

EARLY LEARNING CENTER DIRECTORS MEETING

MAY 25, 2017

8:45 AM TO 12:30 PM

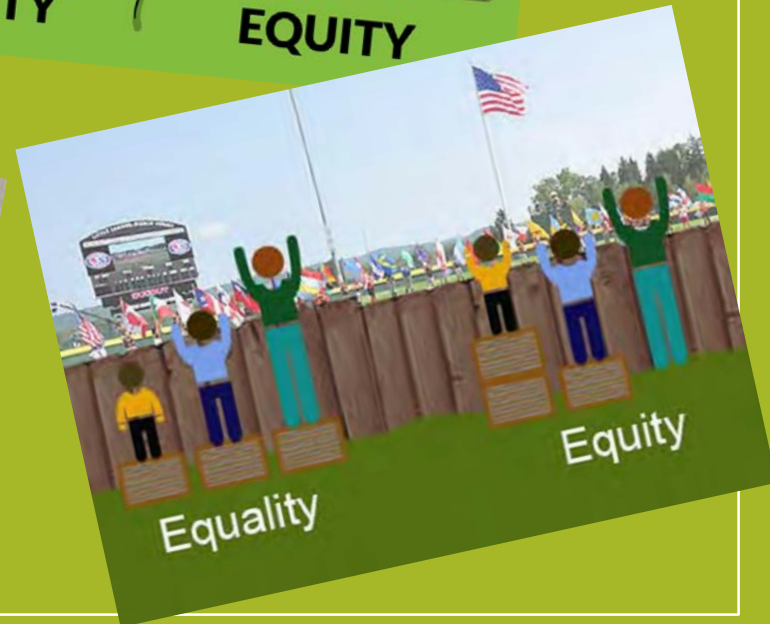
