

Long Term EL Goals and Priorities



Opportunity Gap/Racial Equity

High Quality Services Supported by High Quality Systems

School Readiness



Targets, Input



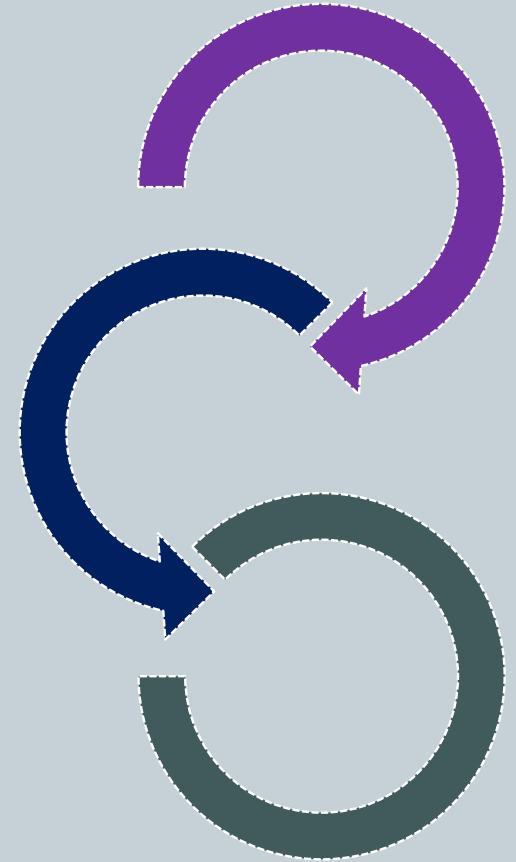
1. Target – how to reflect intent to get to 100% (under long term)
2. What's the distinction between meeting widely held expectations and K Readiness?
3. Add school readiness target to include children with disabilities

Long Term EL Goals and Priorities



Targets:

1. Minimum 85% of ALL children in ALL Racial/Ethnic groups will meet school readiness outcomes in each and all learning domains by 2020 (measured by TS GOLD).
2. Minimum 90% of families surveyed will identify program activities they participated in that helped meet a family and/or child school readiness goal/need while enrolled in the program
3. Minimum 90% of families surveyed will identify health and nutrition school readiness activities they participated in while enrolled in the program



Opportunity Gap and Racial Equity, Input



1. Consider the community
2. *Parent schedule - strategy*
3. *Include resources and information - strategy*
4. *Interpreters and translation of materials - strategy*
5. *Individual training by site due to uniqueness, not by regions (stated by CD not ESD staff) - strategy*
6. How do we move our learning to the school district?
7. *Different needs at each site - strategy*
8. Conversation vs training, prefer conversation
9. *ESD take lead in research - strategy*

EL Goals and Priorities

Opportunity Gap/Racial Equity



Goals & Objectives

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

- Using the agency's Race Equity Tool examine policies, procedures, planning processes (8) and decision-making at the PSESD and subcontractor levels (6) to ensure the unique needs of children, families and communities (1) are considered
- Building into training and ongoing conversations (8) of staff and stakeholders (6) information, historical and contemporary, that leads to an understanding of the impact of racism on early learning – children, their families and communities (1) - for the purpose to increase staff and stakeholders capacity to enhance EL services

High Quality Services Supported by High Quality Systems, Input



Goal 1:

- 1. Define differentiated services, including child/family level - strategy*
- 2. Utilize each other's strengths and expertise to build capacity - build capacity within larger community - strategy*
- 3. Allocation of resources with the focus on service delivery (ex: increase monitoring to assure quality and is there less money to use at service level) - strategy*
- 4. Keep admin piece simple - strategy*

EL Goals and Priorities

High Quality Services Supported by High Quality Systems



Goals & Objectives

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

High Quality Services Supported by High Quality Systems, Input



Goal 2:

- 1. Ensure that all stakeholders understand and comply with PSESD policies and expectations - strategy*
- 2. Provide timely opportunities for meaningful input on PSESD program wide policies and decision – strategy*

How to measure?

Monitoring Data, Self Assessment Data

EL Goals and Priorities

High Quality Services Supported by High Quality Systems

Goals & Objectives

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

EL Goals and Priorities

High Quality Services Supported by High Quality Systems

Goals & Objectives

Goal 3. Strengthen program governance, oversight and fiscal management by:

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

School Readiness, Input



Goal 1:

1. Changing goal to improve instruction
2. Training, support, coaching to improve instruction
3. Knowing what children's needs are understanding after looking at data
4. Scope and sequence of child development and understand instruction

Policy Council Input:

5. *School-home connections -strategy*
6. *Parent education - strategy*

EL Goals and Priorities

School Readiness

Goals & Objectives

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

- Using data to understand children needs (3) 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 (4), Creative Curriculum, research-based methodology and instructional tools (2, 4), 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

School Readiness, Input



Goal 2:

1. Look at barriers to attendance in addition to understanding importance of attendance
2. Use “knowledge” rather than “competence”

Policy Council Input

3. *School-home connections -strategy*
4. *Parent education – strategy*
5. *Site-based parent engagement activities linked to social/emotional and behavior management – strategy*
6. *Provide targeted support to military families - strategy*

EL Goals and Priorities

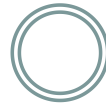
School Readiness

Goals & Objectives

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 (2) 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 (1) 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

School Readiness, Input



Goal 3:

- 1. PSESD have stronger connection with Policy Council members (get more feedback) - strategy*
- 2. Needs parents real life stories - strategy*
- 3. Creative marketing, Market health and SR together - how your child can be successful, e.g. Persuasion economics, Not be condescending - strategy*
- 4. Show cumulative effect of different things (dental, asthma, etc) - strategy*
- 5. Video at parent meetings, orientation, staff trainings - strategy*
- 6. Define healthy - strategy*

EL Goals and Priorities

School Readiness

Goals & Objectives

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