

Early Learning Priorities: Goals, Objectives, Draft Strategies

Center Director / Policy Council – November 20, 2014

Small group work

OPPORTUNITY GAP / RACIAL EQUITY

Goal: Implement agency-wide anti-bias/anti-racism policies efforts by:

- Using the agency's Race Equity Tool examine policies, procedures, planning processes and decision-making at the PSESD and subcontractor levels to ensure the unique needs of children, families and communities are considered
- Building into training and ongoing conversations of staff and stakeholders information, historical and contemporary, that leads to an understanding of the impact of racism on early learning – children, their families and communities - for the purpose to increase staff and stakeholders capacity to enhance EL services

Programmatic Strategies

- a. Implement the agency's Race Equity Tool to examine policies, procedures, planning processes and decision-making at the PSESD and subcontractor levels
- b. Develop training, material, and messaging (about racial equity and the opportunity gap) for PSESD staff, site leadership and staff, families

Small Group Notes:

Intro RET – is this available online?

Yes – Sea.Gov.Com

How will training be developed?

#1 focus on OG

#2 internal training

#3 roll-out training to CEL

- Many districts are already using racial equity model – how will this be aligned for consistent messaging?
- Focus of Shoreline Admin
- Bellevue: Director of Equity & Equity department
- HS: multi-cultural principals??
- Don't do training, incorporate in delivery, ex: Celebration Policy, Food, Health training
- BSD – policy
- Religion not used to instruct, but inclusive in family engagement
- Inclusive/education re culture & equity
- SPED referrals, grad. Rate
- Advanced placement – disproportionality
- Testing equity for ELL students
- Deep interest in goal
- Attitude of “poor families” focus of FSS is on need & reinforces attitude
- Reduce institutional racism and promote equity

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HIGH-QUALITY SERVICES SUPPORTED BY HIGH-QUALITY SYSTEMS

Goal 1. Increase program-wide capacity to meet diverse service area needs through enhanced coordination, alignment and integration of services and supports. Implement a regional service delivery model that:

- Provides differentiated monitoring, support and training services based on regionally specific needs, strengths and assets
- Strengthen program-wide involvement in program planning, continuous improvement, and using child and family data and data systems to inform service design, decisions and actions
- Engage community partners at the local/regional level in supporting early learning services

Programmatic Strategies

- a. Provide training to all PSESD staff and center staff leadership on how to access and use data from ELMS and ChildPlus for prioritized/monitoring-related data points
- b. Explore potential to use one common data system for all of Early Learning

Small Group Notes:

Strategy B

- Explore 1 data system
- Unified, decrease confusion, decrease training time
- Keep differentiated training FD
- Access ongoing
- Fed Way – 1 person for coaching, training, all in agreement, too many people.
- Give us money and we have to hire (?) to link w/SD
- Increased alignment
- How is ESD data and progress connect with ChildPlus and ELMS
- Better tie ins than check list
- Look at systems
- Need systems at local level (FW)
- Service delivery needs to address spec groups protocol – e.g. mental health needs
- Getting there...taking 1.5 years!
- Beyond just calling
- Differentiating class size, quals, based on needs
- Gap – program learning strategy
- How are we increasing our capacity
- Self-monitoring?
- Scaffolding?
- Accountability – WL what?
- What are strategies – cap building
- Enhanced coordination
- What is that? A survey? Yes survey
- 1 person to do monitoring only in full day sites
- Unique needs

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- Now FD ECEAP
- What are must haves from EL
- What can not be integrated
- Standards, service plans, guidance & opinions – what is not negotiable
- Year at a glance

- Add strategy “Ensure governing bodies understand data and data systems” and “Ensure authentic parent/family engagement, leadership and decision-making”
- Not sure we need differentiated monitoring

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High Quality: Goal 2. Enhance communication with stakeholders, families, centers and sites staff to:

- Ensure all stakeholders understanding and compliance with PSESD polices and expectations, changes in programming, and standards of conduct
- Provide timely opportunities for input on PSESD program-wide policies and decisions

Programmatic Strategies

- a. Assess, adapt and strengthen internal/external communication protocols with specific attention to collaboration and common messaging
- b. Create an online support system to respond to site staff needs

Small group notes:

Strategy A

- Resource binder for family – received well @ Angle Lake
- PSESD putting information out in a more timely manner. (Prep before “I” need to know)
- Systems where everyone is on same page
- What’s new/what’s changed
- Training calendar is muddled, CD trying to figure out who needs to attend
- Hiring new staff – knowing clearly what to do
- Not having 1 person who can answer a question makes CD job difficult to receive what is needed
- Have to go to numerous staff to “try” and get answer and end up with several answers – frustrating, especially for new leaders
Need whole year of To-Dos

Strategy B

- Engaging new stakeholders – find it hard to find information – make the best use of existing system with little changes
- Connector good tool, but too long (condense) does not meet everyone’s learning style
- CD receiving training before their staff
- Needs to be mechanism for staff to get information if they misinformation
- What is DEL/Region X imposed decision – what’s not

