



Early Learning Evaluation Advisory Group Phase I

January 22, 2018

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Agenda / Contents

Building our relationships

1-1:30pm

- ▶ Welcomes and transitions
- ▶ Sharing Our Stories: Who is in the room?

Grounding our work

1:30-2pm

- ▶ Our Norms and Tools
- ▶ Review work from last time and where we landed

Moving forward

2-3:45pm

- ▶ Collectively defining “Racially Equitable, High Quality, Sustainable Services”

Closing

3:45-4pm

- ▶ Next steps and meeting time
- ▶ Exit slip



Sharing Our Stories: Who is in the room?

- ▶ **What is your name?**

- ▶ **Your role?**

- ▶ **A word/phrase that describes your connection this work or to the PSESD Early Learning Program?**

- 1) Write your name, role, word/phrase on a colorful post-it
- 2) Find one person you don't know and share the **1-minute version** of your connection to this work/PSESD Early Learning
- 3) With the full group, you'll share the **1-minute version** of who you are and your connection to this work/PSESD Early Learning.
 - 1) Post your paper on the PSESD Early Learning timeline at the point when got involved with this program



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Grounding our Work: Early Learning Evaluation Advisory Group Norms

- Stay Engaged
- Experience Discomfort
- Speak Your Truth
- Expect and Accept Non-closure
- Intent vs. Impact

Additions from October ELEAG Meeting:

- Remember we are here to do what is best for all, not for some
- Respect other learning styles
- Maintain focus and stay on-point
- Respect each other
- Respect confidentiality and have spaces to talk about what will be shared
 - We tell our own story, others don't tell our story for us
- Agree to go to each other directly with (follow-up, feedback, intent vs. impact, etc.)
- Listen with intent to understand and not judge
- Agree to disagree long enough to learn together

At your table, identify a norm that is resonating with you, something that is important for you to engage and be fully present



Grounding our Work: Racial Equity Tool and Transformational Values

- ▶ Refer to handouts
- ▶ These tools are a foundation of our evaluation approach
- ▶ We will use these to guide our processes and decisions throughout our work

- ▶ Review individually, and discuss with a partner or at your table:
 - ▶ What is **clear** to you about how they relate to our work?
 - ▶ What is **not clear** to you about how they relate to our work?

 - ▶ **Make notes** on a poster paper to share back with the larger group

Racial Equity Tool



Racial Equity Tool

Objective: To support the PSESD's goal of eliminating racial inequity, we will practices into program, policy and procedure decisions. Additionally, the PSE districts in the adoption and use of the Racial Equity Tool in order to close the

We Agree:

- That in order to eliminate racial inequities, it is essential that race be addressed within our own organization as well as in the broader systems
- That the importance of training and skill building within our organization programs is paramount. Increasing the number of trained and skilled employees, members, etc, will not only help to make improvements supporting racial anti-racist culture within our organization.
- To explore and develop a shared understanding relating to racial equity, external partners are all at different places as individuals, programs, and forward with a focus that is intentional and strategic within our organization openly share challenges, successes and lessons learned to help move the
- To have collective buy-in to racial equity best practices, we will each take tool.
- That how the racial equity tool is implemented and used will differ from

Justicia Social y Racial Herramienta para la Equidad Racial

Objetivo: Para apoyar la meta de PSESD de eliminar la inequidad racial, vamos a incorporar un análisis y las prácticas adecuadas para la equidad racial dentro del programa, dentro de la norma y de las decisiones sobre los procedimientos. Además PSESD asistirá a los distritos 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.