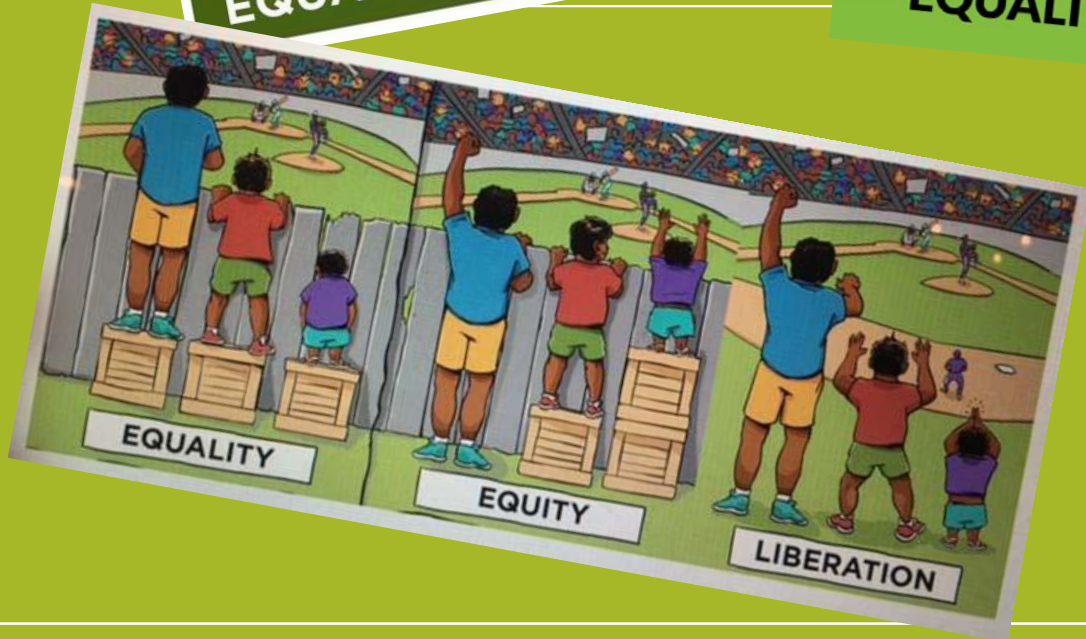
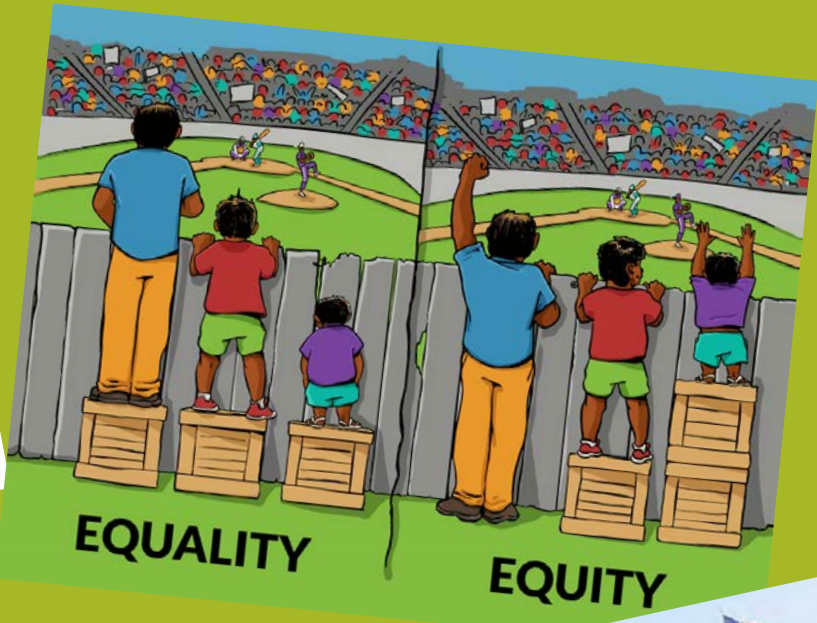
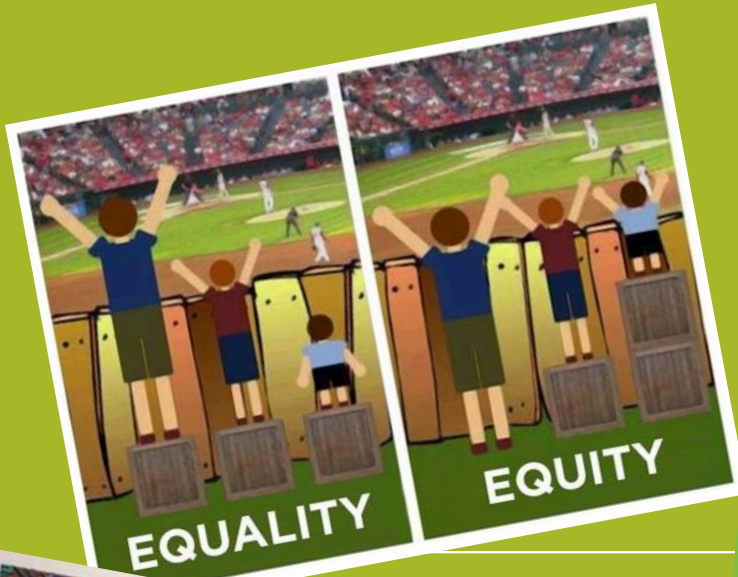
Welcome!



