

EARLY LEARNING
Center Directors Meeting
9/18/2014



'How' is not just a question.

how[™]

IS THE ANSWER.

HOW is a Journey



Our world is being dramatically reshaped.

The rules of the past no longer apply.

**We have to innovate in HOW we approach our
partnerships with others if we –
and the programs and projects that we represent –
are to thrive in this new world.**

Problem of Practice: Implementing High Quality EL Programs through the Regional Model



Purpose: Develop a shared understanding of our capabilities and barriers related to the alignment of EL services and an implementation of the Regional Service Delivery Model.

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?

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 and Intros
2. EL Targets, Priorities, Goals and Objectives
3. ELPM and ELWA
4. BREAK
5. EL Must Dos and Deliverables
6. Updates: Federal Review, State Review, Regional Model & Site Support,
Policy Council Elections
7. Summary & Next Steps

Long Term EL Goals and Priorities



Opportunity Gap/Racial Equity

High Quality Services Supported by High Quality Systems

School Readiness

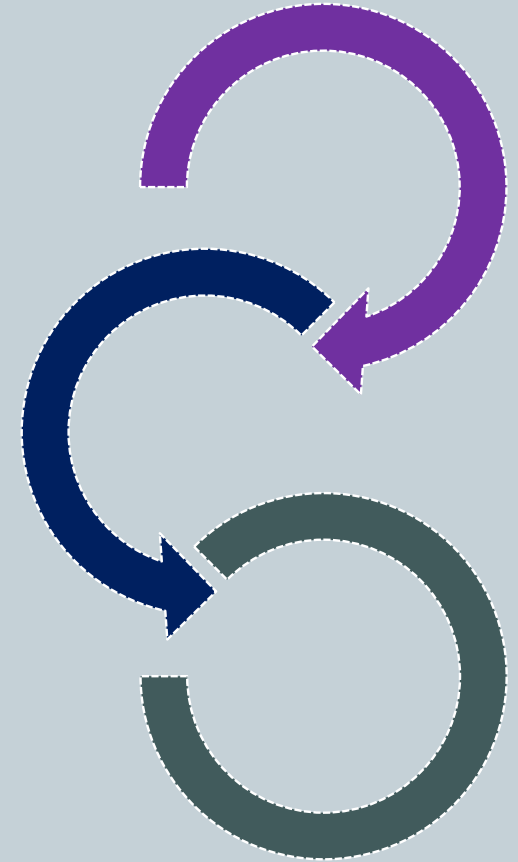


Long Term EL Goals and Priorities



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



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 and decision-making to ensure the unique needs of children, families and communities are considered
- Building into training 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

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

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

EL Goals and Priorities

School Readiness

Goals & Objectives

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

- Using data to 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 Creative Curriculum, 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

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 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 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

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

Review EL Goals and Objectives



Choose one goal and join a focus group.

With your focus group:

- **Review the Targets**
- **Review the goal and objectives as the ways to meet/achieve the targets, and**
- **Provide input**

I. Opportunity Gap/Racial Equity, Verda

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

II. High Quality Services Supported by High Quality Systems, Kay

Goal 1. Increase program-wide capacity to meet diverse service area needs through enhanced coordination, alignment and integration of services and supports

III. High Quality Services Supported by High Quality Systems, Talena

Goal 2. Enhance communication with stakeholders, families, centers and sites staff

IV. High Quality Services Supported by High Quality Systems, Gene

Goal 3. Strengthen program governance, oversight and fiscal management

V. School Readiness, Leslie

Goal 1. Increase center and staff capacity to track progress meeting school readiness goals for each enrolled child

VI. School Readiness, Jennifer

Goal 2. Strengthen family support services

VII. School Readiness, Donna

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

Program Updates



**Federal
Review**

**State
Review**

**Regional
Model,
Site
Support**

**Policy
Council
Elections**

Federal Review



Update:

1. The deficiency has been corrected
2. Active Supervision Training is implemented program-wide
3. Approved Policies: Standards of Conduct, Child Supervision;
Program Planning; Self Assessment; ERSEA; Governance
4. Noncompliance Action Plan: Governance, Management, ERSEA

Next Steps:

Noncompliance follow up review, 10/6-7/2014

State Review



- Received State Review Report, 8/20/14
- Areas of Noncompliance: ERSEA, Health, Education
- Action Plan due 10/15/2014
- Follow up with the sites after 1/10/2014

Regional Model

- Regional teams are defined
- Communication loops
- Site Support

PSESD Early Learning Regional Service Delivery Areas

Region One (Pierce County)

Subcontractors

- Bates
- Bethel SD
- Chief Leschi
- Franklin Pierce SD
- Hugs, Tugs, Luvs
- Midland's Kiddie Korral
- PCCC
- Peninsula SD

EL Regional Service Delivery Team

Education - Erin Berkey
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 Family Support - Ellen Shaman
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 Disabilities - Connie Ashmun
 cashmun@psepd.org 425-917-7712/253-778-7712
 Nutrition - Laurel Tierney
 ltierney@psepd.org 425-917-7993/253-778-7993

Region Two (Pierce/S. King Counties)

Subcontractors

- ACAP
- Auburn SD
- Clover Park SD
- Clover Park Tech
- Enumclaw
- MCFHC
- Pierce College
- Puyallup YMCA
- Tacoma CC
- Tacoma Day
- Tacoma SD

EL Regional Service Delivery Team

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 Disabilities - Connie Ashmun
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 Nutrition - Maggie Grate
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Region Three (South King County)

Subcontractors

- Angle Lake
- Learning Land I
- Learning Land II
- Federal Way SD
- Kent Youth & Family Services
- Kent SD
- Renton SD
- Denise Louie
- Tahoma SD
- Tukwila SD

