



EARLY CHILDHOOD EDUCATION POLICY COUNCIL ATTENDANCE

March 24, 2015

PARENTS

Name	Center	Site
Abril M	Federal Way SD	Brigadoon
Alisia S	Family Child Care	
Allison C	Bellevue SD	Phantom Lake
Amanda T	Puget Sound ESD	WCCW
America R	Bellevue SD	Stevenson
Angela L	Tacoma SD	NE Tacoma
April M	Federal Way SD	Woodmont
Carolyn S	MCFHC	
Cassandra P	Clover Park SD	Evergreen
Corneisha J	PSESd	Past Parent
Courtney G	Cottesmore	
Dale A	KYFS	Panther Lake
Dana C	Renton SD	Meadow Crest
Dayanne D	Puget Sound ESD	Educare
Debi C	Puget Sound ESD	Past Parent
Dehlia W	KYFS	Kent Youth
Elisa J	Bates Technical College	Fife/Milton
Ellen O	Puget Sound ESD	WCCW
Fatma A	Tukwila SD Exp.	Thorndyke
Gabriela V	Puget Sound ESD	Roosevelt
Grace S	Puget Sound ESD	Past Parent
Halimo M	Puget Sound ESD	Greenbridge
James P	Puget Sound ESD	Tillicum

Name	Center	Site
Javier A	Auburn SD	Pioneer
Jessica P	Northshore CHS	Kenmore
John C	Clover Park SD	Tillicum
Josephine S	Bates EHS	
Joungsuk S	Bellevue SD	Phantom Lake
Kim R	Puget Sound ESD	WCCW
Michelle E	Lake Washington	
Nancy H	Highline SD	Hilltop
Nicole H	Federal Way SD	Sherwood Forest
Nukisha J	Puget Sound ESD	Past Parent
Rick P	Tacoma SD	Willard
Rosa L	Auburn SD	Auburn Main
Ruby M	Bellevue SD	Ardmore
Sabrina E	Puget Sound ESD	Past Parent
Shereese R	KYFS	Kent Family Center
Silvia N	KYFS	Kent Valley
Tabby W	Tacoma SD	
Tasha C	Auburn SD	Lea Hill
Wendy K	Angle Lake	
Yessica O	PCCC	Sumner Immersion
Ying Y	Bellevue SD	Phantom Lake
Zayda Q	Puget Sound ESD	Past Parent

GUESTS

Adriana Flores, Interpreter
 Claudia Wong, Interpreter
 Ildefonso Arguelles, Interpreter
 Qi Zhao, Interpreter

Jessica Nevarez
 Kim Napier, Tacoma SD
 Nou Lee-Ha, Angle Lake
 Cindi Gosling, Bates Early Head Start

PUGET SOUND ESD STAFF

Cheryl Polasek, Nutrition Director
 Donna Andrews, Health Director
 Debret Harrison, Family Engagement Coordinator
 Denyse Guthrie, Program Specialist
 Gene Gousie, Operations Director
 Heather Kawamoto, Equity in Education
 Heather Wilson, Family Childcare
 Kathy Schirman, Family Childcare

Kay Lancaster, Education Director
 Linda Johnson, Technical Assistance Coordinator
 Lori Pittman, Policy and Advocacy Advisor
 Nicole Chu, ERSEA Manager
 Noelle Powell, Technical Assistance Coordinator
 Nubia López, Project Manager
 Taфра Jones, Policy Council Assistant
 Verda Lofton, Family Engagement Director



EARLY CHILDHOOD EDUCATION POLICY COUNCIL

MINUTES

March 24, 2015

Call to Order – Javier

Javier called the meeting to order at 10:03 AM.

Welcome and Agenda Overview:

- Policy Council Business Items
 - Monitoring
 - Time in subgroups
 - Opportunity Gap
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Minutes, February 24 – Zayda

Presented by Zayda at 10:07.

Carolyn motioned to approve the minutes and Amanda seconded it. Motion carried.

