

Welcome: Entry Activity

- ▶ **Cleveland HS Students:** Share 1 -2 key ideas families with young children should keep in mind to raise successful young students
- ▶ **PC Parents:** Why is being involved/ advocating for your children important to you?
- ▶ **Together:** Send a message to WA Legislators

- ▶ Be sure to pick up handouts from the table
- ▶ Snacks and drinks at the back of the room, coffee is in the lobby
- ▶ Meeting will start promptly at 10:00 a.m.

HANDS IN FOR EARLY LEARNING

Pass and fully fund the bipartisan Early Start Act

MAKE A HAND
PRINT WITH A
MESSAGE FOR
WASHINGTON
LEGISLATORS



Welcome: June 9, 2015

- ▶ Agenda overview
 - ▶ Policy Council Business
 - ▶ Self Assessment Results
 - ▶ Time with Subgroups
 - ▶ Report-backs
 - ▶ Policies: Self-Assessment & Personnel Management
- ▶ Complete Child Care and Mileage Subsidy Forms
 - ▶ Forms **must** be turned in to INBOX at back of room by 10:45 a.m. to receive check today

Policy Council Business

- Welcome Visitors:
 - Cleveland HS Students!
 - Nursing Students from Bellevue College!

Meeting Minutes - May 19

Zayda Quintana
Secretary / Treasurer

How to Vote

Voting

- ▶ Only parent representatives can vote
- ▶ Each option on the screen is an option on the clicker (match by the number)
 - ▶ ex: answer 1 = button 1
- ▶ Vote every time a vote is called for
- ▶ Only one vote per clicker is counted

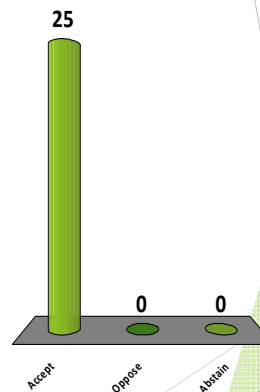
The Clicker



Meeting Minutes - May 19

- ▶ I, **name**, motion that the May meeting minutes have been presented, reviewed, and that all questions were answered.
- ▶ I, **name**, second the motion.

1. Accept
2. Oppose
3. Abstain



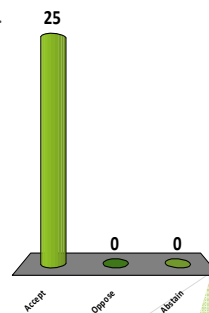
Treasurer's Report - May 2015

Ruby Milovidova
Secretary / Treasurer

Treasurer's Reports - May

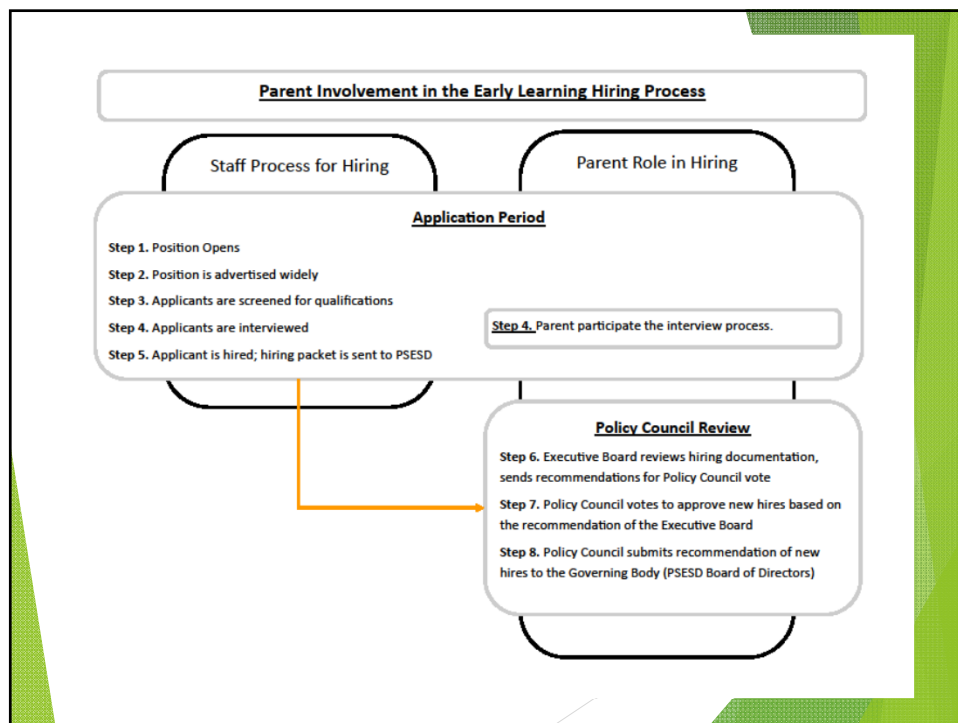
- ▶ I, *name*, motion that the May Treasurer's Report has been presented, reviewed, and that all questions were answered.
- ▶ I, *name*, second the motion.

