

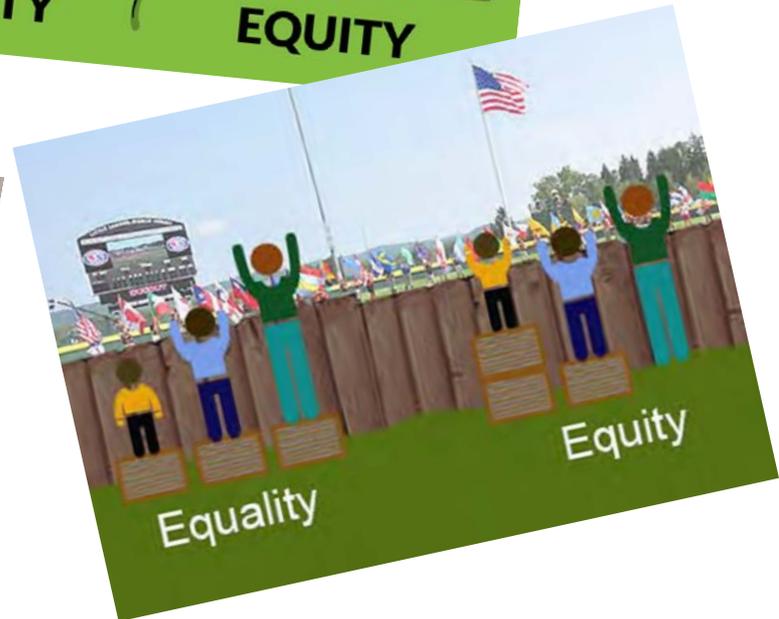
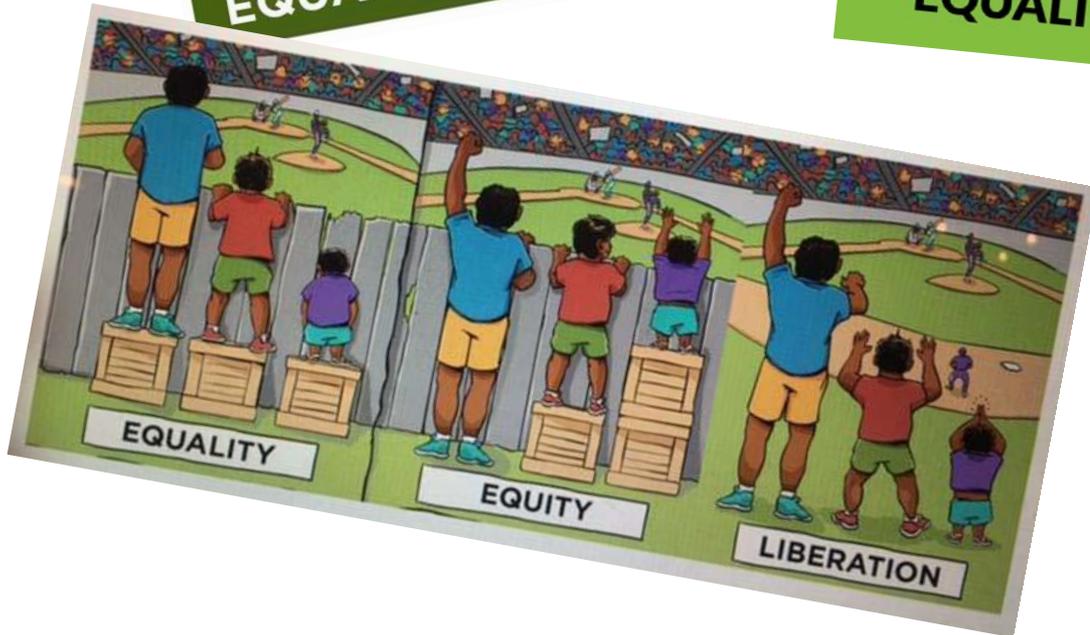
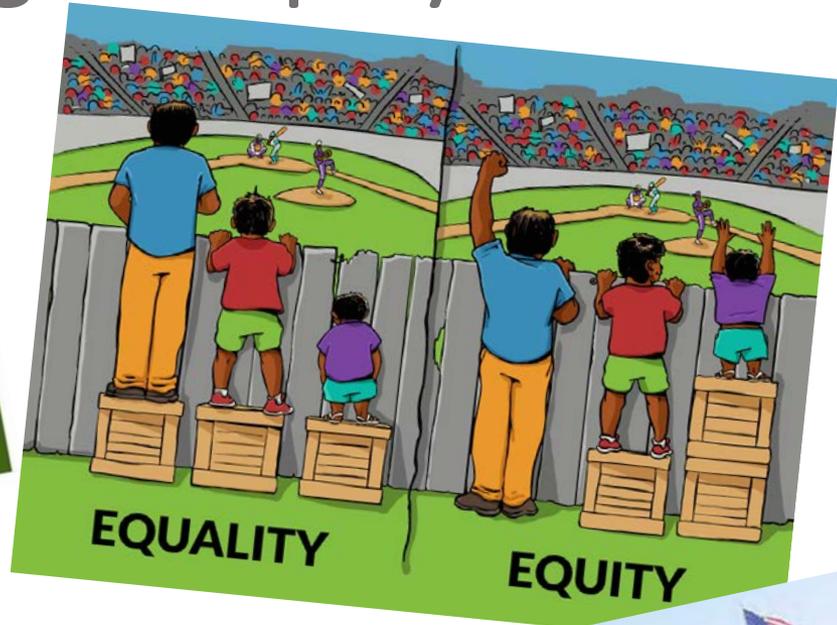
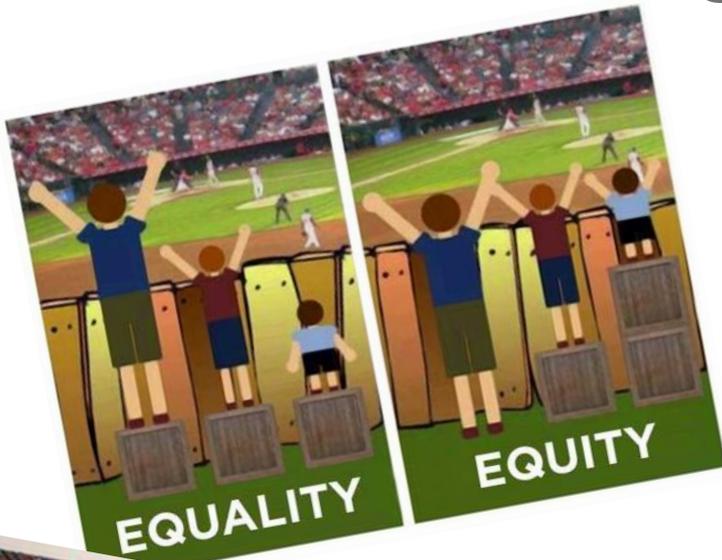
EARLY LEARNING

