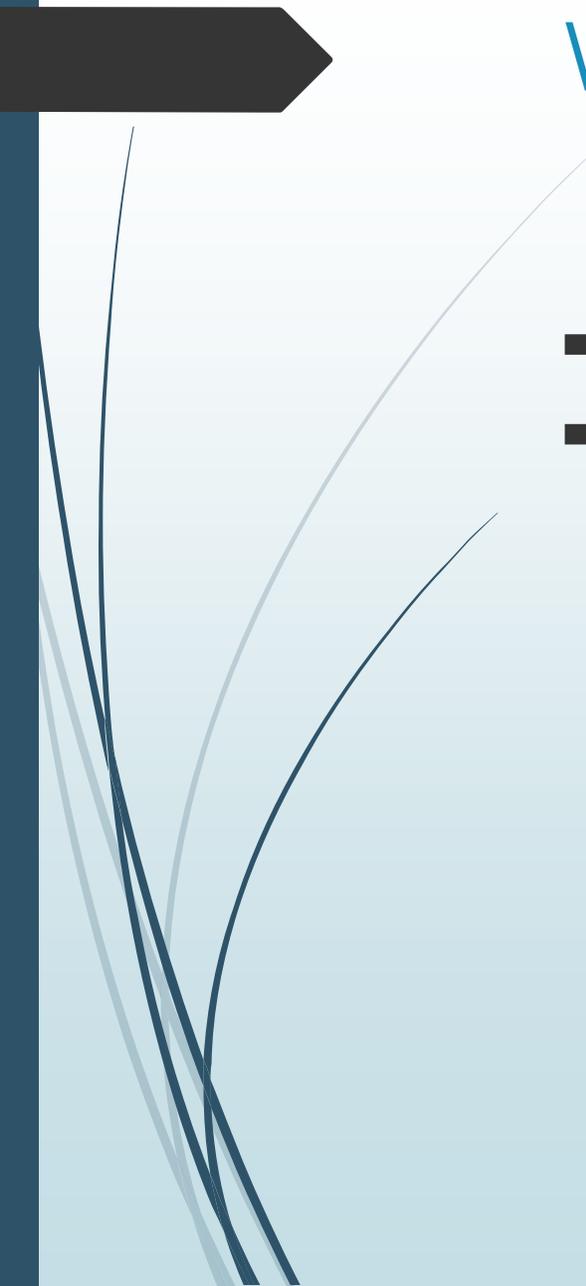




# Early Learning Evaluation Advisory Group Phase I and II

April 2, 2018

Nathalie Jones and Dr. Laura Lynn

A dark grey arrow points to the right from the left edge of the slide. Below it, several thin, curved lines in shades of blue and grey sweep across the left side of the slide.

# Welcome and introductions

- Sit at tables with a mix of parents and staff
- Introductions at your table:
  - Name
  - Role
  - What are you bringing into the room today?



# Agenda

**Building our Relationships**

**9-9:15am**

**Grounding our Work**

**9:15-10am**

**Moving Forward**

**10-11am**

**Closing: Next Steps and Exit Slip**

**11-11:15am**

**Facilitator Check-in**

**11:15am-12pm**



# Grounding our Work: Vision of the Early Learning Design

To **maximize racially equitable, high quality, and sustainable services for children, families, and communities**, within the parameters of program and grant requirements and fiscal resources



# Grounding our Work: Purpose of Early Learning Evaluation Advisory Group

- ▶ Work across groups (PSESD Early Learning staff, Center Directors/site staff, parents) to guide the evaluation
- ▶ Provide input for the evaluation
- ▶ Review data for the evaluation to inform improvements and next steps
- ▶ Make recommendations to Implementation Team, which determines next steps and actions and provides
  - ▶ Support two-way communication with and accountability for feedback from Implementation Team about recommendations

*ELEAG Group Norms*

# What we have learned so far: Sept-Feb Progress report

- Read and discuss the mid-year evaluation progress report
- Focused reading protocol:
  - As you read the progress report, mark parts of the report:



Got it. I know or understand this.



This is really important information



I'd like clarification or more information about this.

- After you are done reading, compare notes in a trio
- Share back with full group, especially areas for clarification



# Moving forward with the evaluation

- ▶ Building from what we have learned so far
- ▶ Three areas of focus in the next two-three months:
  - ▶ **Discussion groups with PSESD Early Learning** staff about their experience with the design, particularly related to **clarity of roles and structures** and **supports to implement**
  - ▶ **Collectively defining racially equitable, high quality services** with Policy Council, Center Directors, and PSESD Early Learning staff and staff and families at sites
  - ▶ **Site-based discussion groups** with site staff and families, as well as Center Directors:
    - ▶ Site staff and Center Director discussions focused on **clarity of roles and structures** and **supports to implement the design**
    - ▶ Family discussions about their experiences this year, and **how the design is affecting services to children and families**

# Using our tools



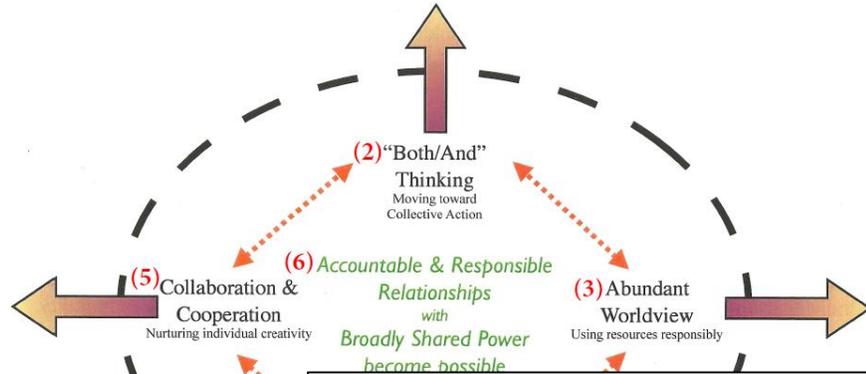
## Racial Equity Tool

**Objective:** To support the PSESD's goal of eliminating racial inequity, we will incorporate a racial equity analysis and best practices into program, policy and procedure decisions. Additionally, the PSESD will assist and engage our regional districts in the adoption and use of the Racial Equity Tool in order to close the opportunity gap.