1. Accept
2. Oppose
3. Abstain



Personnel Actions

Debi Chadwick
Member-at-Large, ECEAP

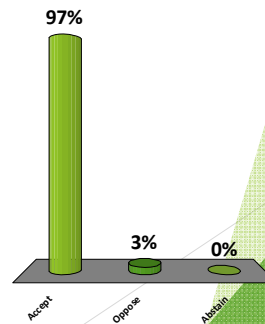


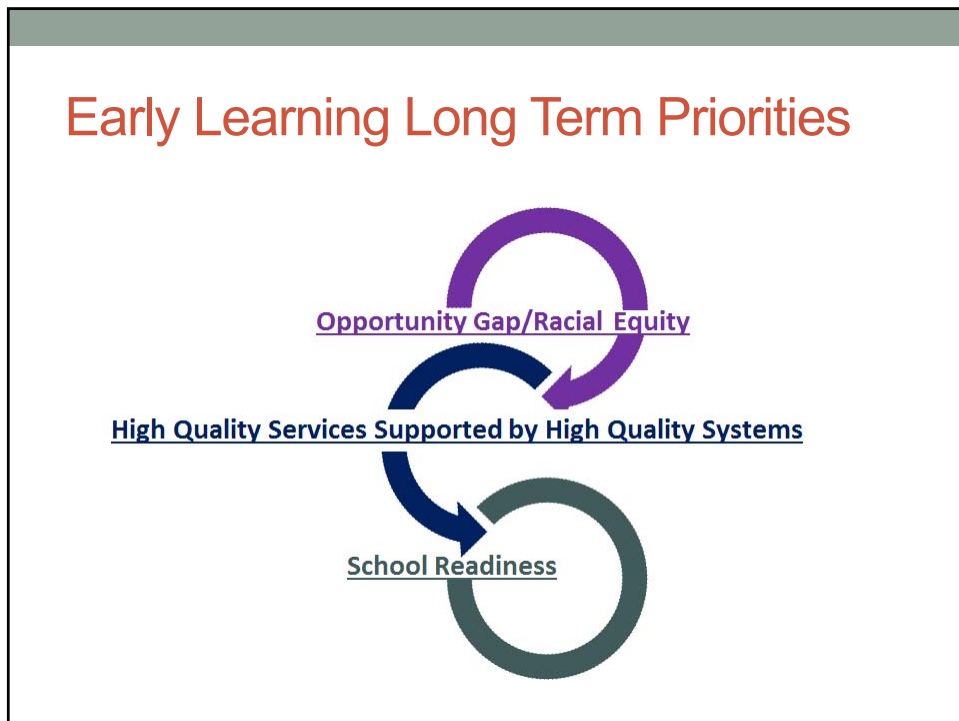
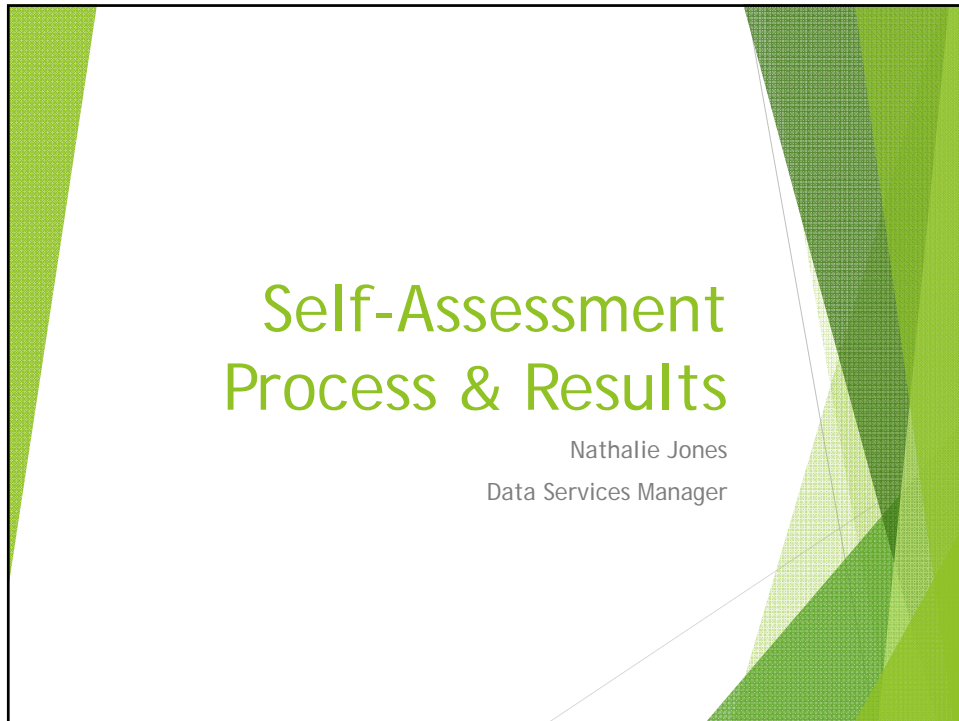
May Personnel Actions

