



Early Learning Program

Puget Sound Educational Service District

Center Director meeting

March 23, 2017

9am to 1:30pm

<http://www.earlylearningwa.org/index.php/for-staff/center-director-hub/center-director-meetings>

Agenda Review, Legislative Update, Framing for the Day, Where Have We Been – Talena, Lori

State Legislative Update - PowerPoint

- Senate put out their budget proposal on Tuesday
 - ECEAP - No new enrollments until 2019
 - House of Representatives will propose a budget next week and then negotiations will begin to finalize
 - WSA is thinking about doing another advocacy day – look for more info from Lori
- WSA Update:
- The senate has reversed itself
 - 1200 new slots in next 2 years and took out plan to get rid of 3yo
 - We don't know yet what those slots will be

Federal - PowerPoint

- White House released their budget proposal March 16
- 17.9% cut from HHS which is where Head Start lives
- Stay informed and we will share information as we receive it
- There has been no conversation about using vouchers for Head Start
- We do not know if cuts happen if it will affect our current 5 year grant
- there is talk at the national level of what would happen if cuts happened before the end of our 5 year grant cycle

New staff - Talena

- Heather Newman – back as Center Director for Tukwila SD
- Keera Rickett from Midland's Kiddie Korral may sit in for Kim Pressel from time to time

Where have we been? - Verda

- September – reviewed 5 year goals and received input
- Oct/Nov – presentation on Types of Racism
- Nov – how to request services around Racial Equity
- Dec – Visioning, where are we going?
- Jan – AACCTF did presentation, introduced Racial Equity Tool
- February – Implicit Bias presentation



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Community Data Mapping – McKenna Nicholson from Federal Way ECEAP/HS

- Follow-up to presentation by AACCTF
- Table activity around either Pierce or King County data
- Results will be shared at the April 27 Center Director meeting

GOLD Data Protocol – Nathalie, Pamela

Program Wide Data

- Winter TS GOLD data
- Reviewed program-wide data
- Will be digging into this data more deeply on the Self-Assessment task force
- If you are interested please let Nathalie or Pamela know
- Make notes regarding the data, either individual or by table
- We will collect notes to analyze

Center Level Data

- Whole center level is reported – all sites together
- Guiding questions around reports
- Make notes on hand out, either individually or table
- We will not collect, for your own use

Notices from data

- Notice that we are not tracking African American that speak another dialect (not from US)
- Looking at language data by actual language and not just by English or Non-English
- What are impacts from switching from PD to FD, is data different?

6 hours program model – panel discussion, Cheryl Habgood facilitating

Panelists: Hilery Clark, Julie Forslin, Gail Neal, McKenna Nicholson

What has been the most rewarding thing you've experienced in the shift to the 6 hour full school day model?

- Student growth, especially 3 yo, how well they know kids
- Staff love it, use inquiry and project based curriculum
- Amazing amount of parent volunteers
- Have less kids
- Have hired some parents for jobs
- Families love the FD model, they can get jobs and participate or take classes
- Take daycare out of the equation for families

What is one thing that happened that you didn't anticipate?

- Napping has been a challenge, not the quiet time that was expected
- Quiet games during that 45 minutes and not napping for older kids



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- 45 minutes lights low but some kids nap more
- Quiet areas for those that are napping longer than the 45 minutes
- Mats are huge and have to be creative on how to store them
- Should have done more classrooms as full day instead of extended day
- Give teachers breaks, scheduling – non-contact time
- If kids are tired, they will sleep even if the room is not quiet

What would you do differently if you could go back and make the shift again?

- Expanded some and left some PD, would have moved all to FD at same time
- More classes FD and not extended
- FD is better model
- More prepared in the different staff bargaining groups, have now moved to the same contract
- Would have talked with others that were currently doing FD before hand

What does it take to be successful in the 6 hour, full school day model?

- Hire well, staff being creative
- Staff that shifted from PD to FD are being flexible
- Be creative and work well together as a team
- Having the time that all teachers have together to do planning
- Allowing time for teachers to observe each other
- Non-contact days are built into the calendar, built into budget for subs

Where could we improve the supports provided for you to shift to this model?

- More on-line trainings, hard for all staff to get away
- Pamphlet or hand out on half day vs full day
- Knowing before July if slots can be switched to FD to do enrollments
- Great experience, feel very supported
- Find it a challenge to get everyone out to meetings/trainings
- Licensing process support, how that works, working with DEL
- Adding a face-to-face new staff training after the December training, reinforce the on-line trainings
- Expansion team was a big plus

What would your staff say is the most challenging aspect of this program model?

- Napping is the biggest issue
- No time for planning, non-contact time

What would your staff say is the most beneficial aspect of this model?

- Parents involved, relationship between teaching staff and parent is strong
- Less families means more time to connect
- Able to reach every child, every day



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- Growth through individualized instruction

Staffing model

- 2 co-lead teachers, floaters, food service staff for food prep, Center Coordinator support
- Lead teacher, assistant teacher, general assistant
- Lead, 2 AT
- Lead, 2 AT - 9-3:45 M-Th, 9-12 Friday

Have there been challenges for keeping the family engagement, PC, home visiting?

- Parent committee is very strong, help with parent nights
- Offer parent classes during the day
- Distance is big negative for attending PC
- With less children more time to work with families

Transportation

- No transportation affect across the whole program, not just FD model
- FD have better attendance than PD

Funding

- Switching PD to FD, is funding adequate – tighter but making it work
- Community organization does fund raising
- Some PD slots are helping to defray costs
- Different funding model for FD

Staff Qualifications – Cheryl H (hand out, PowerPoint)

- Use the document as a side by side tool to compare current with changes going into effect July 1, 2017
- New quals with come out with ELPM 4.0
- Transcripts – send them to the ESD, Cheryl H will look at them
- Does not need to be a US HS diploma – we presume if they have college credits then they have a GED or diploma

Home Language Survey and TS GOLD – Merri McBride, Erin Berkey

- Work with your ED coordinator regarding submitting this information to DEL
- Saving issue is an individual issue – individual needs to contact Teaching Strategies GOLD technical assistance or their ED coordinator
- Not applicable is not an option – have asked DEL to take this option off

Other Updates - Kay

Copies of HS Performance Standards, Preamble and Outcomes Framework



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- If you have not received your paper copies from OHS please email Barb (bjohnson@psed.org) and Kay (klancaster@psed.org) to let us know

Organizational Design

- Not quite ready to share
- Timeline will be ready the first week of April
- Appreciate the input that we have received from you
- Roll out at April CD meeting

Renegotiation with Region X

- Met with our Region X program officer
- What are some things that we can do to make our program work fiscally and support for our centers
- Relinquishing slots would be our last option
- Let us know what increases you may be working with for next year

ECEAP Expansion

- Saturation study to look at level of need with each SD boundary
- Typically look at percentage of children that are eligible
- They weighted it differently
- Study is available on [DEL website](#)
- They will place slots that have the highest number within each priority group (1-7)
- Who applies, who has space, who has capacity to take on ECEAP slots
- We will be asked to put in an expansion application before the legislature makes their decision (PD, FD, ED)



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