Center Directors Meeting

12.15.16 9:00 to 2:00



Leading for Equity



AGENDA

8:45 Networking

9:10 Welcome/Information Sharing

- **PSESD Staffing/Organizational Structure Update**
- **Legislative Update**

9:30 Early Learning Visioning Work

10:15 Break

10:30 Fall GOLD Data: Using our Equity Lens

11: 30 Lunch: Brown Bag or pre-ordered Box Lunch

12:00 5-Year Goals Reports

1:00 Learning Lab: 6 hour Classrooms

PSESD Organizational Structure Update : 2 Phases

- Phase 1: Determine short term strategies to implement Jan 1 thru June 30 to live within our current fiscal realities.
 - HS 412: \$1,137,000 deficit
 - Multiple strategies:
 - PSESD contributing a significant one time contribution
 - \$135,000 savings in Non-Employee Related Costs
 - \$250,000 savings from not filling some vacancies, shifting FTE to EHS funding, structuring work differently
 - \$95,000 savings from reducing many PSESD staff from 1.0 FTE to .95 FTE
- Phase 2: Plan for sustainable organizational re-structure to support implementation of EL program long term.
 - Planning Dec - Feb
 - Decision by end of February
 - Implementation by July 1

PSESD Organizational Structure Update : Equity Lens

- **Racially Equitable Outcome:** Promote a racially-equitable system that ensures a culturally welcoming, thoughtful, and meaningful experience for our children and families, and minimizes barriers and champions measureable success for their future.
- **Guiding Questions:** What is the impact of each decision on children and families foremost, on our partners (consisting of site staff, site leadership, and communities), and our internal ESD staff?