Program	Name	Center/Site	Position	Parent Involved
Head Start	Robin Becker	Auburn	Teacher	Jenny C
ECEAP	Midori Hardwick	Clover Park	Teacher	Angeline H
ECEAP	Danica Olsen	Enumclaw	Teaching Assistant	Jennifer F
ECEAP	Jenny Pilato	Enumclaw	Teaching Assistant	Jennifer F
Head Start	Alexandra Lewis	Federal Way	Family Support Specialist	Rhonda W
ECEAP	Imelda Lovelace	Federal Way	Family Support Specialist	Jacqueline H
ECEAP	Karla Barajas Parra	Federal Way	Teaching Assistant	Ann B
ECEAP	Nichole McGill	Federal Way	Teacher	Abril M
ECEAP	Chardae Dennis	Federal Way	General Assistant	Ember B
Head Start	Diana Powell	Franklin Pierce	Family Support Specialist	Heather F
ECEAP	Traci Walters	Kent ELC	Teacher	Nichole D
ECEAP	Thanh Ha Nguyen	Kent ELC	Teaching Assistant	Nichole D
ECEAP	Kevin Ketcham	KKYFS	Family Support Specialist	Nichole D
ECEAP	Mariam Noreri	KYFS	Class Aide	Sharon I
ECEAP	Beth Holmes	KYFS	Teacher	Amina H
ECEAP	Coral Zantopoulos	KYFS	Teacher	Amina H & Irma L
Head Start	Maryam Sadaghat	Lake Washington	Assistant Teacher	Chizuko R
Head Start	Susan Garratt Shaffer	Learning Land II	Assistant Teacher	Ashley V
Head Start	Tracy Sweet	Learning Land II	Teacher	Ashley V
Head Start	Roxann Hamilton	Learning Land II	Teacher	Ashley V
ECEAP	Nancy Hudspeth	PCCC	Lunch Aide	Ashley H
Early Learning	Tina Horner	PSSED	Senior Health Coordinator	Sarah J & James P
Early Learning	Terreace Hill	PSSED	Senior Health Coordinator	Tafra J
Early Learning	Mary Eddy	PSSED	Technical Assistance Coordinator	Tafra J
Early Learning	Ardene Neimer	PSSED	Senior Education Coordinator	James P
Early Learning	Kristin Wells	PSSED	Senior Mental Health Coordinator	Sonja L
Early Learning	Merrilee McBride	PSSED	Program Manager	Kim M
Early Learning	Nasteha Muse	PSSED	Technical Assistance Coordinator	Tafra J
ECEAP	Meghan Sissom	Renton	Family Support Specialist	Nekole M
ECEAP	Anna Elstad	Renton	Teacher	Dana C
ECEAP	Ryan Sigvardson	Tacoma Community College	Teaching Assistant	Laura M
ECEAP	Tamara Tyrsinn	Tacoma Community College	Teaching Assistant	Laura M
ECEAP	Karen Gonzalez	Tukwila	Teacher	Elizabeth T
ECEAP	Margaret Rubens-Ellis	Vashon Island	Family Support Specialist	Lucina A
ECEAP	Alexandra Carlson-Clarke	Vashon Island	Teaching Assistant	Alicia C
Early Head Start	Kelsey Henderson-Wasmund	WCCW	Infant Toddler Assistant Teacher	Amanda T
ECEAP	Kelly Heath	YMCA of Pierce & Kitsap Counties	Teacher	Cindy D

