



Early Learning Program

Puget Sound Educational Service District

Center Director meeting

Jan 26, 2017

9am to 2pm

Welcome & Information Sharing – Kay Lancaster

- New ESD Staff
 - Quincy Stone – Parent Leadership Manager (Peer Programs and Policy Council)

Vision & Identified support: follow-up from Dec CD meeting – Kay Lancaster

- Our Vision is in alignment with the Agency's Principals that Guide Our Culture
- Missing from - Visioning: summary of our work
 - Relationships – cannot do Racial Equity work without relationships
 - Families missing from Partnerships
 - Service to Children & Families – Parent Professional Development
 - Mentorship – support for all staff
 - Lead with Race – integrity and authenticity
 - Accountability – be able to challenge when we hear things that are untrue
- Suggested BOLD Moves (additions):
 - Having a Coordinator onsite with support from ESD, less ESD staff
 - Reducing positions at the ESD
- Getting clear on our vision and direction and what we want to build for the future.
- This is an ongoing process, cycle of continuous improvement

Updates

- **ECEAP Attendance Line** – goes into effect Feb 3, 2017 for ECEAP attendance only. (see Agenda for more instructions, it will also be in the Connector)
- Sharon Judie – Health Services Director – is leaving the ESD in the near future. A transition plan is being worked on.
- DSHS labels – need a permission slip signed by the Center Director for all staff that will have access to labels. If you did not get a chance to fill out permission slip during meeting please email your Family Support Coordinator.

Racial Identity Presentation – African American Child Care Task Force

Me, Myself and I: A Self-Reflective Journey

- AACCTF was formed in 1990



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- They have great experience in the community

Small group work on the ESD Racial Equity Tool

Each group was given a bullet point to discuss and report back with barriers and supports needed

Barriers and Supports Needed:

- Referring to quality and qualified personnel
- Race clearly called out
 - Hard to notice
 - People are at different levels of awareness
 - Difference in application not equitable across the board
 - Challenging to have conversations about race (emotions rise)
- Buy-in of Race Equity Tool – educate staff on tool - where is buy-in expected
- Most vulnerable?
 - Work with different systems
 - All the layers
 - Eliminates relationships
 - Examine why we use checklists
- Training & Skill building
 - Philosophy must align
 - Foundation clear
 - Need internal/external buy in
 - Revisit quality expectation
 - Contracts expectation varies based on the historical context
 - Genuine integrity
 - On-going PD
 - Feel hopeful
- Being fully qualified is a barrier
- Experiential activities for staff to deepen understanding
- Our perceptions of others, our lens which we view others, implicit bias
- Collective buy-in – specific examples to use daily in our work
- What the implication means that Persons of Color are not qualified?
- Can have a plan to meet requirements which may not align with school district policies
- Keep race in the conversations
- Look at where you advertise
- Equity tool implementation
 - PD opportunities for all levels and families
- Racial equity tool – need better understanding of tools
 - Finding time is a barrier
 - Creative problem solving



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- Analysis from strength-based, a system approach vs checklist
- Self-reflective practice
- Policies work for our most vulnerable – does it really? Equality does not equal equity
- Perceived barriers – systems do not talk to each other
- A shared understanding (challenge), whose lens?
- Where are we coming from
- External partners are at different places
- Committed – intentional and strategic
- Personal work done and still tripping over myself as a white woman

Want to learn more and continue these conversations?

Seminar Series: Me, Myself & I – Feb 3 and March 10 register through the EL Meeting and Training Calendar

http://www.earlylearningwa.org/images/ProfessionalLearning/TrainingMeetingCalendar/2016-17_Early_Learning_Training_And_Meeting_Calendar.pdf

Center Directors asked to continue the racial equity work at the February meeting.

Reflections:

- How will you take what you have learned today into your work with children and families at your site?
- How will you continue your own work and development in the area of race and racism?
- What supports or resources will you need?

- Other places to advertise for open positions to get a more diverse pool of applicants.
- ESD can share out what strategies they have used.
- Working in SD, how do I bring this information to them?
- Have used High School transition programs in your community. Contact your district.

ECEAP Expansion & HS Reduction Conversation – Kay and Talena

- DEL is asking for some data from us that has a short turnaround time
- We are in the process of going back to Region X to re-negotiate our slot rate for Head Start
- What is put in the survey is not a commitment.
- Lots of competing demands on what gets put in the Governor's budget
- We need more money per slot
- Only way to get more money per slot through Region X is give back slots
- The ESD is doing other strategies internally to help bring down the costs
- We have to look at need when considering how to move forward
- Optimistic that 6% vendor increase will happen
- Do not have to be licensed to get FD slots, if you want subsidy you will need to be licensed



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- ED slots in ECEAP, you cannot collect subsidy and we have been told that that is not enough money
- Interest from DEL to do 320 pilot summer (2017) slots and we do not any information from DEL yet
- Write down all of your questions in the survey about anything
- Most of the slots are in the full school day time (360 hours in a school year)
- Potential ECEAP expansion slots: PD- 267, FSD-933, ED-133
- Can have ECEAP and HS kids in the same classroom – think about the different hours required for each

Next Meeting:

Thursday, Feb 23, 2017

9am to 2pm