Legislative Update

- Overview
 - Federal update: many unknowns, but will have a very small cut in HS funds as a part of the Continuing Resolution
 - State update: fiscal asks include slot rate increase, increases in enrollment opportunities, a summer loss project, some for facilities
 - Anticipate requests for site visits from legislators
- More detail in upcoming Connector Update

Visioning: summary of our work



ACCOUNTABILITY

- **RACIAL EQUITY**

- Lead with race
- Equitable opportunities
- Eliminate institutional/systemic racism
- Inclusion
- Eliminate opportunity gap

- **SERVICE TO CHILDREN & FAMILIES**

- High Quality
- Whole child / whole family
- Comprehensive

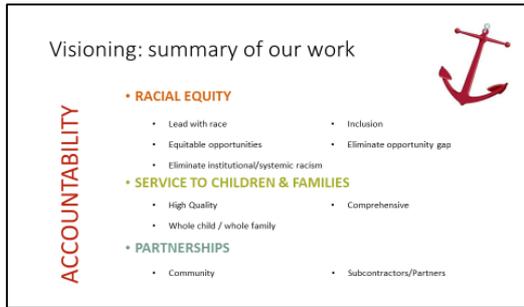
- **PARTNERSHIPS**

- Community
- Subcontractors/Partners

Values

- 1) The degree of importance, the worth, or usefulness of some thing or action
- 2) Principles or standards of behavior; code of behavior
- 3) Tells us why we are here doing this work

What values do you hold for our Early Learning work, particularly given our commitment to serving children and families in the opportunity gap, and leading with race?



If our Vision is an Anchor that...

- Gives us direction
- Clarifies our values
- Focuses us on the outcomes that matter the most, such as our 5 year goals
- Provides guidance and inspiration, what are the bold moves we make each year to get us to our goals

Then...

1. What supports are needed to reach that vision?
2. What challenges do you see or anticipate?
3. What are your ideas of BOLD we can take to reach this vision