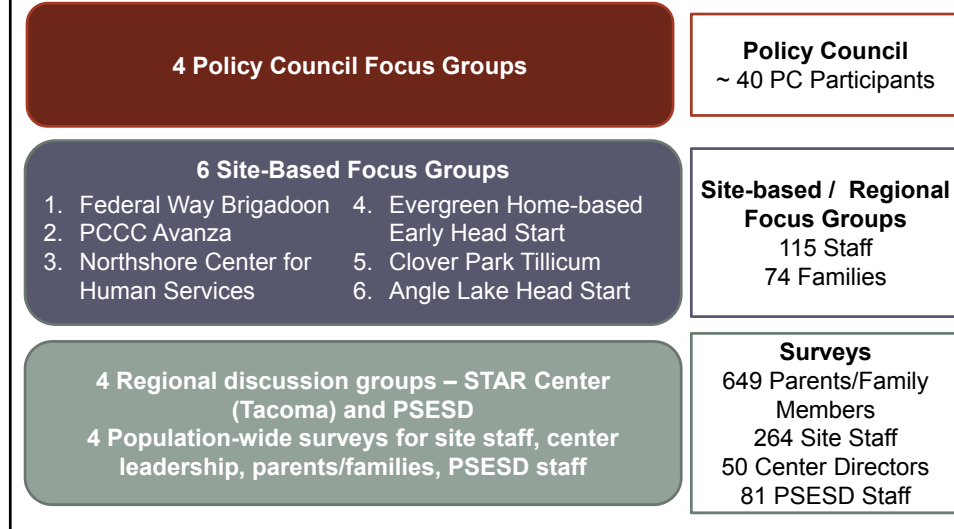
Personnel Actions

- ▶ I, **name**, motion that the Personnel Actions that have been presented, reviewed, and that all questions were answered.
- ▶ I, **name**, second the motion.
 - ▶ Oppose
 - ▶ Abstain





2014-15 Self-Assessment Methodology: Collecting Staff and Family Input



2014-15 Self-Assessment Methodology: Collecting Staff and Family Input

Self-Assessment Topics Focused on the **Three Early Learning Priorities**, with focus group and survey questions focusing on 10 topics within those priorities

Today, we will focus our time on **five topics** that staff and families provided input on:

1. Family Goal-setting
2. Family Engagement
3. Attendance
4. Healthy Habits
5. Policy Council/ Governance

2014-15 Self-Assessment Methodology: Analyzing Staff and Family Input

- Survey and focus group results are organized into reports on each of the 5 topics. For each topic:
- Themes from focus groups and open-ended survey questions are included when:
 - A similar statement or comment was made in 2 or more focus groups, and where other people in the group agreed with the speaker; and/or
 - A similar response to a survey question was provided by two or more people.



