First Phase of the Early Learning Model Evaluation

The focus of the first quarter (Sept-Nov) of the Early Learning Evaluation is on clarity of purpose, structures, roles and scopes of work, with an emphasis on PSESD Early Learning Staff. We will engage an Evaluation Advisory Group that includes site staff and parents to develop evaluation questions related to staff and parents/families.

First Phase Data Collection and Results/Themes

To understand the level of clarity about the Early Learning design, the evaluation of the design, and supports needed to move forward, we conducted a survey of Policy Council, PSESD staff, and Center Directors. The table below reflects the questions included in each survey. We will develop data collection methods for site staff based on guidance from the Early Learning Evaluation Advisory Group.

<table>
<thead>
<tr>
<th>Survey Questions asked of which group(s):</th>
<th>PC</th>
<th>ESD Staff</th>
<th>CDs</th>
<th>Question type</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have a clear understanding of the PSESD Early Learning Redesign.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>Scale</td>
</tr>
<tr>
<td>• What parts of the Early Learning Redesign are clear?</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>Open-ended</td>
</tr>
<tr>
<td>• What parts are not clear?</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The near-term evaluation focus (Year 1/Quarters 1 and 2) will be on Clarity of purpose; structures, roles, and scopes of work:
- PSESD Early Learning Supports to Individual Staff
- PSESD Early Learning supports to Internal Teams
  - Site-level supports for children and families
  - Positive changes for children and families

<table>
<thead>
<tr>
<th>Inquiry Areas</th>
<th>Q1 (Sep-Nov 2017) Evaluation Questions: Foundational Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSESD Early Learning supports to Individual Staff</td>
<td>Can PSESD Early Learning staff articulate the &quot;why&quot;/purpose/intent of this design?</td>
</tr>
<tr>
<td>PSESD Early Learning supports to Internal Teams</td>
<td>What do we need to do to ensure that PSESD staff and teams are ready and willing to move forward (including support from leaders, and support for leaders)?</td>
</tr>
<tr>
<td>Questions across multiple inquiry areas</td>
<td>What are stakeholder responses to design changes (e.g. ESD staff, site staff, parents, funders)?</td>
</tr>
<tr>
<td></td>
<td>Are responsibilities and FTE (i.e. full-time equivalency or workload) adequately distributed across roles? During transition to new design? After design has been fully implemented? Between developing the model of the Early Learning Redesign and supporting the provision of services?</td>
</tr>
</tbody>
</table>
### Survey Questions asked of which group(s):

<table>
<thead>
<tr>
<th>Question</th>
<th>PC</th>
<th>ESD Staff</th>
<th>CDs</th>
<th>Question type</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have a clear understanding about the structure of Early Learning Redesign Evaluation.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>Scale</td>
</tr>
<tr>
<td>• What parts are clear about the structure of Early Learning Redesign Evaluation?</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>Open-ended</td>
</tr>
<tr>
<td>• What parts are not clear?</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>Open-ended</td>
</tr>
<tr>
<td>I have a clear understanding about the 1st and 2nd Quarter evaluation areas of focus.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>Scale</td>
</tr>
<tr>
<td>Supports that I need and already have in order to move forward with implementing the Early Learning Redesign are...</td>
<td>X</td>
<td>X</td>
<td></td>
<td>Open-ended</td>
</tr>
<tr>
<td>Supports that I need and do not yet have in order to move forward with implementing the Early Learning Redesign are...</td>
<td>X</td>
<td>X</td>
<td></td>
<td>Open-ended</td>
</tr>
<tr>
<td>Something I’m wondering about is....</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>Open-ended</td>
</tr>
</tbody>
</table>

Results from these surveys are presented below.

**Stakeholder (PC, CD, ESD Staff) Understanding of EL Design, Evaluation Structure, and Evaluation Areas of Focus: Average Level of Understanding**

(Scale of 0=Strongly Disagree to 100=Strongly Agree)

![Bar chart showing the understanding levels of different stakeholders for each question.]

- **I have a clear understanding of the PSESD Early Learning Redesign.**
  - Policy Council (n=19 Q1, n=17 Q2/Q3): 63
  - PSESD Staff (n=57): 68
  - Center Directors (n=28 Q1/Q2, n=27 Q3): 69

- **I have a clear understanding about the structure of Early Learning Redesign Evaluation.**
  - Policy Council (n=19 Q1, n=17 Q2/Q3): 72
  - PSESD Staff (n=57): 71
  - Center Directors (n=28 Q1/Q2, n=27 Q3): 70

- **I have a clear understanding about the 1st and 2nd Quarter evaluation areas of focus.**
  - Policy Council (n=19 Q1, n=17 Q2/Q3): 74
  - PSESD Staff (n=57): 75
  - Center Directors (n=28 Q1/Q2, n=27 Q3): 64
Supports Needed

- As part of the surveys of PSESD staff and Center Directors, these groups provided input about what they need to move forward with implementing the Early Learning Design by responding to two questions:
  - Supports that I need **already have** in order to move forward with implementing the Early Learning Redesign are...
  - Supports that I need **do not yet have** in order to move forward with implementing the Early Learning Redesign are...
- The Early Learning Design Implementation team:
  - Reviewed de-identified responses to these two questions
  - Synthesized this input into common themes
- Based on these themes, the Implementation Team discussed implications and next steps to provide needed supports
“What we heard”: Themes about supports needed from Early Learning Implementation Team

The Early Learning Design Implementation team identified these common themes re: supports staff and Center Directors need and already have move forward:

- Supervisory support (PSESD staff) – note that is also emerged for some as a support they need and do not yet have
- Teams are strong (PSESD staff, Center Directors)
- Teams are clearly defined, with understanding of who is on which team (PSESD staff, Center Directors)

The Early Learning Design Implementation team identified these common themes re: supports staff and Center Directors need, and do not yet have, to move forward:

- Role clarity (PSESD staff)
- Supervisory support (PSESD staff) - note that is also emerged for some as a support they need and already have
- Clarity around content areas, roles, and how they relate to and support one another (ESD staff)
- Capacity to implement the work (PSESD staff)
- Need to experience the redesign to know what is needed (Center Directors)
- Clear and consistent structures for communication (PSESD staff, Center Directors)

The Implementation team identified the need to provide status updates on processes to address these needs; an update and next steps, as follows

Updates and Next Steps

Updates re: implementation: With themes identified re: supports needed to move forward, the following update and next steps come from the Implementation Team:

- Working on clarity of roles with PSESD staff
- Developing communication and documentation system
- Solidifying site support structures, with ongoing hiring, site support teams out to sites, team managers communicating with Center Directors, consultants available and responding to needs
  - We continue to seek feedback from site about how supports are/are not working

Next steps re: evaluation: We are convening the Early Learning Evaluation Advisory Group in late October; if you are interested in being part of this group, please contact Nathalie Jones (njones@psesd.org) or Dr. Laura Lynn (llynn@psesd.org). The first meeting is October 27th from 9am-12pm.

- It is particularly important to have strong representation from Center Directors and site staff, as the Advisory Group will help us identify key questions to understand implementation of the design as it relates to Center Directors and site staff. These individuals are particularly encouraged to sign-up.