

## **PSESD Early Learning 5 Year Program Goals & Update: August 2018**

(from the FY19 grant application)

The review, refresh, and recalibration of our current 5 year Program Goals and objectives as part of continuous improvement efforts have been greatly impacted and informed by the PSESD Early Learning Program Redesign. The Redesign that was planned in 2016-17 and first implemented in 2017-18 is critical background to the following discussion of program goals that apply to all our Early Learning program grants.. The resulting major and ongoing transformation has meant that the program's organizational structure has changed in response to the overarching mission of providing high-quality, racially equitable, comprehensive services to children and families that are at once fiscally responsible and aligned with OHS program standards and the HSELOF.

In 2016-17, we had three goal areas: Early Learning Planning System; Recruiting, Selecting, and Enrolling Children and Families of Color; and School Readiness. Within each goal area, we defined more specific objectives and outcomes aligned to these goals and targeting 16 focus areas of program work. Some objectives and outcomes were for a single year, and others were anticipated to take multiple years to accomplish. Multi-year objectives and outcomes were noted as such. In addition, we anticipated continuing many Year One objectives into subsequent years based on what we learned. Then in spring 2017, we conducted a program-wide self-assessment which was participated in by PSESD staff, subcontractor staff, Policy Council representatives, parents, Governance Board representatives, and community representatives.

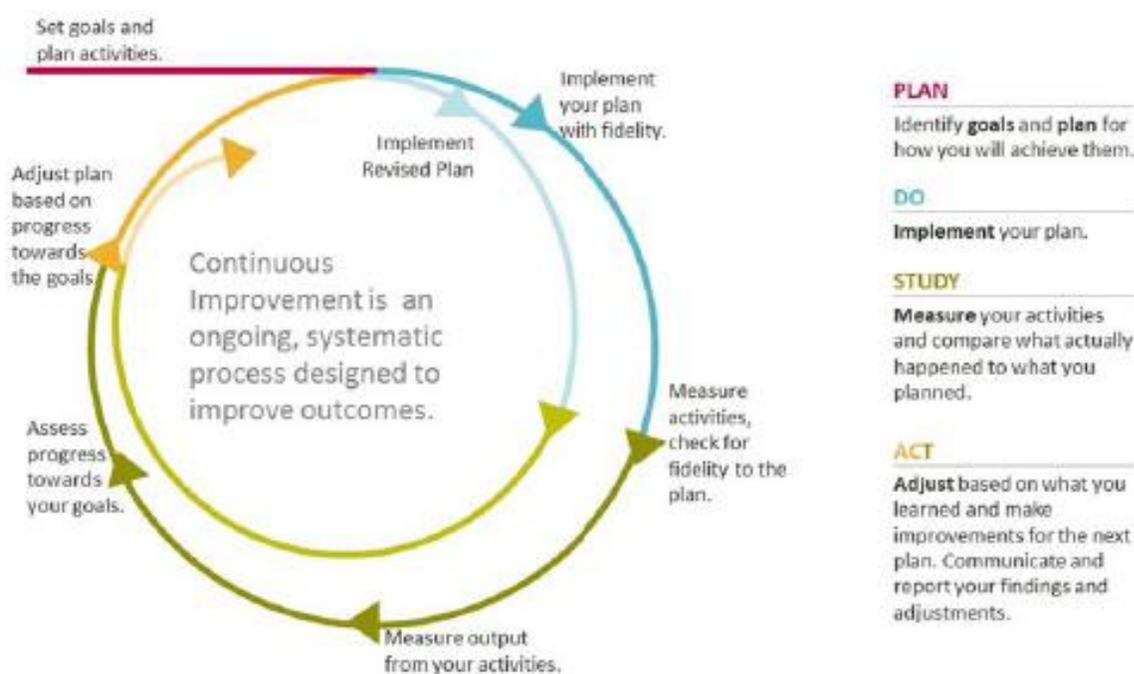
In consideration of the 2017 self-assessment results and feedback from parents and subcontracting service providers that contributed to the Program Redesign, we revisited our program goals, their associated objectives, and the targeted focus areas for program work beginning 2017-18. Center Directors and Policy Council were engaged in a review of the new program goals at several points through the 2017-18 program year, along with updates on the implementation of the new Program structure. The Self-Assessment process that the PSESD Early Learning Program implemented in 2017-18