2014-15 Self-Assessment Methodology: Analyzing Staff and Family Input

- Results are reported as strengths if 67% or more of respondents provided a moderately positive response to survey questions (e.g., somewhat involved; somewhat helpful; somewhat effective)
- Results are categorized as challenges if less than 67% of respondents gave positive responses; or, at least 33% of survey participants indicated negative responses (e.g., slightly involved; slightly helpful; slightly effective, not helpful at all; not capable at all).
- 5-Point Scale: Extremely, very, somewhat, slightly, not at all

Small Group Discussions

- In your sub-groups, you will focus on one topic:

Family and Community Partnerships – Choose one topic:

- Family Engagement
- Attendance

Education and Health

- Healthy Habits
- Family Goal-setting

Operations


- Policy Council/Governance

Small Group Discussions

- 1) Review Results Report for your topic
- 2) Share observations, questions about the data with your group
- 3) Identify barriers and supports that help/prevent progress in your topic area
- 4) Brainstorm strategies to address barriers and strengthen supports



Break up in to Subgroups!

FRONT OF THE ROOM		
Health and Education: Donna Andrews & Lori Pittman	Management and Operations: Linda Donley & Nubia Lopez	Family and Community Partnerships: Nicole Chu, & Verda Lofton
		

Review Results Report

15 Minutes

- Review the results report for your topic
- As you Review:
 - Highlight results that are interesting or surprising
 - Write down questions that you have about the data/results
 - Think about:
 - What **barriers** you see that contribute to the challenges in the report, and how we can address these barriers
 - What **supports or factors that help** enable the strengths in the report, and how we can further emphasize these supports or factors to build on these strengths
- When you are finished reading, talk with someone next to you about your questions, thoughts, ideas from what you read

Share Observations and Questions

10 Minutes

- Discuss your observations and questions related to the results with your group
- For observations, try to focus on making objective observations about what is in the data. Do not attempt to make judgments about *why* the data may appear as they do. (That comes later!)
- As you think about your observations and questions, consider:
 - What are common themes among the data?
 - What surprises you?
 - Is there anything you expected to see but don't?
 - What inconsistencies or discrepancies (if any) are evident?
 - What questions do the data raise?
- Your facilitator will record your group's observations and questions on poster paper

Identifying Barriers and Supports

30 Minutes

- Based on the results you read and your experience, think about your topic:
- What are the “**Restraining Forces**” (**Cons**) that are barriers or hurdles to improving?
- What are the “**Driving Forces**” (**Pros**) that help support progress and improvement on this topic?
- Talk with a partner about what you see as 1-2 biggest pros and cons related to this topic, based on the report and your experience
- Go around the table and each person shares their biggest pro/con
- Facilitator will take notes on T-Chart
 - Note pros/cons shared by group and star those that are repeated by multiple people



Brainstorming How to Improve

Identify 1-2 most significant pros/cons:

- Brainstorm strategies (from the report, or other ideas) about how to address the cons and further support/amplify the pros
- You might start with general suggestions, then try to state **specific actions** PSESD and/or Centers could take to make progress on each strategy

Lunch:
Please Return by 12:45

Self-Assessment Next Steps

- Review recommendations from this group
- Align strategies with School Readiness Goals, Early Learning Priorities and Strategies
- Develop Improvement Plan including short- and long-term strategies for next year and beyond
- **Review Improvement Plan at July PC Meeting**
- Share Improvement Plan on EL Website
- Implement!