Treasurer's Report, February – Ruby

Presented by Debi at 10:15. Carolyn had a question – What is on the ECEAP/HS/EHS Form? The money is received separately therefore it is reported separately as well.

Allison motioned to approve the Treasurer's Report for February as presented; Casey seconded the motion. Motioned carried.

Personnel Hiring Process – Sabrina

Presented by Sabrina at 10:24. Explained the hiring process. There was a parent present in each hiring. Barbara asked: What does it mean to have a parent involved? It means that there was a parent who voiced his/her opinion and approval during the hiring process.

James motioned to approve the Personnel Actions as presented; Dehila seconded the motion. Motion carried.

Member-at-Large Elections – Javier

Presented by Javier at 10:31. There were two participants, Dana and Tasha. Question – What is a Member-at-Large? It is a person that participates on the Executive Board Executive. What is the commitment? You will attend the executive board meeting, which is an additional meeting.

Dana received the majority of the votes and is the new Member-at-Large for Head Start.

Data Principles and Self Assessment– Nathalie

Presented by Nathalie at 10:40. She explained that they were presenting this data for Policy Council to better understand the information and for presenters to be able to prepare their presentations better.

There was a question about using the term "person of color" and whether or not parents understand and identify this way. Nubia said that we will have a discussion on the opportunity gap after lunch. 2 participants read. Casey made a comment: they provided ideas to improve the survey.

Nathalie announced some activities for Self Assessment, she asked that all of us get the fliers and surveys and share them at our center.

Monitoring 2014 – 2015 - Gene

At 11:09. This monitoring takes place in order to check compliance with the regulations in our grants.

Head Start Performance Standards: Grantees have to establish and implement procedures for ongoing monitoring of their Early Head Start and Head Start to ensure that these operations are effectively implementing Federal regulations.

How do we know what is happening at the centers? Staff visits sites and brings assistance information (%) 90-95 for example. They review children and family files. They also make sure that the learning plans are being carried out as they should.

ECEAP Program Standards: The contractor is responsible to DEL for the subcontractor's performance and should monitor it to assure compliance of the terms and conditions of this contract.

They interview teachers. Review health and nutrition, and review each area.

What is Monitoring?

- It is the regular observation and recording of activities to ensure legal compliance and program performance
- It includes site visits, desk audits, document review
- It is an ongoing process
- It is done internally (by the PSESD) and by the Federal government, and by DEL

Questions:

When do they go into the classrooms and monitor teachers? How do they choose? Several coordinators visit the classrooms.

Are these announced or are they surprise visits? Yes, they are announced so that the teacher is present in the classroom. But there are also surprise visits.

As parents, how can we help? If parents go to a classroom and have any concerns, they should bring them up to the person, if they don't get an answer, they should go to the center director.

Ongoing Monitoring Process (internal)

- Monitoring focused on service areas
- Uses checklists, file review, observations, and interviews
- All are monitored in some areas
- Some are monitored in all areas

These centers will be monitored on April 13.

Monitoring Areas

- Child Development
 - The coordinator monitors classrooms through a checklist and through observations
 - Coordinators do CLASS observations
 - Program tracks GOLD Checkpoints and progress towards School Readiness Goals

Is this score based on the observation from one person or are there more people? To be able to be an observer, you have to have gone through a very intense training.

- Health/ Nutrition
 - Monitoring of items associated with timeliness
 - File review
 - Use of information database to monitor
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Which year does the graph represent? Last year.

How often is monitoring done? All the information was compiled over a period of 3 years. Every time there is a new teacher or when scores fall below the threshold.

- Family Support
 - Tracking of enrollment and attendance
 - Monthly staff summary of expectations
 - Use of checklists and on-site file review

New coordinators must be good observers. In may we will further explore this classroom observations topic.

Specifically, how often is monitoring done? Does the coordinator monitor? Who provides final results or does an observation take place?

