


<b>EXECUTIVE SUMMARY</b> June 2017		
<b>SUBJECT:</b>	Early Learning	<b>Supporting Documentation</b>  <b>Executive Summary</b> which provides links to all documents
<b>REFERENCE:</b>	<b>Shared Governance</b>	
<b>PRESENTOR(S):</b>	Head Start Advisory Committee	
<b>REQUEST:</b>		
<b>Action Items:</b>		
<b>A. Early Learning Personnel Actions</b>		
<b>B. Early Learning Program Reports</b>		
<b>C. Early Learning Policies</b>		
<b>D. Early Learning Program Governance</b>		
<b>Informational Items</b>		
<b>E. Early Learning Program Updates</b>		
<b>F. Policy Council</b>		
<b>G. Correspondence</b>		

## **BACKGROUND**

*The PSESD Board in collaboration with the PSESD Superintendent and the Head Start Advisory Committee are the governing body of the Puget Sound ESD Early Learning Program. As a result, the Board has a responsibility to review and approve the program management systems, reports and policies as required by state and federal regulations.*

## **ACTION ITEMS**

### **A. EARLY LEARNING PERSONNEL ACTIONS**

**Recommendation from Head Start Advisory Committee:**

This item was reviewed and approved as a whole by the Head Start Advisory Committee on June 6, 2017 and recommend full Board approval.

**Explanation:**

All Early Learning personnel actions must include parent participation as well as Policy Council and Governing Body Approval per Early Learning policy and Federal/State Performance Standard and/or regulations.

**Action Requested:**

Approve Personnel Actions

**Documentation:**

[Personnel Actions](#)

## B. EARLY LEARNING PROGRAM REPORTS

### Recommendation from Head Start Advisory Committee:

These items were reviewed and approved as a whole by the Head Start Advisory Committee on June 6, 2017 and recommend full Board approval.

#### Explanation:

The governing body has responsibility for exercising fiduciary responsibilities and fiscal oversight. As part of fiscal oversight the PSESD Board regularly reviews financial and other program reports in addition to ensuring that appropriate internal controls are in place.

#### Action Requested:

Approve Program Reports: Fiscal, In-Kind, Enrollment, Attendance, USDA

#### Documentation:

##### Fiscal

[Early Head Start, Head Start, ECEAP](#)

##### In-Kind

[Early Head Start, Head Start, ECEAP](#)

[Procurement Card Report](#)

##### Enrollment

[Early Head Start, Head Start](#) – April

[ECEAP](#) - April

##### Attendance

[Early Head Start, Head Start](#) – Feb

[ECEAP](#) - Feb

USDA

No report

## C. EARLY LEARNING PROGRAM POLICIES

### Recommendation from Head Start Advisory Committee:

No Policies for review or approval

#### Explanation:

All Early Learning Policies must be approved by both Policy Council and the Governing Body. Policy Council has partnered with PSESD Early Learning administration to review and approve the following policy or policies. Policy Council uses the Race Equity tool in this process and discussed any unintended impact of these policies especially on children and families of color.

Policy or Policies:

#### Action Requested:

No action required, no policies were approved at the May 16, 2017 Policy Council meeting.

#### Documentation:

N/A

## D. EARLY LEARNING PROGRAM GOVERNANCE

### Recommendation from Head Start Advisory Committee:

These items were reviewed and approved as a whole by the Head Start Advisory Committee on June 6, 2017 and recommend full Board approval.

#### Explanation:

The governing body has legal and fiscal responsibilities and for administering and overseeing all programs under its authority. As part of program oversight the PSESD Board reviews and approves periodic programmatic reports, process and outcomes, such as, but not limited to program Self-Assessment, sub-contractors, program models, ERSEA, monitoring reports and funding applications. In order to support the role and responsibilities, appropriate training and technical assistance is provided to members of the governing body.