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both echoes and deviates in some ways from the process we implemented in program year 2016-17. As we did last year, our 2017-18 work was grounded on the focus on racial equity which is aligned to the PSESD overall goal (or the Agency's "End") to ensure success for each child and eliminate the opportunity gap by leading with racial equity. Moreover, we worked this year to bring together 1) the development of the Early Learning Program's five-year goals and the identification of near- and longer-term objectives within them, and 2) the annual self-assessment process and a resulting improvement plan to support the program's progress toward continuous improvement, or an ongoing cycle of "Plan-Do-Study-Act" (Exhibit 1).

**Exhibit 1: Continuous Improvement Cycle of "Plan-Do-Study-Act"**



At the same time, the 2017-18 self-assessment process took into account the undertaking of a major redesign/restructuring of the Early Learning Program in response to new funding realities and to an identified need to create a more authentic interdisciplinary approach in providing high-quality, racially-equitable, and comprehensive services to children and families that aligns with Early Head Start

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(EHS), Head Start(HS) and ECEAP program & performance standards (such as the OHS emphasis on coaching and the significance of attendance, as examples). The substantial redesign required staff reassignments and transitions, and the development of new structures such as interdisciplinary site support teams (until program 2016-17, staff identified with content-specific teams) or creation of a monitoring team, and critical examination of and revisions on essential systems like ERSEA and changes in associated policies and procedures. Concomitantly, in light of the redesign, the program took the opportunity to review and confirm or update program goals and objectives. *(See 2017-18 Self Assessment Report for additional information)*

Through this process, we reaffirmed our commitment to the overarching or principal goal and its associated expected outcome, as follows:

- **Principal Program and Overarching School Readiness Goal**: Children served by the PSESD EL Program will be kindergarten ready.
  - **Expected Outcome**: By 2022, 85% of children will meet school readiness expectations in all developmental domains.

We also defined four strategic goals to serve as anchors or guideposts for our work in the redesigned program in the next few years. These goals afford us the opportunity to identify, differentiate, and stratify objectives at four different levels: 1) internal system-level, 2) external support system-level, 3) direct-service level, 4) child- or family-level objectives. The four strategic goals are:

- **Planning System Goal**: PSESD's internal Early Learning Program staff will meaningfully engage families, subcontractor staff, and community partners in the planning process to achieve racially equitable systems for providing high-quality services to children and families. *[aligns to 1302.102 (a) (1)]*

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- **Professional Development and Learning System Goal:** PSESD Early Learning Program provides coaching, training, & technical assistance to internal and direct service staff to ensure culturally & linguistically responsive delivery of education and health & nutrition curricula, and services to families. *[aligns to 1302.102 (a) (2) and 1302.102 (a) (4)]*
- **System-Level Continuous Improvement Goal:** PSESD Early Learning Program regularly assesses system-level work and supports (including professional learning, communication, data use, monitoring, & health/nutrition/safety) to prenatal to 5 direct services to ensure appropriate structures and allotment of effort and fiscal resources. *[aligns to 1302.102 (a) (2)]*
- **Increasing Enrollment of Children and Families of Color Goal:** PSESD Early Learning Program uses data to increase enrollment of all children of color and children impacted by the opportunity gap including children with disabilities, who are homeless, or who are in foster care within the communities we serve. *[aligns to 1302.102 (a) (1)]*

As previously mentioned we had 16 focus areas in 2016-17. Based on a review of self-assessment results and of identified program needs in the context of the Redesign, we have streamlined our focus areas to 9 for 2017-18 (7 for the long-term; and 2 for the near-term). It will be in the context of these 9 focus areas that the specific objectives for the strategic goal areas will be implemented. The 7 long-term focus areas are: **Attendance, Data Quality & Use, Dual Language Learners, Enrollment, Healthy Habits, Math, and Race Equity**. The 2 near-term focus areas are **Active Supervision** and **Policy Council**. We note that we are continuing to focus on 5 areas from the 2016-17 program year—Attendance, Enrollment, Healthy Habits, Policy Council, and Race Equity.