Report Backs: Health & Education

Self-Assessment Results

Family Goal-Setting

- What program supports have families experienced in making progress towards their family goals?
- What has been helpful or not helpful for parents in family-goal setting?
- Key Strategy Identified??

Healthy Habits

- Parents shared their familiarity with the 5-2-1-0 campaign
- Staff shared their feedback and familiarity with promoting Healthy Habits and the 5-2-1-0 Campaign.
- Key Strategy Identified??

Report Backs: Management & Operations

Self-Assessment Results

Policy Council

- Do parents have a good understanding of the Early Learning Program's shared governance?
- What communication strategies are working well and what could be improved in the feedback loop between PC Reps, parents/families, sites, and the PSED
- Key Strategy Identified??

Fiscal Overview:

Percentage of Grant Money Expended by Month
as of May 31, 2015

	November 2014	December 2014	January 2015	February 2015	March 2015	April 2015	May 2015	June* 2015	July 2015	August 2015	September 2015	October** 2015
ECEAP	17.13%	25.84%	32.83%	39.77	48.29%	56.92%	64.01%					
Early Head Start 104	3.31%	14.97%	24.01%	34.07	45.18%	54.47%	64.08%					
Early Head Start CC 007							1.41%					
Head Start 104	1.78%	10.43%	17.10%	26.92%	35.46%	42.50%	47.59%					
Head Start 187	0.84%	3.54%	8.64%	14.50%	24.48%	30.06%	34.92%					

*ECEAP program year ends June 30

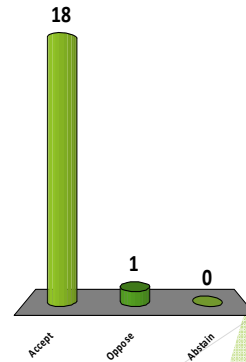
**EHS 104, HS 104 and HS 187 program year ends October 31

- Reviewed the Head Start, EHS, and ECEAP Fiscal Reports - the amount actually expended in each grant compared to what has been budgeted
- Also reviewed the Procurement Card Report, Budgets for each grant, and in-kind reports for the EHS/HS grants

Fiscal and Budget Reports

- ▶ I, *name*, motion that the May Fiscal Reports have been presented, reviewed, and that all questions were answered.
- ▶ I, *name*, second the motion.

1. Accept
2. Oppose
3. Abstain



Report Backs: Family and Community Partnerships

Self-Assessment Results

Family Engagement

- What skills and training have families and staff identified to better engage families?
- How helpful are parent events in meeting school readiness and family goals?
- Key Strategy Identified??

Attendance

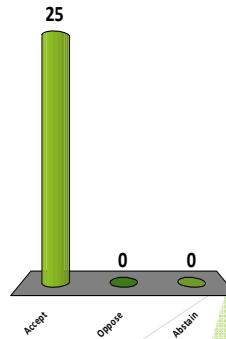
- Review the usefulness of strategies to support regular attendance?
- Staff shared their knowledge about maintaining 90% average daily attendance and what additional supports they need to maintain that level of attendance.
- Key Strategy Identified??

Attendance and Enrollment Key Points

- ▶ Reviewed the Attendance Reports for March and the Enrollment Reports for April and discussed the reasons behind vacancies.

Attendance and Enrollment Reports


- ▶ I, *name*, motion that the Early Learning May Enrollment reports and the March attendance reports have been presented, reviewed, and that all questions were answered.
- ▶ I, *name*, second the motion.
 1. Accept
 2. Oppose
 3. Abstain



Self-Assessment Policy

Nathalie Jones
Data Services Manager

Self-Assessment Policy

Early Learning

psestd
 excellence & equity in education
 Puget Sound Educational Service District

The Puget Sound ESD (PSESD) Early Learning Program implements a systematic annual process of self-assessment in accordance with the Head Start, Early Head Start, and ECEAP Program Performance Standards and in consultation with:

- PSESD Governing Board
- Policy Council
- Families
- Program staff
- Subcontractors