### 2016-17 PSESD Early Learning Self-Assessment Design

#### PURPOSE OF SELF-ASSESSMENT

Self-assessment is the process we use to support continuous quality improvement in our program, which is a central tenet of both Head Start and ECEAP. Through self-assessment, we assess our management systems and the services we provide so that we can strengthen our program. For self-assessment, we collect information from a variety of sources to determine if our systems and services are working effectively and if we are making progress toward our long-term goals. We engage different stakeholders – including families, PSESD and site staff, and community partners – to ensure different perspectives about our strengths and challenges. Based on what we learn, we develop a plan to improve specific areas in the year(s) ahead.

#### SELF-ASSESSMENT APPROACH

In 2016-17, our program will implement a self-assessment process that includes 1) ongoing learning and continuous improvement and 2) a year-end review of our strengths and challenges. The self-assessment design includes both of these priorities, both of which will inform the Self-Assessment Improvement Plan we develop each year. This builds on a similar approach that we took in 2015-16, with a few adjustments and improvements. Please see the linked document for more information.

#### Action Requested:

Information Only

#### Documentation:

[2016-2017 Self-Assessment Design](#)

### Head Start and Early Head Start Requirement of Enrollment of Children with Disabilities

Head Start Performance Standard 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.

In discussion with the Office of Head Start Region X, PSESD Early Learning was advised to make adjustments within our ERSEA system in order to meet the requirement of a minimum of 10% of enrolled children have an IEP/IFSP or medical diagnosed disability as defined in IDEA.

We are seeking approval for:

- **Sub-contractors to be allowed to enroll over-income children—up to 5% with an approved exception to our ERSEA policy and procedure.**

If a child with an IEP/IFSP or medical diagnosed disability exits the program after February, the center will follow PSESD selection system to fill the vacant enrollment slot and will not be allowed exceptions for over-income children on IEP/IFSP/

The Early Learning Disability Consultants will on a monthly basis, follow-up on children whose application indicates developmental concerns.

**Action Requested:**

Approve the ability to enroll over-income children who are on a IEP/IFSP up to 5% of total enrollment to support the 10% requirement per Performance Standards.

**Documentation:**

## INFORMATIONAL ITEMS

### E. EARLY LEARNING PROGRAM UPDATES

**Recommendation from Head Start Advisory Committee:**

Informational only

**Explanation:**

The Early Learning program uses a monthly publication, [The Connector](#), as one of the tools to provide on-going communication and support to the sub-contractors. You can find the current and archived edition(s) on the front page at [www.earlylearningwa.org](http://www.earlylearningwa.org).

**Action Requested:**

Information Only

**Documentation:**

### F. POLICY COUNCIL

**Recommendation from Head Start Advisory Committee:**

Informational only.

**Explanation:**

Parent-family engagement and leadership are critical to the success of our Early Learning program. Policy Council representatives work in tandem with the PSESD Board and with program administration to oversee the Early Learning program and make decisions that directly affect our children and families. Sharing of information strengthens the partnerships of our governing bodies.

Of note this month is ongoing **Policy Council Race and Equity training**. Policy Council continues to engage in Race and Equity training throughout this spring and early summer with the training offered outside of Policy Council meetings. These trainings opportunities are scheduled for:

04/20/2017 10:00 am – 1:00 pm

05/18/2017 10:00 am – 1:00 pm

~~06/29/2017 10:00 am – 1:00 pm~~ to be rescheduled

**Action Requested:**

Informational only

**Documentation:**

[May 2017 PowerPoint](#)

[Race & Equity Training 5.18.17](#)

## G. CORRESPONDENCE

### **Recommendation from Head Start Advisory Committee:**

Informational Only

#### **Explanation:**

Correspondence from Office of Head Start and Region X

#### **Action Requested:**

Information Only

#### **Documentation:**

[Disability Waivers for Grant 187 and 0007](#)

[Continuation Funding Guidance letter 412](#)

[Continuation Funding Guidance letter 187](#)

[COLA adjustment letter 412](#)

[COLA adjustment letter 0007](#)

[COLA adjustment letter 187](#)