Agenda

- **8:45 Networking**
- **9:00 Welcome and Updates**
- **9:50 New Design: update and answers to questions**
- **10:45 Self-Assessment/Five Year Goals**
- **11:00 Break (will pull the walls)**
- **11:15 Deeper Dives into Goals/Gather Self Assessment Input (Pick one group to attend)**
 - School Readiness
 - Inclusive Planning System
 - Enrolling Children and Families of Color

LEADING FOR EQUITY



UPDATES

- USDA
- ECEAP EXPANSION
- CONTRACTS
- POINTING HS/EHS CHILDREN WITH DISABILITIES
- NEW ONLINE PLATFORM
- NEXT MONTH'S CD MEETING TOPICS

USDA

ECEAP EXPANSION

ECEAP Expansion Application

Organization	Part Day	Full School Day
Auburn School District	36	20
Childhaven (Auburn)		20
The Lighthouse (Auburn)		18
Clover Park Technical College		17
Kent Youth & Family	40	
Federal Way School District	80	20
Franklin Pierce School District	19	
Bethel School District	25	
Enumclaw School District		18
Issaquah School District	2	
Chief Leschi School District		18
Encompass (Carnation)		18
Skykomish School District		5
TOTALS	202	154

ECEAP Expansion Next Steps

- Bring prospective subcontractors together in early June to onboard them and discuss steps to be taken in order to start the first day of class by September 30 and to be fully enrolled within 30 days.
- Consider prospective expansion slots in the configuration of our new site teams and design.
- Prepare to order curriculum, materials, etc. for start-up of new classrooms.
- Gather info from prospective subcontractors to update current databases and systems.

CONTRACTS

POINTING HS/EHS CHILDREN WITH DISABILITIES

**10% ENROLLMENT OF
CHILDREN ON IEP/IFSP**

Head Start Performance Standards

- 1302.14 Selection Process

(b) *Children eligible for services under IDEA.* (1) A program must ensure at least 10 percent of its total funded enrollment is filled by children eligible for services under IDEA, unless the responsible HHS official grants a waiver.

Historical context

- We at one point allowed the enrollment of over income children who are on IEP/IFSP
- 2013-14 ERSEA Review, we were found out of compliance for prioritizing over-income children on IEP over children on public assistance.
- We adjusted the finding by not allowing enrollment of over-income children on IEP
- We applied for waivers last year and this year

2016-17 IEP Enrollment by mid-year (February)

EHS-CCP 007	HS 187	HS 412	EHS 412
4%	8%	7%	10%

Changing our selection system (HS)

- In discussion with the Head Start Region X, we were advised to make adjustments within our system in order to meet the 10% requirement.
- Sites are allowed to enroll over-income children—up to 5% could be enrolled with an approved exception to ERSEA policy and procedure.
- If a child exits the program after February, to replace the slot, centers will have to follow PSESD selection system.
- The Disability Team will follow up with applications with developmental concerns marked on a monthly basis

Governing bodies

- Region X
- ERSEA Committee
- Policy Council
- Executive Board

Process improvement

- Revisit this adjustment mid-year to evaluate effectiveness
- Evaluate and refine the referral process
- Update partnership agreements with school districts

ONLINE LEARNING

New Organizational Design



Problem of Practice

How can our organizational design maximize racially equitable, high quality, and sustainable services for children, families, and communities within the parameters of program and grant requirements and fiscal resources?

Key Components of New Design

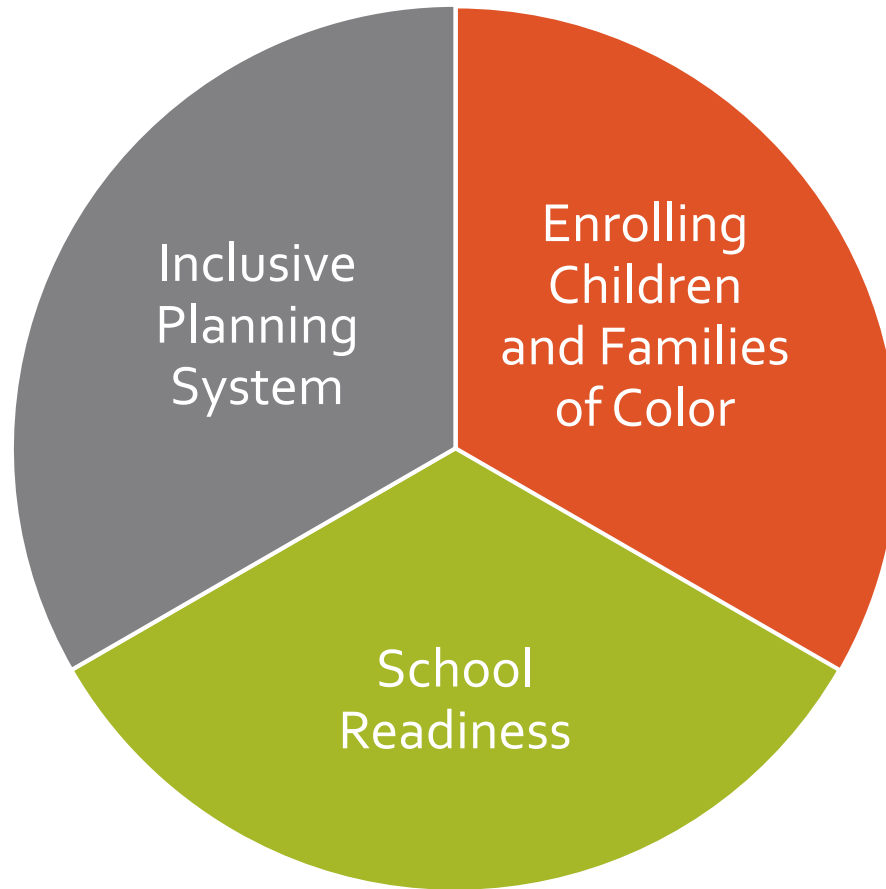
- Partnership based on trust, respect, shared vision, clear roles & expectations, mutual accountability
- Collaborative, Interdisciplinary approach
- New Role: Team Manager
- A Coaching Model of Support

