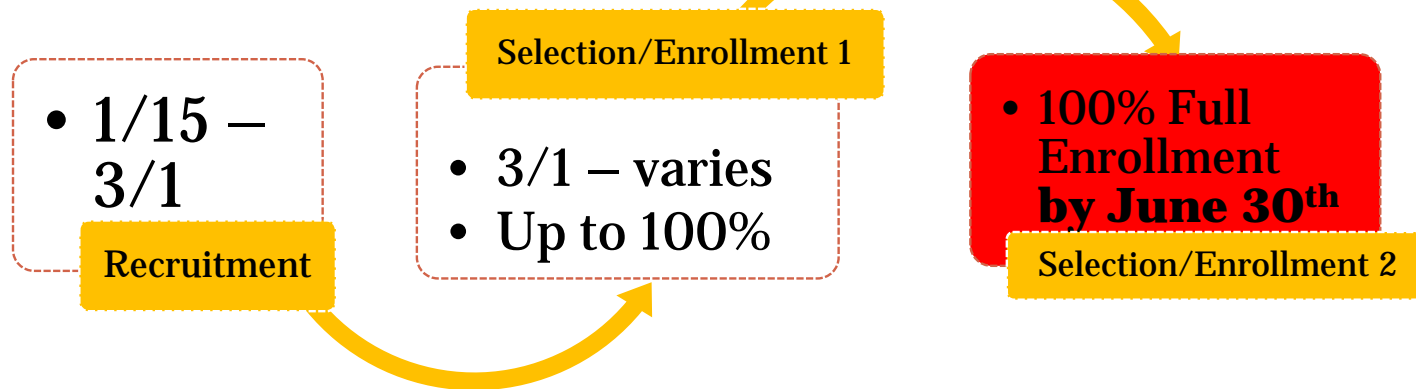
Average # of family support staff available during the summer	Average # family support weeks available during the summer	Average # of family support hours per week available during the summer	Average # of admin staff available during the summer	Average # admin weeks available during the summer	Average # of admin hours per week available during the summer
1.5	1.5	31	1	7	24

2015 ERSEA: Part Day Enrollment Timeline

Current Process



Future Process due to lack of summer capacity.



2015 ERSEA: Full Day Enrollment Timeline



**Consistently
full**

July to August
Viable waitlist to fill slots
of children transitioning
to kindergarten

September
100% Full Enrollment
by 1st day of class

2015 ERSEA: *ECEAP Extended Day*



Extended Day: To be determined as PSESD is awaiting direction from DEL

Considerations by DEL to Prevent Over Capacity

- *2015-2016 newly enrolled students start date is to be determined as children transitioning into kindergarten may need summer coverage .*

2015 ERSEA: Factors Impacting Enrollment



Factors Impacting Enrollment Identified at Center Directors Meeting in January	Factors Impacting Enrollment Identified by ESD Early Learning Staff
Applications are not getting returned for new potential families	FS staff being pulled in classrooms, buses, kitchens
Community is changing	Lack of marketing at regional level/ESD level
FD is a different animal: Families stay long tem, timing and subsidy cut off.	FD Sites: families qualifying/not qualifying for subsidies – glitches around subsidy & continuity of subsidies
High needs and difficulty to reach	Lack of time to recruit (at site level)
Home-based needs clear messaging	Limited waitlists
Location of families vs availability to transportation	Not enough communication among team
Mobility of families	Recruitment process
No waitlist	Staff waiting for families to come to them and not much reaching out to find the families who are the most needy and may not have access to resources
Not able to recruit DSHS families, community colleges are to recruit their students.	Time to recruit
Subsidy getting it and keeping it.	Tipping point in adding additional slots
Training on: Language access and enrollment materials	Transient population
Transportation: More busses	Transportation
Turnover of Staff	

2015 ERSEA: Community Assessment Data In Comparison to Application Received and Enrollment



Funded Enrollment Level	Number of Applicants (per Unpointed apps received)	Number Enrolled (per ELMS report 1/23/15, per OHS Report 12/31/14)	Number of Applications Received Percent of FEL	Total Population Under 5 (Community Assessment Data)	Under 5 in Poverty (<100% FPL)
4614	2879	4470	62%	145,156	24,582