The self-assessment process shall aim to understand the program's effectiveness in meeting program goals and objectives, comply with program requirements, and include a review of relevant data, including:

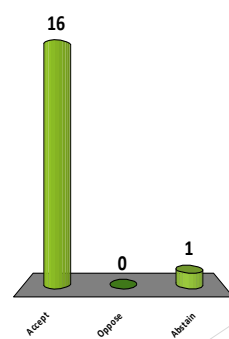
- Monitoring data
- Input from families and program and subcontractor staff
- Other data

An annual improvement plan is developed based on the Program's strengths and areas to improve. The improvement plan is approved by governing bodies and reported to federal and state Early Learning Program funders.

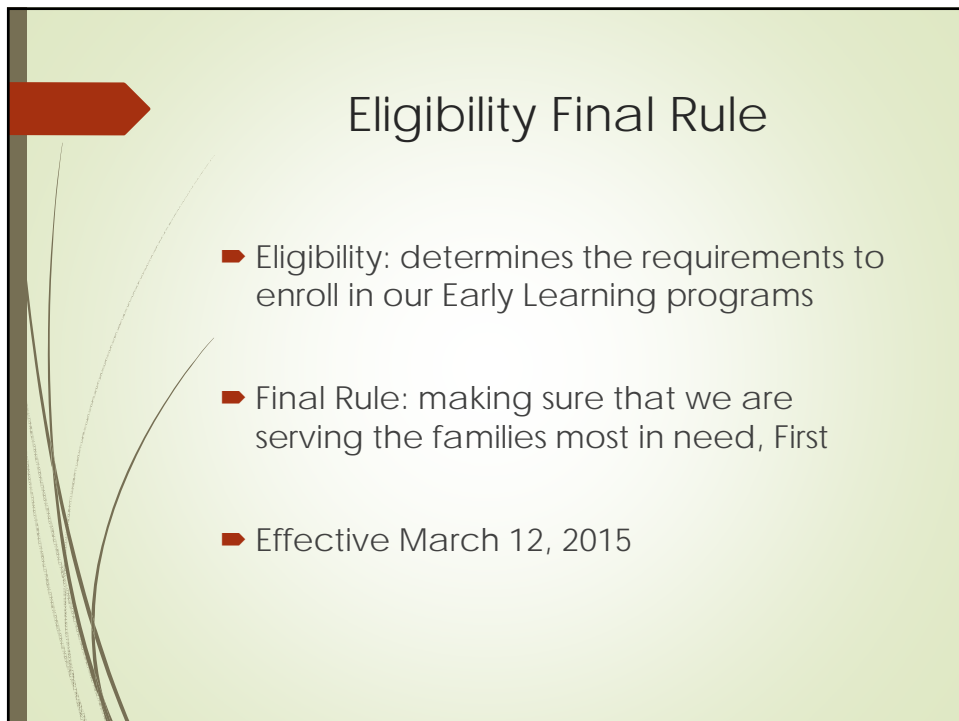
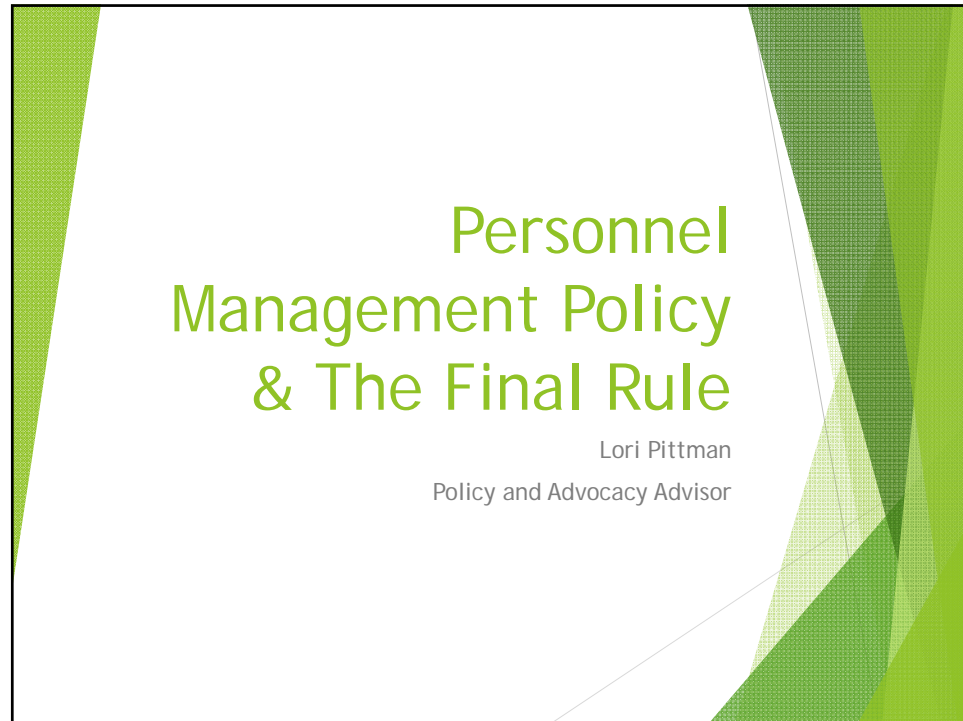
Self-Assessment Policy