Our Vision

Value

Value

Value

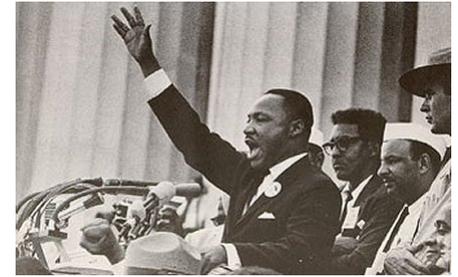
5 year goals

5 year goals

5 year goals

BOLD MOVES

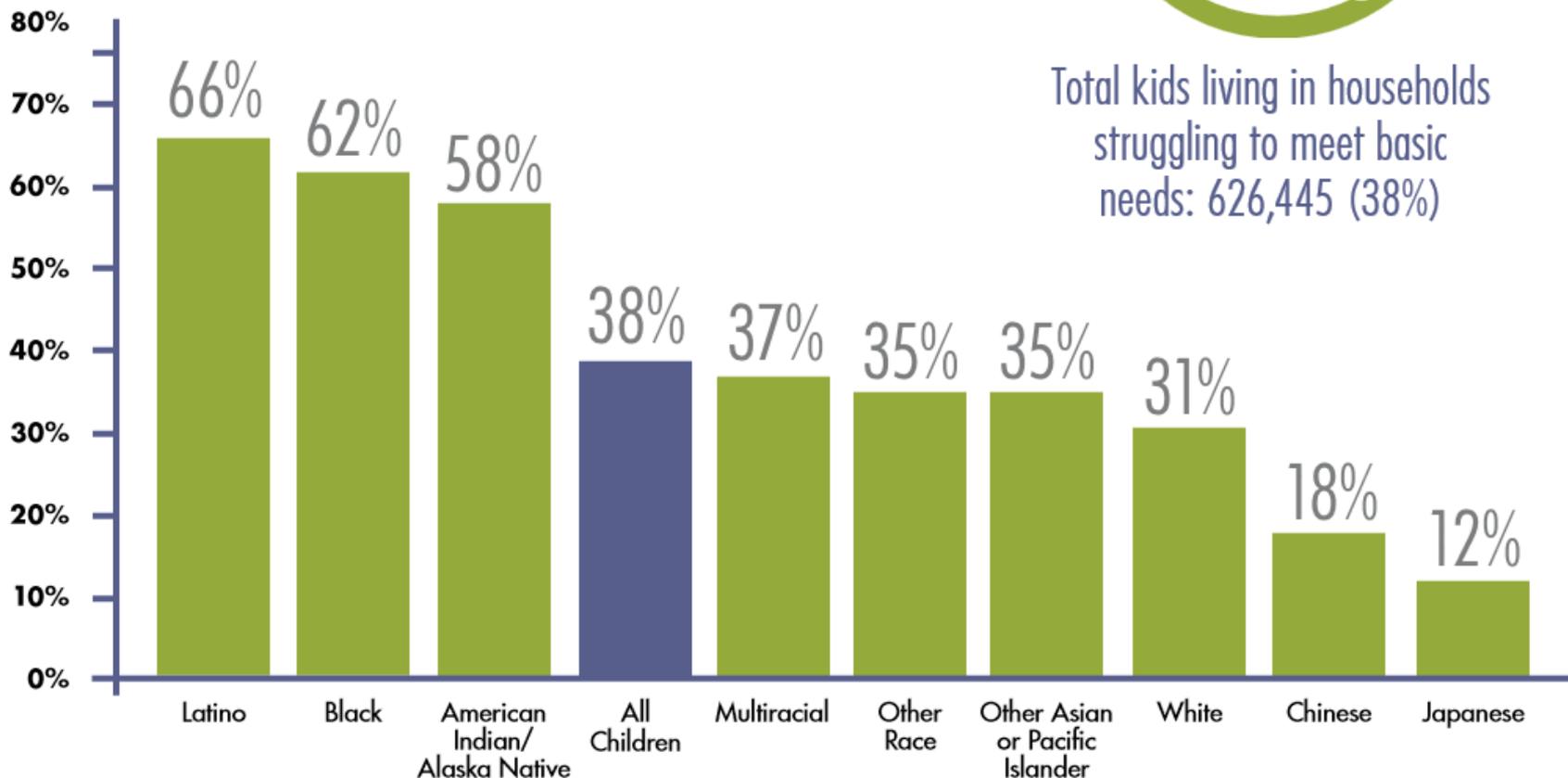
Race & the Opportunity Gap



- Race Matters. Almost every indicator of well-being shows troubling disparities/disproportionalities by race.
- Disparities are often created and maintained inadvertently through policies and practices that contain barriers to opportunity
- It's possible-- and only possible-- to close equity gaps by using strategies determined through an intentional focus on race
- If opportunities in all key areas of well-being are equitable, then equitable results will follow
- Given the right message, analysis, and tools, people will work toward racial equity

BASIC NEEDS

Children do better when their family has enough money for the basics — adequate food, health care, shelter and reliable means of getting to work.