New ideas

- July/August retreat so Directors/Coordinators can learn changes – agenda driven by stakeholder (CD)
- Directors are receiving irrelevant information via email (i.e. expansion project)
- Please start to individualize need of site
- Trainings should be offered in all regions not just Renton/Star Center
- Training opportunity in evenings/weekend and on-site trainings; utilizing in district days if available
- Add understand and compliance with federal, state regulations in addition to PSESD policies and expectations

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High Quality Goal 3. Strengthen program governance, oversight and fiscal management

Programmatic Strategies

- a. Develop a subcommittee structure for the governing bodies (Board of Directors, Policy Council, and EL Program) to take on specified review and recommendation roles
- b. Align ongoing monitoring results communications with a redesigned self-assessment process to enhance data sharing/reporting and accountability
- c. Provide additional training on governance, fiscal and management roles and responsibilities to all stakeholders

Small Group Notes:

- Need to communicate to all stakeholders about the shared governance systems
- Explore would it be helpful to share board minutes with CDs
- Bring back and discuss minutes from PC and GB to CDs – quarterly? – a governance update
- Revise “Subcommittee structure” to advisory structure
- Add strategy for developing and maintaining shared governance monitoring tool

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SCHOOL READINESS

Goal 1. Increase center and staff capacity to provide high quality instructional supports and track progress meeting school readiness goals for each enrolled child by:

- Using data to understand children needs and inform planning at the child, center and program levels and implement a School Readiness timeline throughout the program
- Providing ongoing training and staff development in use of scope and sequence of child development, Creative Curriculum, research-based methodology and instructional tools, TS GOLD, E-DECA and other screening and assessment tools, e.g. CLASS, ERS, etc.
- Increasing the competence of staff to work successfully with all families, in respect to race, ethnicity and culture, in a parent/family driven way supporting child and family progress meeting school readiness goals

Programmatic Strategies

- a. Provide support to staff to set, monitor and adjust school readiness goals in partnership with families, and tools to use in this process (e.g. TS GOLD System and family goal-setting)
 - b. Define school readiness and the measures of school readiness (beyond Teaching Strategies GOLD) to integrate the whole child framework
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Small Group Notes:

Strategy A

- set goals then monitor and adjust SR goals in....

Provide

Individualized support tailored to the needs of each center and imbedded coaching in classrooms

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SR Goal 2. Strengthen family support services by:

- Using the Parent, Family and Community Engagement Framework to guide the work with families, parents, and communities throughout the program
- Increasing the competence and knowledge of staff to work successfully with all families, in respect to race, ethnicity and culture, in a parent/family driven way developing families school readiness support systems
- Working with staff and families to understand the barriers and importance of a child’s attendance in the program and promote regular attendance
- Engaging families to be active participants in center Parent Committees, Policy Council, P-12 collaborations, regional connections, school readiness activities and other family and community engagement activities

Programmatic Strategies

- a. Revise/communicate ADA minimum of 90% as the point at which a plan must be developed (including use of Race Equity Tool to partner with families for school readiness if some absence if related to family culture)
 - b. Operationalize the Parent, Family, and Community Engagement framework with a focus on embedding the seven framework outcomes in our work
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Small Group Notes:

Strategy A

- Difficult for admin to track ELMS/ChildPlus
- Plan: child, admin, site? All? No template – format?
- ADA – month, week?
- ECEAP – not connected with Head Start
- How/who monitors?
- 90% to help families sooner
- How is family culture absence coded/counted?
- Need clear understanding of codes

Strategy B

- Need framework for Head Start
- 7 elements/impacts to embed into program (outcomes)
- Staff training/knowledge of framework
- HS & ECEAP required activities
- Look at forms across all program areas – GAP, analysis, ELL EL website
- Develop vision of family engagement
- System to document activities into framework

Add strategy “Create parent feedback loop or focus group that can partner with admin to more Family Support work forward” Goal Feedback

- For competence and knowledge of staff, add socioeconomic status to “race, ethnicity and culture”
- Revise “Engaging families to be active participants” to “Engaging families to be active partners”

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SR Goal 3. Increase focus on engaging families in health & nutrition school readiness efforts by:

- Working with the EL program staff, families, and stakeholders to understand how the health and nutrition of the child is a key determinant of school readiness
- Increasing the competence of staff to work successfully with all families, in respect to race, ethnicity and culture, in parent/family driven ways connecting families with the community health and nutrition resources

Programmatic Strategies

- a. Develop support to sites on Healthy Habits across all Service Areas: teacher support, support for FSS to use at family events, in work with families: broader than food, relevant across cultures for what is healthy to them
- b. Develop new process for OAE for screenings (faster process, earlier identification), all Home Visitors trained to do OAE screenings

Small Group Notes:

- Follow up on the 5-2-1-0 lesson plan that was given at the Annual Health Training
- Follow up with use of the big book
- Promote cultural awareness through nutrition activities
- Increase staff awareness of available resources that can be shared with families
- Add practical/application oriented physical activities to parent events (model what activities children do in the classroom)
- For competence and knowledge of staff, add socioeconomic status to “race, ethnicity and culture”