Where we are now?

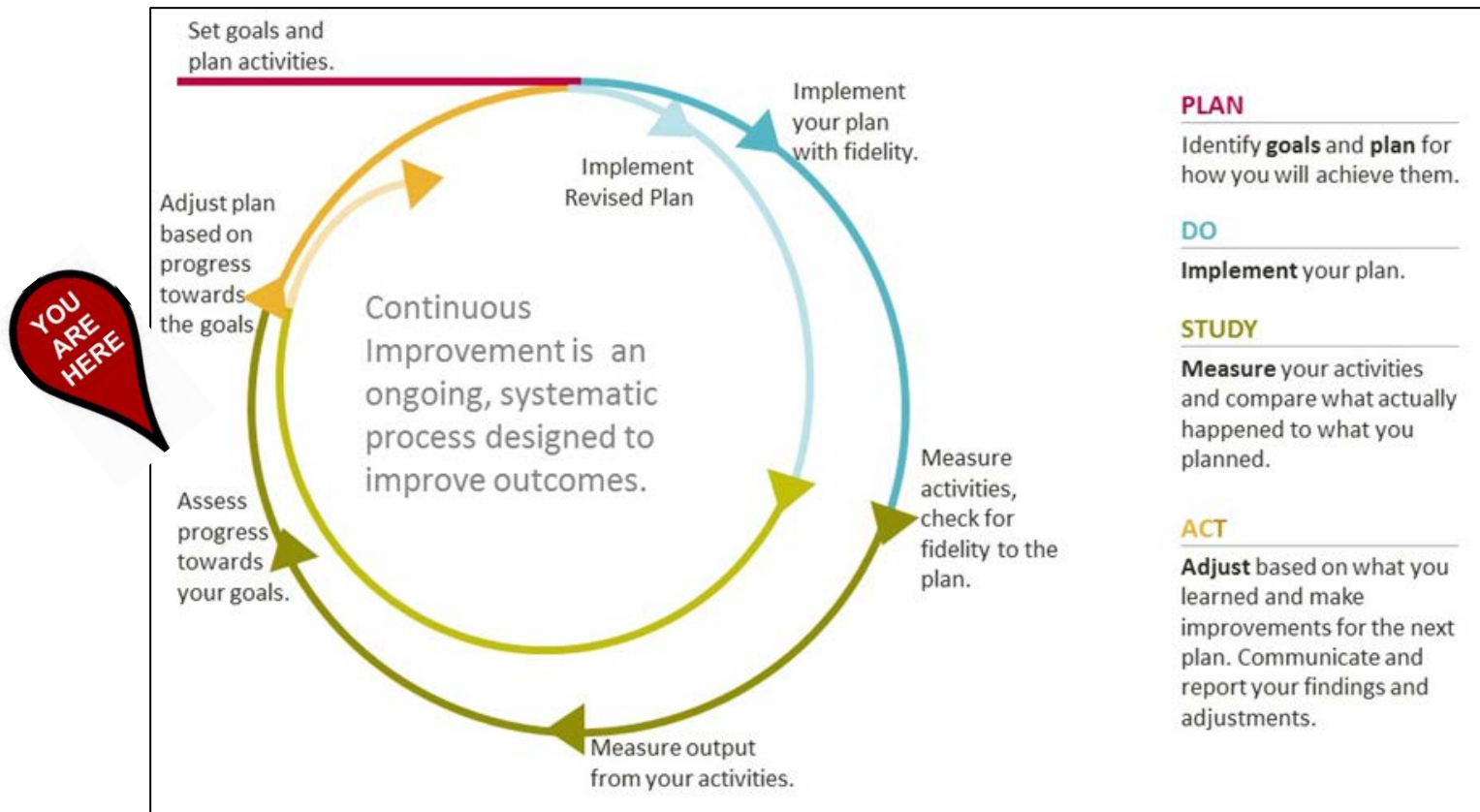
- Hiring updates: phase 1 complete, starting phase 2
- Developing teams:
- Implementation planning:
 - Evaluation of New Design
 - PSESD internal structures for meetings/workgroups
 - Team development
 - PD planning: internal & external
 - Developing agency agreements
 - Monitoring planning