Children living in households earning less than the basic needs threshold (200% of the federal poverty level), 2011

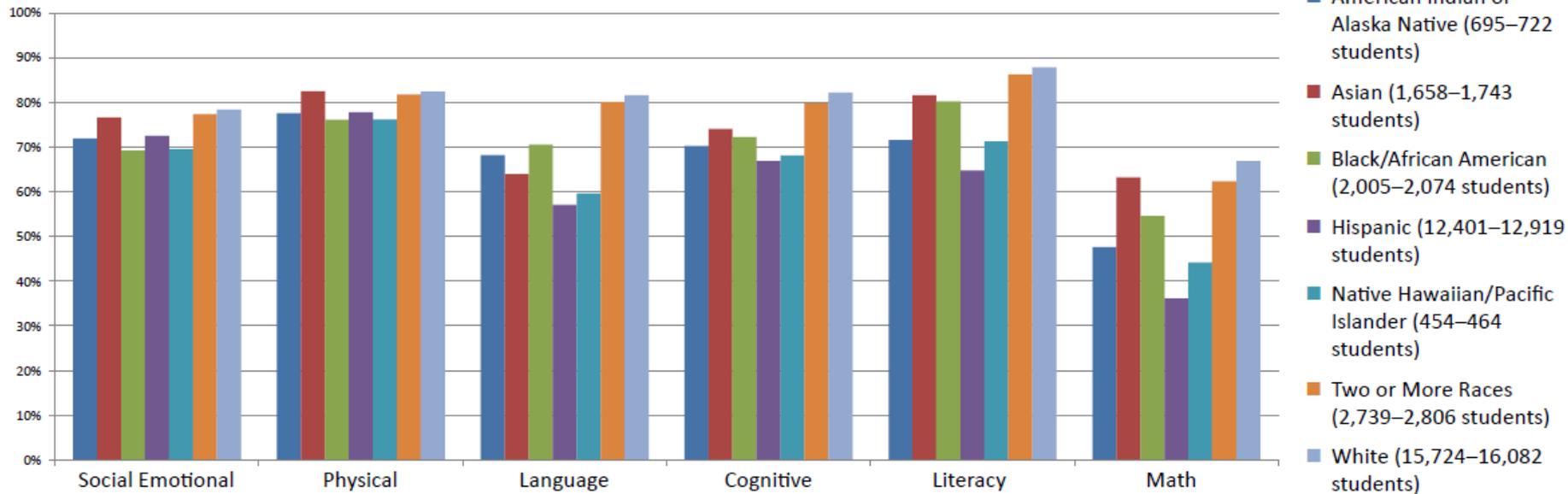
Source: 2009-2011 American Community Survey (ACS).