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 Disabilities - Beth Campbell
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 klevenhagen@psepd.org 425-917-7880/253-778-7880

Region Four (S. King/N.E. King County)

Subcontractors

- Bellevue CC
- Bellevue SD
- CCR
- Educare
- Encompass
- Highline PSESD
- Highline SD
- Issaquah SD
- Lake WA SD
- Northshore CHS
- Riverview SD
- Shoreline SD
- Skykomish
- United Indians
- Vashon Island SD
- YWCA

EL Regional Service Delivery Team

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 Family Support - Linda Johnson
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 Mental Health - Kristen Wells
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 Candace McKenzie (Educare & Highline PSESD only)
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 Health - Marie Savage-Hopfauf
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 Disabilities - Beth Campbell
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 Nutrition - Suzanne Kohaya, Katy Levenhagen
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 klevenhagen@psepd.org 425-917-7880/253-778-7880

Region Five

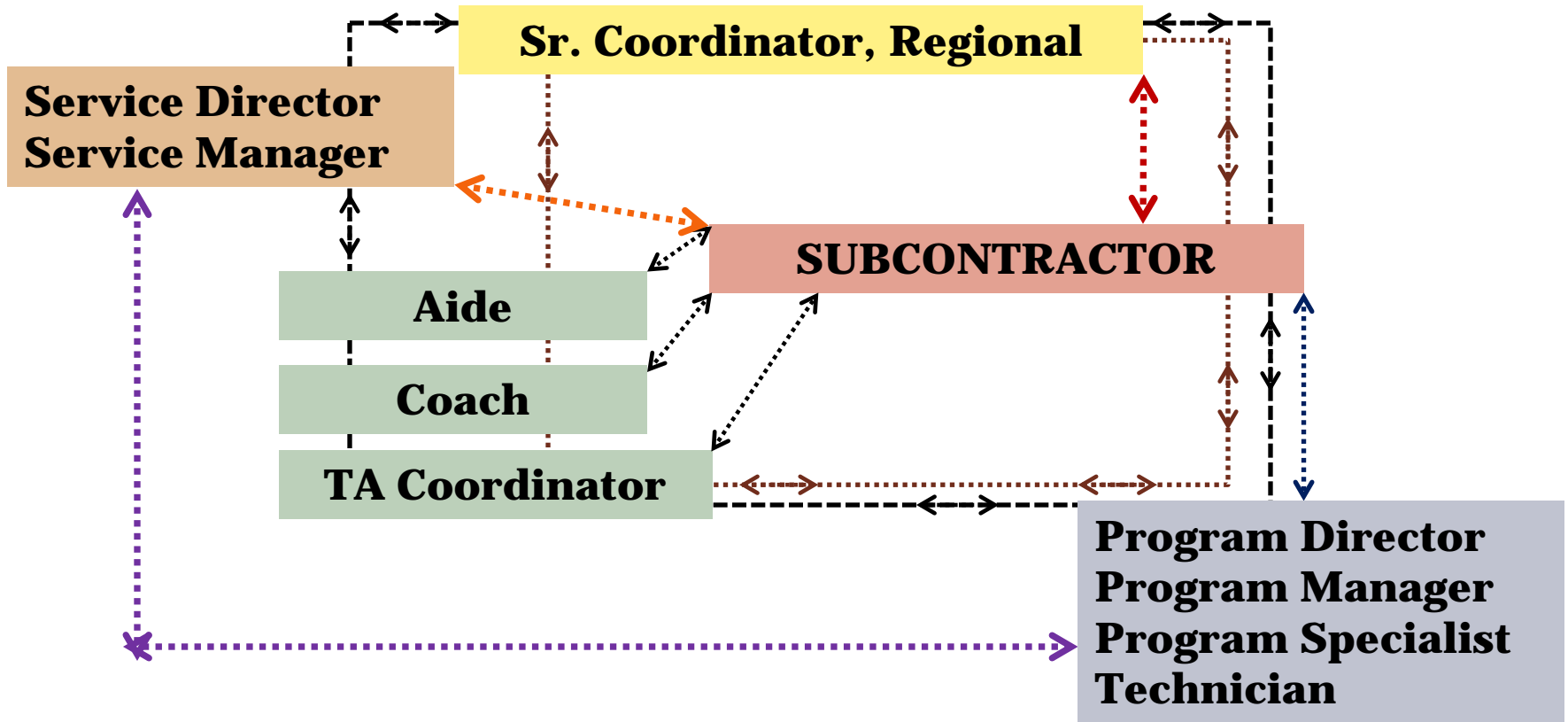
Subcontractors

- EHS Home Based:
- Bates
- Educare
- Evergreen
- Oakwood
- Roosevelt
- Tullicum
- Cottesmore
- FCC
- WCCW PSESD

EL Regional Service Delivery Team

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 Nutrition - Laurel Tierney
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Regional Model Communication Loops



Site Support



- Convene several **conference calls** and three **face-to-face meetings** in Renton throughout the year
- The purpose of the meetings is to provide consultation with respect to service delivery, ongoing compliance with performance standards, policies and procedures, relevant data to assess school readiness of children, and identify needs for technical assistance, coaching, or resources at your site(s).

Let us know of any major schedule conflicts that may have been overlooked, such as school district breaks, during which time a conference call would not be possible.

You may do so by email at ELSupport@psed.org.

Summary, Next Steps



- Finalize EL Priorities, Goals and Objectives
- Present Menus of Support
- Analyze DLL Survey Data
- Analyze GOLD data 2013-2014
- Discuss PLC Structure
- Present Leadership PD Opportunities