**We Agree:**

- That in order to eliminate racial inequities, it is essential that race be clearly called out and institutional racism be addressed within our own organization as well as in the broader systems with which we interact.
- That the importance of training and skill building within our organization, departments, and internal and external programs is paramount. Increasing the number of trained and skilled employees, including leadership, staff, board members, etc, will not only help to make improvements supporting racial equity, but will also help to develop an anti-racist culture within our organization.
- To explore and develop a shared understanding relating to racial equity, and we also recognize that we and our external partners are all at different places as individuals, programs, and departments. We are committed to move forward with a focus that is intentional and strategic within our organization and our external partners. We will openly share challenges, successes and lessons learned to help move the sum of our race equity work forward.

**(1) Transforming Institutional Values**  
Values shaped in Stage 4 of the Continuum of becoming a multi-cultural anti-racist institution



(7) Permeable Institutional walls

(8) Focused on

**(1) Transformando Valores Institucionales**  
Los valores fomentados en la Etapa 4 del Continuo sobre cómo convertirse en una instrucción multicultural y antirracista

**(2) Pensamiento de "Ambos/Y"**  
Moviéndose hacia una acción colectiva

**(3) Visión del Mundo Abundante**  
Utilizar los recursos de manera responsable

**(4) Comunicación y Toma de Decisiones Transparente**  
Salvaguardando la integridad personal

**(5) Colaboración y Cooperación**  
Fomentando la creatividad individual

**(6) Las relaciones responsables con un Poder Amplo Compartido se hacen posibles**

**(7) Paredes institucionales que son permeables**

**(8) Enfocados en una misión con una parcialidad hacia la efectividad**

to have collective buy-in to racial equity best practices, we will each take responsibility for using the racial equity tool.

that how the racial equity tool is implemented and used will differ from program to program, department to

regionales y los incluirá en la adopción y uso de la Herramienta para la Equidad Racial con el propósito de cerrar la brecha de oportunidad.

**Acordamos:**

1. Que para poder eliminar las inequidades raciales, es esencial que la raza y el racismo institucional se saque a la luz para poder abarcarlos dentro de nuestra propia organización así como también dentro de los sistemas más amplios en los cuales interactuamos.
2. Que la importancia del entrenamiento y la formación de destrezas dentro de nuestra organización, departamentos y programas internos y externos es primordial. Que aumentar el número de empleados entrenados y diestros, incluyendo al liderazgo, personal, miembros de la junta directiva, etc., no solo ayudará a mejorar el apoyo a la equidad social, sino también a desarrollar una cultura anti racista dentro de nuestra organización.
3. Explorar y desarrollar una comprensión compartida con relación a la equidad racial y también reconocemos que nosotros y nuestros asociados externos estamos en distintos planos como individuos, programas y departamentos. Estamos comprometidos a seguir adelante con un enfoque que es intencional y estratégico dentro de nuestra organización y dentro de nuestros asociados externos. Compartiremos los retos, éxitos



# PSESD Early Learning Staff Discussion Groups

- WHY staff discussion groups?
  - Hear from those impacted (PSESD EL staff) about their experiences
  - Understand where we are, and the supports needed to implement roles and structures
  - Identify opportunities to improve implementation of the design
- Worked with Implementation Team to plan discussion groups throughout April



# PSESD Early Learning Staff Discussion Groups

- ▶ What we will cover:
  - ▶ Clarity of **your own role, clarity of other roles on your team, clarity of the role of other teams and positions on those teams, and clarity of how your role relates Center Directors and site staff:**
    - ▶ Where do you see progress? What has been helpful to this progress?
    - ▶ Where do you see challenges or obstacles? What would be helpful?
  - ▶ **Structures: decision-making, communication, collaboration, supervision, and allocation of staff capacity (such as “FTE-ness”, coverage across roles).** What is needed to move forward in clarifying/implementing these structures?
- ▶ **Share the data at next ELEAG meeting** (to be scheduled in May)



# Engaging site staff and families in the evaluation

- ▶ Purpose:
  - ▶ Understand what the experience of site staff and families has been this year as it relates to the new design
  - ▶ Collect input from site staff and families to define “racially equitable, high quality services”
- ▶ What should we ask about and emphasize with staff and families re: their experiences and how implementation is going?



Brainstorm: What should we ask site staff and families to understand how these components are affecting the supports and services they receive?

## **Key Components of New Organizational Design:**

- Collaborative, interdisciplinary approach
- Racial equity and integrity
- Coaching model of support
- Role clarity
- Differentiation by funding source
- Data use
- Capacity building
- Culture of mutual accountability
- Alignment with agency departments and resources
- Working in partnership with subcontractors



# Next Steps and Exit Slip

## ***Next Steps***

1. Defining “racially equitable, high quality services” with PC, CDs, and PSESD staff – April 2018
2. Conduct PSESD staff discussion groups – April 2018
3. Schedule May ELEAG meeting to review data from these activities – likely full-day meeting in May

**Please complete exit slip before you go!**

**THANK YOU FOR YOUR PARTICIPATION TODAY!!!**