WA KIDS DATA

Fall 2013 WA KIDS Data

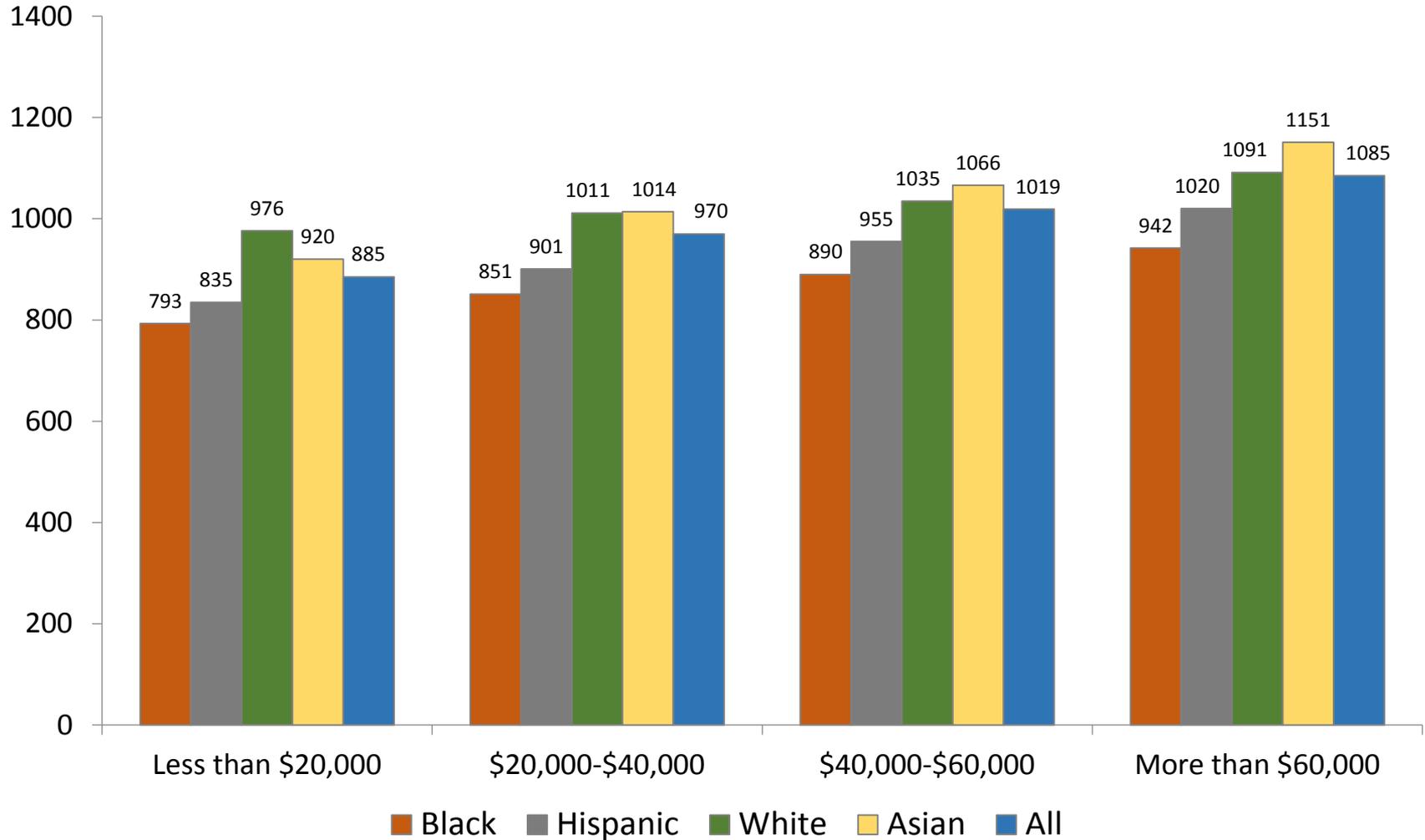
The opportunity gap is evident in the first few weeks of kindergarten.

Percentages of Students Who Demonstrate Characteristics of Entering Kindergartners, by Race and Ethnicity



Average SAT Scores by Parental Income and Race/Ethnicity

(Source: National Center for Education Statistics, U.S. Department of Education)



Fall GOLD Data Review and Discussion

- We will review our Fall TS GOLD data with a racial equity lens:
- First, we will review **program-wide data** for children meeting/exceeding expectations in all domains, for 1) all children and 2) disaggregated by race/ethnicity, 3) home language (other than English and English)
- Then, we will review **center-level data** for children meeting/exceeding expectations in all domains, for 1) all children and 2) disaggregated by race/ethnicity, 3) home language (other than English and English)
- Tables can go at their own pace, spending 20-30 minutes on the program-wide data, and 30-40 minutes on center-level data
- Select a scribe to write for the table