- Administrative
 - Self-Assessment
 - On-site visit for administrative monitoring
 - Connect with other Regional Support Teams for risk evaluation
 - Early Head Start
 - Monthly visits by coordinators
 - Observations of socialization groups
 - Coordinator attendance during home visits
 - File review
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Policy Council: Systems Subgroups – Nubia

Presented at 11:22 by Nubia. Parents were divided into subgroups – health and education, administration and operations, and family and community engagement.

- Administration and Operation, action needed from PC: fiscal reports from February
 - Health and Education, action needed from PC: none this month
 - Family and Community Engagement, action needed from PC: attendance reports for December, 2014; enrollment reports for February, 2015
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Subgroup Reports, Health and Education – Barbara

What can we do to increase the percentage of vaccinated children (e.g. childcare)? 74%

Children need to be taken to the doctor during the first part of the school year. More often, maybe the doctor needs to fax the centers.

Additionally, it would be good for parents to receive information on the importance of vaccines as well as having excellent communication from the family support staff to collect information, and it would be good for nurses to come to school and vaccinate upon obtaining previous vaccine records and parent consent.

How do I know what vaccines my child needs? What if he gets duplicate shots? ESD has access to a database where all children's records can be seen and is able to find out what they need.

Once monitoring is done and this information is seen, how long does it get monitored for in order to get better results?

Subgroup Reports, Administration and Operations– Carolyn & Fatma

Centers receive a document that describes staff development and policies. To see if the school is meeting all requirements. Is there a motion to approve the budget? Nukisha motioned to approve and Casey seconded the

administration and operations report. Motion carried.

Subgroup Reports, Family and Community Engagement – Dana and Debi

We learned about the process the federal government requires in order to help children with disabilities. Vision is only considered a disability if it can't not fixed. The recommendation is to have policy council approve the report. Grace motioned to approve and Rosa seconded the motion. Motion carried.

Community Complaint Policy – Nubia

This topic will be discussed next month to allow Heather enough time to make a presentation about the Opportunity Gap.

Leading with Racial Equity – Heather

She works in the Equity Department. PSES is striving to be an antiracist program and is working to eliminate inequality and inequity in education. Duwamish – is a tribe that lived here before colonization, she is here through her grandfather. Heather showed two pictures; one portrayed an inequity and the other one didn't. Equality: everybody gets the same. Equity: to make sure that everybody gets what they need.

The term 'achievement gap' puts the blame on the children of color – it is their fault that they can't achieve to be at the same level as their white peers. The 'achievement gap' is evidence of the inequity in our educational system, not of the ability of our children to learn. All students can learn – the question is, can we provide education opportunities or access to the tools they need to learn? In this context, the more appropriate term is 'opportunity gap' or 'access gap'.

Three Types of Racial Inequity

1. **Individual:** Prejudices, bias or discrimination of an individual based on race.
2. **Institutional Racism:** Policies, practices, and procedures that work for the benefit of white people and the detriment of people of color, often unintentionally or inadvertently.
3. **Structural Racism:** A historical and current reality of institutional racism across all institutions. Combined to create a system that has a negative impact on communities of color.

Institutional Racism: rich men that wanted their white children to have the best tools. What happens to funds? Bellevue School District. Income is important, there is more poverty in communities of people of color.

WaKIDS Data (children in Washington), the opportunity gap is evident within the first few weeks of kindergarten.

"We can't seek achievement for ourselves and forget about progress and prosperity for our community ... our ambitions must be broad enough to include the aspirations and needs of others, for their sake and for our own." ~ Cesar Chávez, American Activist and Labor leader

Respectfully submitted by Zayda. (Secretary/Treasurer)

Upcoming Meetings:

Executive Board	Policy Council
April 7, 2015	April 28, 2015
10:00 a.m. to 1:00 p.m.	9:30 a.m. to 2:00 p.m.

Sabrina Eubanks, Co-President, ECEAP: _____

Javier Armas, Co-President, Head Start: _____