Currently, PSESD EL program staff and leadership are working together to articulate objectives during Program Planning meetings. Again, set against the background of the Redesign and the multiple shifts and other transitional challenges associated with it, the process of identifying, clarifying, and honing objectives, which began in earnest in March 2018, has been quite deliberative and measured in

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pace. Even for the 5 focus areas that we worked on last year, the task of reviewing prior work and considering next steps have required start-up time. Thus, while work on identifying objectives and action planning continues, we present in the following tables a few preliminary objectives that have been defined, along with measures of progress and challenges.

Program Goals	Measurable Objectives	Progress/Outcomes	Challenges
<p><u>Planning System</u> Goal: PSESD's internal Early Learning Program staff will meaningfully engage families, subcontractor staff, and community partners in the planning process to achieve racially equitable systems for providing high-quality services to children and families</p>	<p>A. Develop a system for communicating the importance of <b>Attendance</b> that is aligned with K-12 efforts such that at least 75% of site staff and 50% of families demonstrate or acknowledge value of attendance by June 2019.</p>	<ul style="list-style-type: none"> <li>• Adopted recommendations from the 2016-17 Self-Assessment Taskforce to develop consistent messaging and to develop system to assess attendance EL in alignment with Early Warning Indicators.</li> <li>• Adaptation, distribution and training of Attendance Works promotional materials in spring 2017.</li> <li>• Partnership with director and manager of K-12 Early Warning System (EWS) has been established.</li> <li>• K-12 EWS staff included Early Learning in their 2017-18 Attendance Communications Toolkit</li> </ul>	<ul style="list-style-type: none"> <li>• Soliciting staff and family input on the value of attendance and difficulties around consistent child attendance. To tackle this issue, we will solicit suggestions from parent representatives at Policy Council and from center leadership during one of their scheduled meetings, preferably in June 2018.</li> </ul>
	<p>B. Beginning in Fall 2018, create a <b>Dual Language Learner</b> Demonstration Project to help establish what true quality language acquisition supports could look like.</p>	<ul style="list-style-type: none"> <li>• We are creating a more wholistic approach to meeting DLL needs in classroom through multiple means including:                             <ul style="list-style-type: none"> <li>• Direct language support for children through use of Bilingual Instructional Assistants assigned to classrooms.</li> <li>• DLL coaches to support teacher practice improvement through coaching strategies to benefit DLL students</li> <li>• Advanced interpreter program to support non-</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• This requires a sustainable system of support, which will take time and resources to fully implement. We believe that we have the skeleton of this plan in place, particularly by adding the DLL coaches this year.</li> <li>• Need to identify systemic barriers for dual language learners in our program and within the broader education system, and work to break down those barriers. Requires full inclusion and participation of DLL families in process.</li> </ul>

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		<p>English speaking parents, to provide access to the information needed to best support their child’s learning and to be meaningfully involved in program planning.</p> <ul style="list-style-type: none"> <li>•Many of our BIAs and Interpreters are past parents, thereby providing further training and employment opportunities.</li> </ul>	
	<p>C. Increase parent access, participation, and attendance in <b>Policy Council</b> such that at least 90% of sites are represented and parent attendance at every meeting reaches at least 95% by 2021.</p>	<ul style="list-style-type: none"> <li>•Recruitment brochures and video that were developed with input from parents. The Department of Early Learning highlighted video which is available in multiple languages.</li> </ul>	<ul style="list-style-type: none"> <li>•Understanding barriers to attendance at and access to Policy Council meetings.</li> <li>•Need to understand more about those who are elected and do not attend.</li> <li>•Consider how technology can support more widespread participation.</li> <li>•Partner with Family Support Staff to message the importance of parent leadership and the many ways parents can participate when recruiting and enrolling families.</li> </ul>
	<p>D. By Spring 2019, develop Early Learning <b>Racial Equity</b> Policy to guide internal and external partner services, with accountability for racial equity in all aspects of our work.</p>	<ul style="list-style-type: none"> <li>•Race equity has become everyone’s (service areas/teams) work.</li> <li>•Racial Equity trainings have been provided to PC parents, multiple subcontracting partners, and Peer Program parents on topics including racial bias, the historical construction of racism &amp; whiteness, white privilege, and dismantling white supremacy.</li> <li>•PSESD and CCP partner staff will receive training on Racial Equity (keynote &amp; breakout session) at the annual Beginning Strong conference</li> </ul>	<ul style="list-style-type: none"> <li>•Need for a more coherent structure to support efforts. Thus, one of the identified action steps is the creation of a Policy Workgroup that can provide leadership in establishing a coherent structure.</li> <li>•Need to provide additional training and support to teaching staff to address personal biases and how that impacts their interactions with children and families based on race &amp; equity, language needs.</li> </ul>