- ▶ I, *name*, motion to approve Self-Assessment Policy, as presented.
- ▶ I, *name*, second the motion.

1. Accept
2. Oppose
3. Abstain



Response	Count
Accept	16
Oppose	0
Abstain	1



What Does the Rule Do?

- Provides a roadmap for programs on how to determine eligibility
- Describes the kind of documents the program may accept and must keep
- Provides a structure across the nation to make sure our income-eligible children and categorically-eligible families are enrolled in the Early Learning Programs

Eligibility Determination Record

- There will be a file for each family called the Eligibility Determination Record that will include:
 - Copies of documents used to verify eligibility
 - Statement that program staff have made reasonable efforts to verify information
 - Statement that identifies eligibility determination

Policies and Procedures

Program must establish policies and procedures that include:

Actions taken against staff who intentionally enroll ineligible families

- PSESD Early Learning Personnel Management Policy revision
 - ESD will use their policies and procedures already established for Disciplinary Action
 - Subcontractor sites may have to establish Policies and Procedures with support from ESD

Personnel Management Policy

Policy No. 530



Sub-Contractor personnel policies shall include, but are not limited to the following:

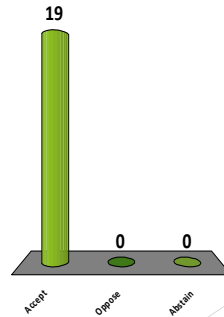
- Employment status: hiring, probation, resignation, promotion, demotion, suspension, termination, reduction-in-force
 - Specific to hiring and termination, sub-contractors will adhere to the following: PSESD Early Learning Policy Council, in accordance with confidentiality laws, will approve hiring and termination. In the event that Policy Council's recommendation is different from that of the sub-contractor, it is the Associate Superintendent for Early Learning's role to create a plan of action to determine the status between the Policy Council and the sub-contractor for the purpose of finding a resolution.
- Grievance
- Non-discrimination
- Staff evaluation
- **Intentional Fraud: employees who intentionally commit fraud on family eligibility information may suffer program and/or legal consequences.**

Puget Sound ESD Early Learning staff are governed by its policies and procedures.

Personnel Management Policy

- ▶ I, *name*, motion to approve the changes to the Personnel Management Policy, as presented.
- ▶ I, *name*, second the motion.

1. Accept
2. Oppose
3. Abstain



Adjourn

Next Policy Council Meeting:

June 9, 2015
9:30 a.m. to 2:00 p.m.
Puget Sound ESD

Executive Board
Tuesday, June 2, 2015
10:00 a.m. to 1:00 p.m.
Puget Sound ESD

Resources on the back tables