Fall GOLD Data Review and Discussion

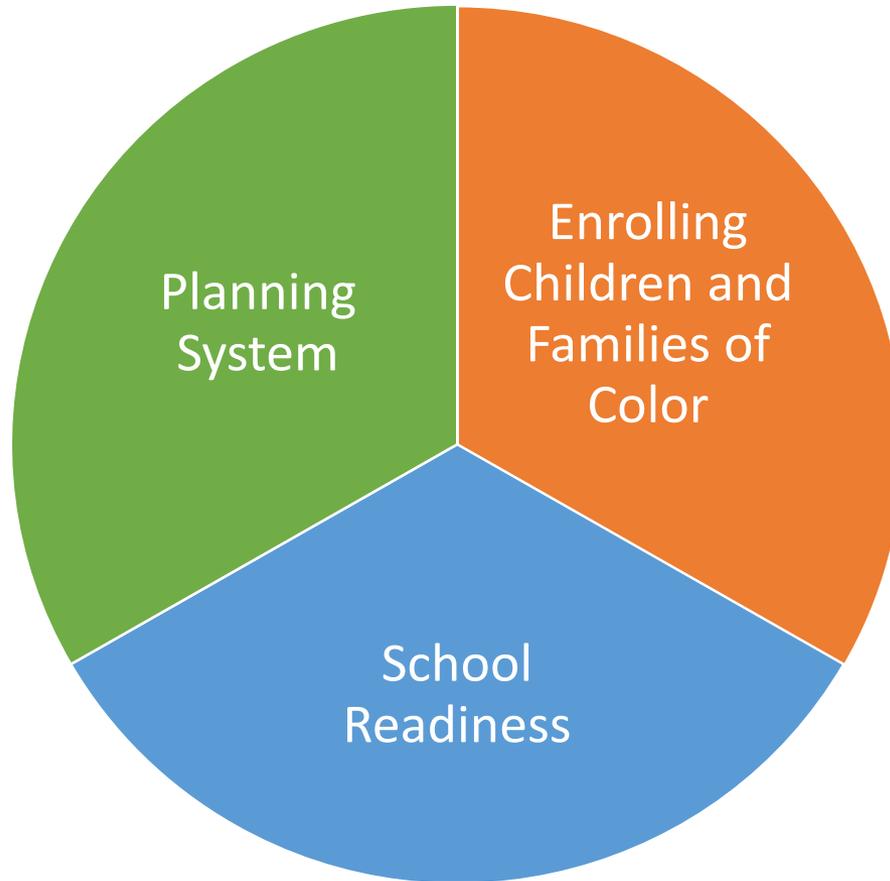
First, look at data disaggregated by race/ethnicity:

- **What do you notice/observe** about differences in TS GOLD data for groups of children, disaggregated by race and ethnicity?
- **What questions do you have** about differences in TS GOLD data for groups of children, disaggregated by race and ethnicity?
- **What additional data or information would we need** to understand inequities in our program/at your center for children and families of color?

Next, look at data disaggregated by home language:

- **What do you notice/observe** about differences in TS GOLD data for groups of children, disaggregated by home language of English and other than English?
- **What questions do you have** about differences in TS GOLD data for groups of children, disaggregated by home language of English and other than English?
- **What additional data or information would we need** to understand inequities in our program/at your center for children and families of color, particularly those who have a home language other than English?

Five-Year Goals in Three Areas



Increasing Enrollment of Children and Families of Color:

PSESD Early Learning Program uses data to increase enrollment of all children of color; including children with disabilities, homeless, and foster children; within the communities we serve.

School Readiness:

Children enrolled in PSESD Early Learning will be prepared for school entry by 2020, with a minimum of 85% meeting school readiness standards.

Planning System:

PSESD's internal Early Learning Program will meaningfully engage families, subcontractor staff, and community partners in the planning process to achieve racially equitable systems for providing high-quality services to children and families.

The intended impact– i.e. the difference the PSESD Early Learning will make for children, families and the community – at the end of five years:

- Children of color – including those with special needs, or who are homeless, or are in foster care – who are served by the PSESD Early Learning Program (Early Head Start, Head Start, and ECEAP) will be ready for school, in terms of their physical, social-emotional, and cognitive development.
- Families of color served by the PSESD Early Learning Program, are empowered, engaged in their children's education, and ready to support their children's success in school.
- Families, communities, and service staff are active partners in planning, implementing, and improving the PSESD Early Learning program.

Round Robin of 5 year goals progress reports

Within each of the three goal areas, we will:

- Share highlights of the work that has been done to date, and next steps
- Ask for your input and feedback, including:
 - How does this work/objectives relate to the work at your center?
 - What other action steps we should consider to move toward completing the objectives?
 - Other ways you might like to be engaged in this process of working and tracking progress toward our goals and objectives?
 - What additional information you would like to have about the goals, objectives, and actions?
- We will do two 25-minute sessions, so choose two of the three goal areas to attend:
 - Planning System in Cedar
 - Enrolling Children and Families of Color in Duwamish
 - School Readiness in Nisqually

6 hour classrooms