Input and Questions from April CD Meeting

Five-Year Goals in Three Areas



Plan – Do – Study – Act



Self-Assessment Taskforce of Parents, ESD and Site Staff and Comm. Partners

March-April-May meetings focused on “STUDY” phase with three guiding questions:

- What have we done?
- How has it gone?
- What difference has it made for children and families, for sites, and/or for PSESD?

At June meeting, based on the information and data we have reviewed, we will identify ways that we can improve – move from “STUDY” to “ACT”

We will bring your input from today into this process

Review Work-to-Date and Provide Input on How to Improve

1. Review list of focus areas with guiding questions for your input
2. Choose one area where you want to provide input on key questions
3. After break, you will:
 - Review more detailed information about the work-to-date in this area
 - Talk with PSESD staff leading the work in these areas
 - Provide input in response to the questions in front of you

This input will be consolidated for the Self-Assessment Taskforce to consider when we identify areas and ways to improve at our final June 9th meeting

We will take a 15 minute break, and when you come back, you will go to:

- School Readiness: (Cedar)
- Inclusive Planning System: (Duwamish)
- Enrolling Children and Families of Color (Nisqually)

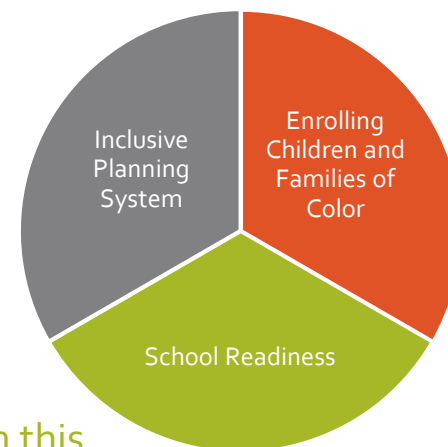
Choose One Group to Attend

- School Readiness: (Cedar)
- Inclusive Planning System: (Duwamish)
- Enrolling Children and Families of Color (Nisqually)



**KEEP
CALM
IT'S
BREAK
TIME**

Small Groups



- Review handout describing work-to-date in each focus area within this goal.
 - As you read, make note of Strengths, Challenges, Surprises, Questions (in your head and/or on paper)
 - Write thoughts and suggestions in **response to the questions for input on stickies**. Please write your name, so that if we need to clarify we can follow-up with you
- As your table finishes, share what stood out to you from what you read
- Talk with PSESD goal area leads to better understand work-to-date, ask questions, hear about next steps and provide input in response to the questions (from your stickies)
- You can move around the room to talk about/provide input on as many of the topics as you would like
- *If there is time, you can go to other rooms to provide input on other goal/topic areas, until we end at 12:30pm*