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		<p>put on by PSESD CCP in summer 2018.</p> <ul style="list-style-type: none"> <li>•PSESD Early Learning staff have become Caucus facilitators (strategy to dismantle internalized racism), attend monthly Caucus sessions, have been identified as Agency Racial Equity training facilitators to lead agency-wide training.</li> <li>•EL Caucus facilitators and R/E training facilitators have received extensive 3 days of intensive training through <i>Crossroads Anti-Racism Organizing and Training</i></li> </ul>	
<p><u>Professional Development and Learning System:</u> PSESD Early Learning Program provides coaching, training, &amp; technical assistance to internal and direct service staff to ensure culturally &amp; linguistically responsive delivery of education and health &amp; nutrition curricula, and services to families. [aligns to 1302.102 (a) (2) and 1302.102 (a) (4)]</p>	<p>A. 85% of our sites/centers will have a Peer <b>Math</b> Teachback by the end of June of 2019.</p>	<p>As part of Inclusive Planning System Goal in 2016-17:</p> <ul style="list-style-type: none"> <li>•Addition of Peer Math with link to School Readiness goals</li> <li>•As of mid-July 2017, there were 21 Literacy teachbacks and 26 Health teachbacks:</li> <li>•Peer Math as a Peer Program course began in March 2018. 14 parents are currently enrolled in the Peer Math training program, and are expected to begin providing Math teachbacks as early as June 2018.</li> </ul>	<ul style="list-style-type: none"> <li>•Need to increase numbers of sites that host teachbacks and increase participation of parents who attend teachbacks. Currently working on ways to increase participation.</li> </ul>
<p>B. By July 2021, at least 80% of site staff conduct discussions with families about the importance of <b>Healthy Habit</b> practices.</p>	<ul style="list-style-type: none"> <li>•Development and implementation of a Physical Activity Policy, including a racial equity analysis (i.e. with the Racial Equity Tool) in development.</li> <li>•High rates of compliance in implementing the policy – 100% in Center-based Early Head Start and 85% in Head Start/ECEAP</li> </ul>	<ul style="list-style-type: none"> <li>•Need to provide support for staff to partner with families in conversations about healthy habits, including expectations around physical activity and implementation of the physical activity policy, and a culturally responsive approach to healthy habits.</li> <li>•Need to improve implementation of healthy habits curriculum; monitoring results indicate</li> </ul>	

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			<p>compliance rates of 43% in Center-based Early Head Start and 68% in Head Start/ECEAP in implementing related curriculum (Healthy Habits 5-2-1-0, Cavity Free Kids, Healthy Habits)</p>
<p><u>System-Level Continuous Improvement:</u> PSESD Early Learning Program regularly assesses system-level work and supports (including professional learning, communication, data use, monitoring, &amp; health/nutrition/safety) to prenatal to 5 direct services to ensure appropriate structures and allotment of effort and fiscal resources. [aligns to 1302.102 (a) (2)]</p>	<p>A. Develop a system/protocol to recognize/assess child <b>Attendance</b>, establishing baseline by Spring 2019. [Anticipated 2019-20 objective: At least 80% of children served by PSESD Early Learning Program will be absent less than 10% of program days by June 2021.]</p> <p>B. At least 85% of our Centers will engage in looking at <b>Data</b> and <b>Math</b> outcomes for all students and develop action plans based on their own site/classroom/child data</p>	<ul style="list-style-type: none"> <li>•Shift in focus from Average Daily Attendance to individual child attendance, supported by a new relationship with Attendance Works</li> <li>•A detailed analysis of a November-December 2016 sample of documented absences indicated inconsistent documentation/reporting of reasons for absences across the Early Head Start, Head Start, and ECEAP programs.</li> </ul> <p>As part of Curriculum &amp; Instruction Focus Area/School Readiness Goal in 2018-19:</p> <ul style="list-style-type: none"> <li>•Increased training for PSESD staff on mathematics, through the Office of the Superintendent of Public Instruction (OSPI) fellows program</li> <li>•Winter 2018 Gold assessment checkpoint results indicate that about 86% of young children funded by EHS-Child Care Partnership funds are meeting developmental expectations in the Math domain. This is a 5- point decrease from the Fall 2017 percentage of young children who met developmental</li> </ul>	<ul style="list-style-type: none"> <li>•Attendance patterns program-wide and by grant funding are planned by May/June 2018.</li> <li>• Use of PATT in PSESD’s self-hosted ChildPlus is delayed because of data system challenges (i.e., breaking connection with Teaching Strategies Gold). The Information Systems Consultant is working on the bridge break in coordination with data system vendor.</li> </ul> <ul style="list-style-type: none"> <li>•Items that are pertinent to infants and toddlers in the Teaching Strategies GOLD assessment have a low ceiling and thus the development among children in this age group is not well reflected.</li> <li>•Led by EHS staff, a pilot using an alternative assessment (Ounce Scale which has been examined for alignment with the HSELOF) is being implemented with a small number of sites this year. The plan is to increase the number of participating in 2018-19.</li> <li>•Need to identify if, how, and where the focus on math is impacting math</li> </ul>