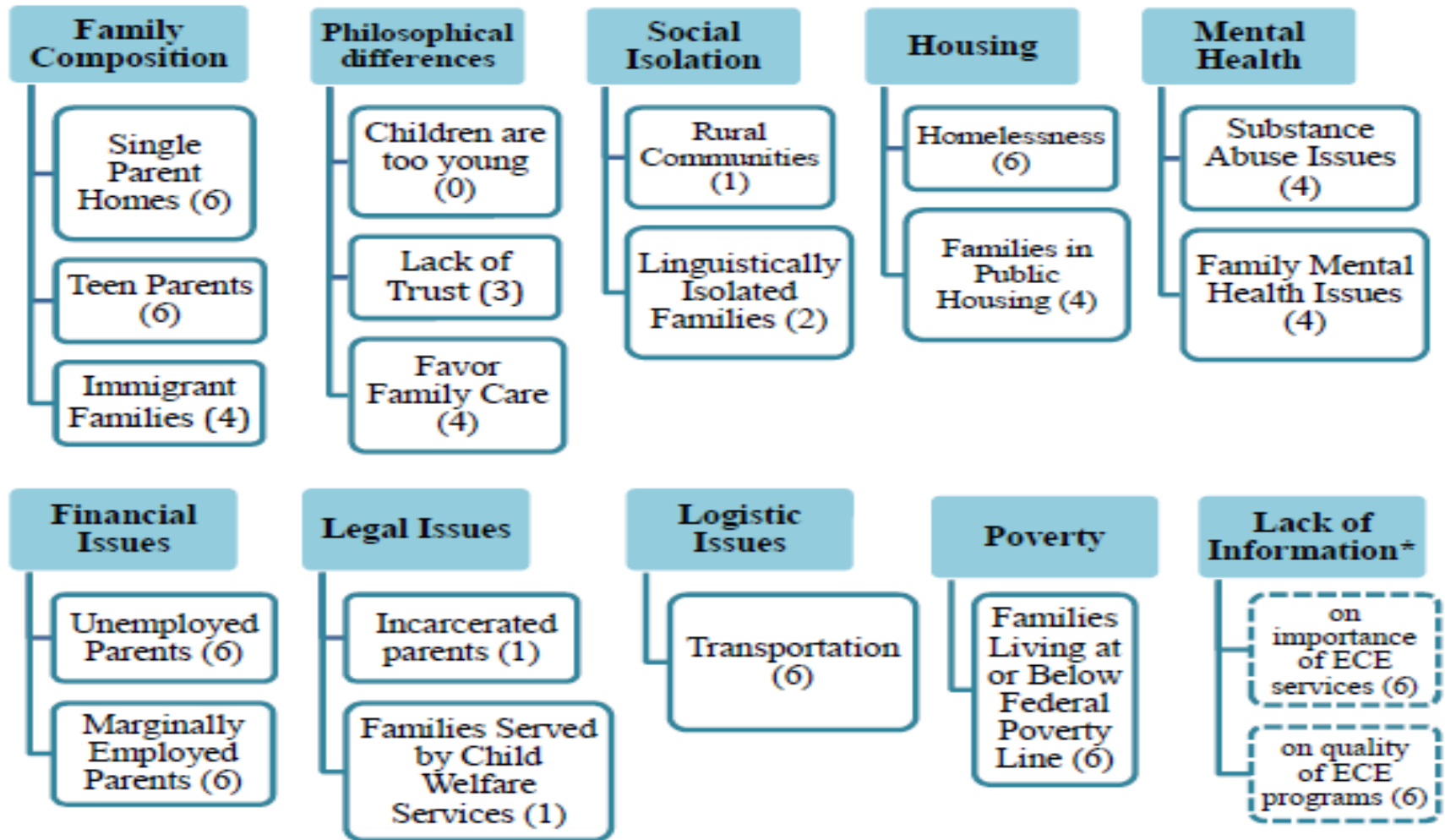
Recruitment Barriers, Activity



Please take a minute to make a list of the populations that your program is having challenges reaching and recruiting

After you make your list, take a couple of minutes and share the list with each other at your table

Recruitment Barriers



Program Updates



USDA Review

Self-Assessment: Methodology and Timeline

Entry Dates in ELMS

Self Assessment 2015 Methodology

**Targeted
Informant
Group
discussions**

PESD admin level
Specific populations –
Policy Council, EL
Advisory Committee

In-depth site sample
Additional outreach to increase survey
response
Local group discussions
Ability to match responses at site-level

8 sites reflecting
variety of models,
subcontractors,
sizes, etc.

Regional discussion groups
Centrally-located, open to participants from all sites
**Population-wide survey (site staff/leadership,
parents/families, PESD staff)**
Online and hard copy

All sites and
PESD

Self Assessment 2015

Methodology: Selecting Sample of Sites

Region 1

2 sites for site-based discussions

1-2 Regional Discussion Group(s)

Region 2

2 sites for site-based discussions

Region 3

2 sites for site-based discussions

1-2 Regional Discussion Group(s)

Region 4

2 sites for site-based discussions

Region 5

2 sites for site-based discussions

Region 5 may be incorporated into geographic regions depending on where site is located

Self Assessment 2015 Timeline

- **SURVEYS:** Available mid-March to end of April
- **SITE-BASED FOCUS GROUPS:** End of March to mid-April (sample sites contacted soon to arrange dates/times, ideally coordinating with regional discussion group dates/times)

- **REGIONAL DISCUSSION GROUPS:**

STAR Center (Pierce County)

March 25th, 5-8pm

March 27th, 9am-12pm

PSESD (King County)

March 31st 5-8pm

April 3rd 9am-12pm

ECEAP Reminder

Actual Start Dates in ELMS



- Remember that all of your children, when entered into ELMS, need an “Actual Start Date” once they begin attending.
- This date tells DEL that the child is not only enrolled on paper, but has actually attended.
- FSS should not wait for the Monthly Report deadline to enter this data. **Actual start dates should be entered as children attend, in the Bulk Updates section of ELMS (on Child tab).**

Actual Start Date

February Learning LABs



Curriculum Sub-Committee

- Committee members understand: 1) the purpose of implementing the New Creative Curriculum for Preschool; 2) what the curriculum covers/how it is organized; and 3) parameters of training and implementation plan.

Child Plus

- Using Internal Monitoring Suite for accessing monitoring results and entering Corrective Action Plans (relevant for **all** centers/sites)
- Running reports to monitor To Do's/Deliverables through ChildPlus (relevant for EHS, HS, and blended HS/ECEAP centers/sites)

ECEAP Expansion 2015-16

- Explore upcoming Expansion and consider level of interest

ERSEA

- Understand recruitment and why recruitment is the single most important step in assuring your program is fully enrolled

SOAR Academy

- Learn more about SOAR academy as an option for families transitioning into K-12.

*Labs are 30 minutes each except for the Curriculum Committee work. Lunch is provided for those who attend Learning Labs

Summary, Next Steps



UPCOMING TOPICS

- ERSEA Selection Process
- Self Assessment
- Short-Term Strategies

Next Meeting 3/19/2015