



Early Learning Center Directors Meeting

January 26, 2017 – 9am to 1pm

Cedar/Duwamish/Nisqually conference rooms

AGENDA		
Time	Topic	Presenter
8:45-9:00	Networking	
9:00-10:00	Welcome and Information Sharing	Kay Lancaster
10:00-10:10	Break	
10:10-12:10	Racial Identity	African American Child Care Task Force
12:10-1:00	Reflection	ESD Staff
1:00-2:00	ECEAP Expansion & Head Start Slot Reduction Conversation	Kay, Talena

Updates:

ECEAP Attendance Line: Starting on Friday, February 3rd, all ECEAP attendance should be submitted to a centralized attendance line by email or fax: attendance@psesd.org or 855-218-2221. This information will be in the February Connector, so please be prepared to support your staff in implementing this change. Please note that the attendance line is for **ECEAP only**. (EHS/HS staff should continue to send their weekly attendance to Tiffany Lyons.)

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Next Meeting:

February 23, 2017
9am to 2pm

Center Directors,

We are following up on the commitment we made to you at the last Center Director's Meeting to provide you with a written message to share with your staff that explains our current fiscal reality and the steps we are taking to mitigate our budget deficit. We will also be emailing this out to you as an E-Alert. If you have any questions, please connect with any person on the Change Management Team.

Reduction in FTE for staff at PSESD:

Given our reductions in funding level the PSESD Early Learning Leadership has been looking at internal structures and staffing to address the reduced level of funding. We have reached out to the Office of Head Start's Region X for technical assistance. They recommended creating a "Change Management Team" which would lead this process in conjunction with Kay Lancaster (Associate Superintendent) and Talena Dixon (Program & Operations Director). The Early Learning Leadership nominated a team of James (Family Engagement Manager), Wendy (Program Manager), Donna (Infant Toddler Services Manager), Nubia (Monitoring and Compliance Manager), and Sarita (PSESD Evaluation Director).

The Change Management Team decided to approach the funding challenge in two phases. Phase 1 would be the short-term solution to provide more time for a full organizational redesign to allow us to be sustainable within the new levels of grant funding. With race equity at the forefront, the Change Management Team defined our desired racially equitable outcome for the early phase of our work as well as some guiding questions as we evaluated decisions.

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 measurable 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.

In the midst of this process we were also successful at securing a contribution from the agency up to \$600,000 and identified \$134,000+ in savings on Non-Employee Related Costs (NERCS). In order to make up the additional savings, we have reduced staff at the PSESD to 0.95 FTE (38 hours per week) as a short term solution which took effect beginning January 1, 2017. As we evaluated our decisions based on the impact to our children and families we decided that this reduction would not apply to staff who provide direct services, staff who only support Early Head Start or Family Child Care. The total impact is that 57 staff housed primarily in the Renton PSESD building have a reduced FTE. This reduction in FTE will be in effect for the remainder of the program year.

The next phase of the team's work is to create a plan for how to cover the deficits in our grants (over \$2 million between the Head Start and ECEAP grants) for the long-term. The goal of the Change Management Team is to have the reorganizational design completed by the end of February/early March of 2017. Once these decisions are made we will be communicating these out to sites and hope that we can fully implement in the 17-18 program year.

We recognize that there is a lot of anxiety and unknowns and appreciate everyone's patience through this process. This work is difficult and we want to be as thorough in our process as possible to ensure we are meeting our racially equitable outcome and minimizing impacts to children and families, and to you as the staff providing those services. Thank you for your continued patience and we hope to share more soon.

Thanks,

PSESD Early Learning
Change Management Team