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	<p>C. By Winter 2020, PSESD will conduct a face to face <b>Active Supervision</b> training to all Early Learning subcontractors/partners to support site staff as a follow up to the current online module completed each fall by site staff.</p>	<p>expectations in the Math domain.</p> <ul style="list-style-type: none"> <li>•Center Directors received Active Supervision training and support in developing their site/center Active Supervision plans.</li> <li>•Some sites have received additional in person T/TA to support their implementation of their Active Supervision plans.</li> <li>•Face to face training has been developed and is currently under review by Education staff and leadership.</li> </ul>	<p>outcomes for children in our program</p> <ul style="list-style-type: none"> <li>•There is a wide range of models, environments, and needs across all of our subcontractors and partners, and more specific individualized training and support is needed. Having assigned coaches provide training to each site/center will address this need.</li> <li>•Staff turnover is an ongoing issue</li> </ul>
	<p>D. By Fall 2019, improve <b>Data Quality and Use</b> by improving processes and communication to/from Center Directors, leading to greater accuracy of data input (e.g., Staff Information Form; data entry identified as part of scope of work for site staff).</p>	<ul style="list-style-type: none"> <li>•In process to update Child Plus to newest version</li> <li>•Beginning to identify flow of data to better understand where data initiates, how it flows, where there may be challenges or bottlenecks</li> <li>•Under new EL Program Structure &amp; design, data folks are more connected to program people, for the purpose of improving data quality &amp; use.</li> </ul>	<ul style="list-style-type: none"> <li>•Each site/center has its own data systems and processes that need to align with PSESD system and expectation</li> <li>•Data is used by multiple systems and for multiple purposes</li> <li>•New design moved data staff closer to program needs, which is a need; however, still need to clearly connect all data/system pieces for smooth flow</li> </ul>
<p><u>Increasing Enrollment of Children and Families of Color</u>            Goal: PSESD Early Learning Program uses data to increase enrollment of all children of color and children impacted by the opportunity gap including children with disabilities,</p>	<p>A. By Fall 2018, review the ERSEA system and structure to intentionally recruit and <b>Enroll Families and Children of Color</b> by ensuring that our systems are multi-layered and are utilizing parent resources</p>	<ul style="list-style-type: none"> <li>• Program-wide ERSEA Redesign effort begun in Winter 2018 and ongoing.</li> <li>•An intentional training plan has been developed to ensure Family Engagement and support staff are trained and supported in the implementation of the new ERSEA system in June 2018.</li> </ul>	<ul style="list-style-type: none"> <li>•Need to support parents as recruiters to increase enrollment of children of color. Determine how to incentivize parents to recruit more parents – consider recruiting parents whose children are active in the programs to talk with potential parents.</li> <li>•Examine what happens with enrollment of undocumented children if families are afraid given Immigration and Customs</li> </ul>

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who are homeless, or who are in foster care within the communities we serve. [aligns to 1302.102 (a) (1)]			Enforcement (ICE) deportations? How do we support these families? Current program parents who are of the same ethnicity may be a good support for families so that children stay in the program.