

Center Director meeting

3/29/18

9am to 2pm

@ PSESD Renton

Welcome, Introductions, Speed Updates

New:

Angela Wheeler – TCC

JoAnna Williams-Diggs – TA Coordinator MLS

Fiscal Reports – Kay

- Will be included in the packets again and available online on the CD webpage
- You can also find them on the [Policy Council webpage](#) and [PSESD Board of Director webpage](#)

Site Level SR Goals – Kay

- Information/Worksheet was sent out by Kay before the February meeting, which was cancelled.
- If you did not send one back to Kay, please fill out and either leave with us today or email to Kay klancaster@psed.org

Monitoring & Corrective Action Plans (CAPs) - Kay

- In new design our approach to monitoring is very different
- It is all of our jobs to monitor
- A piece of monitoring is looking at our data
- Historically the ESD has taken a compliance stance on monitoring
- We want to see this as continuous improvement (plan-do-study-act) as opposed to a punishment
- Our plan is the grant and contract – to do what it is that we have agreed to do with our funders
- This is a new process that we will be continually looking at to see what needs to change
- Fill out notecards on Strengths and Challenges, leave on your tables

Racial Equity Supports – Heather Kawamoto

- As part of Early Learning there are many resources that are available to you
- Please refer to handout if you are interested in the services offered

Updates on Parenting Curriculum – Natalia Juarez

- For HS and EHS-HB this is a requirement
- Ready Rosie – has been shared with FS staff at centers/sites
- Flyer will be available on how to access Ready Rosie, looking for feedback from everyone including ECEAP staff and parents
- Families Moving Forward is a curriculum that ECEAP staff and parents have available to them
- Mobility Mentoring for ECEAP staff will be included in the upcoming ERSEA training

Legislative Updates – Lori

Federal

- FY18 budget appropriates \$9.853 billion for HS/EHS
- \$216 million for cost of living adjustment

- \$260 million for duration conversion (PD to FD)
- \$755 million for EHS expansion & EHS-CCP

State – Budget wins

- ECEAP over-income enrollment increased from 10% to 25%
- WCCC – parents who are currently going to college will no longer have to meet the 20 hours per week work requirement
- Mental Health services for children and youth
- Home visiting
- TANF and SFA
- Resource limits
- State food assistance program
- Apple Health for Kids
- Medicaid Adult dental
- Revenue

ERSEA and Recruitment – PowerPoint - Talena and team

- ERSEA re-design, #weheardyou
- Have been working with ESD FS staff and center FS staff to re-design our ERSEA systems
- Very collaborative process, with lots of input from stakeholders
 - Parent focus groups
 - Site Staff & ERSEA Committee
 - Policy Council
 - Funders
 - Subject Matter Experts
- Survey went out in December and got 60% return, very good!
- This is a barrier to engaging families – too focused on paperwork and compliance
- Needed to think about how to hold children and families at the center
- Used the Racial Equity Tool during the whole process
- Notable Changes:
 - One ERSEA procedure – simplified, visual, graphics
 - Streamlined/aligned application
 - Further alignment of HS and ECEAP behalf of families & staff
 - Point system – simplified
 - ELMS – pointing tool
 - Coaching opportunities
 - Recruitment Plans
 - Selection Plans – bring a FS staff person with you to April meeting to do
- Next Steps:
 - Application release – Friday
- Next phase – Enrollment
 - Open houses – stakeholder input on new processes & documents
 - Training - end of April, beginning of May
- Selection Plans – April Center Director meeting
- Fully enrolled by first day of class

ERSEA: Recruitment

- Fill out graphic organizer – we will make copies and return to you
- Reality of enrollment – full enrollment was much more front and center this year
- DEL looks at enrollment twice a week through ELMS
- For HS it is reported monthly, if ONE is not full, WE as a program are not full

TS GOLD Data Dive – Kay, Pamela

- All Development areas by Race/Ethnicity – went up in the Winter compared to Fall
- Race is chosen by the parents – we do not assign to them
- How does the race/ethnicity of the teacher make a difference in the assessment?

- All developmental areas by DLL status – also increased in the winter data

- Developmental domains – also increased in the winter data
- Math domain continues to be low

Data review at tables, used Data Activity sheet

Share out

- Saw large increase between Fall and Winter - how much of improvement is growth or how much is the setting?
- What is the relationship with the teacher doing the assessment?
- Intentional professional learning (training and coaching) around goals – shared goal
- Parent engagement around goals
- Saw good growth from Fall to Winter –
- New teacher with GLAD training, using with Creative Curriculum

Plans

- PBIS minute at staff meetings
- Sharing ideas for what works or doesn't in the classrooms
- Looking at Math data as a focus, feeling that Math is not as intentional
- Creative Curriculum is not strong in math
- Some centers using alternative math curriculum
- Positive Growth Mindset for teachers who feel they cannot do something
- PLCs – sharing ideas among other Center Directors

Center Collaborations

- ED Coaches
- DLL Coaches/MLS
- Online Learning System – Professional Learning
- Fiscal
- Team Managers – Monitoring
- Administrative
- Disabilities Consultants
- HNS Consultants – HNS Coaches – HNS Aides
- Mental Health Consultants
- Family Engagement Coaches
- Peer Program and Policy Council