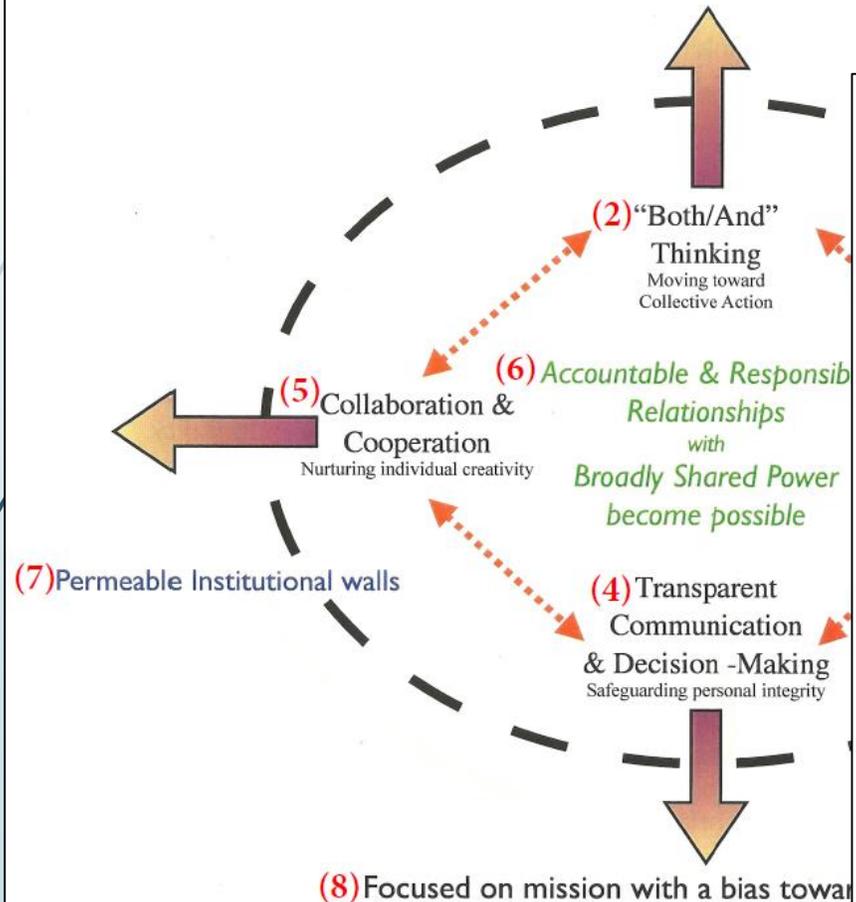
Acordamos:

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

Transforming Institutional Values

(1) Transforming Institutional Values

Values shaped in Stage 4 of the Continuum of becoming a multi-cultural anti-racist institution



(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 Amplio Compartido se hacen posibles**

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

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



Grounding our Work: Purpose of Early Learning Evaluation Advisory Group

- Work with across stakeholder groups (PSESD Early Learning staff, Center Directors/site staff, parents) to guide the evaluation
- Provide input for the evaluation design and implementation, including around data collection methods and instruments (e.g. interview and survey questions)
- Review and interpret/analyze data for the evaluation to inform improvements and next steps
- Make recommendations re: improvements and next steps to Implementation Team, which determines next steps and actions and provides feedback to Advisory Group
 - Support two-way communication and accountability for feedback for recommendations/suggestions



Grounding our Work: **Work from Last Meeting** and Where We Landed

At the October meeting, we:

- Began getting to know each other through personal collages and creating an Early Learning timeline
- Reviewed background on the PSESD Early Learning Program, including how we got to where we are with the new design and components of the design
- Defined the purpose and phases of the Early Learning evaluation and the role of the Early Learning Evaluation Advisory Group (ELEAG)
- Identified questions/indicators of progress for the first phase of the evaluation, focused on clarity of roles, scopes of work, and structures, to understand:
 - How implementation is going for PSESD staff
 - How the new design is impacting sites staff and families in the early phases of implementation?

From your input, we have identified areas to focus on to improve clarity for PSESD staff, site staff, and families.



Grounding our Work: Work from Last Meeting and **Where We Landed**

- ▶ **Hearing from PSESD staff re: where they are and needs to happen to improve role clarity**
 - ▶ We have asked PSESD staff about clarity of their role related to Early Learning Program goals; will share themes at our 2/5 ELEAG meeting
 - ▶ We are working with the Implementation Team to schedule focus groups to follow-up and go deeper in understanding role clarity for PSESD staff
- ▶ **Developing a shared definition of racially equitable, high quality, and sustainable services**
 - ▶ We need to develop a common definition of “racially equitable, high quality, and sustainable services” with families, site staff, and PSESD staff
 - ▶ We will start this collaborative work today!
- ▶ **Additional update since our last meeting**
 - ▶ We will have regular evaluation progress reports posted online – first will be Sep-Feb, and quarterly after that



This is our
collective work,
to start today



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Defining “Racially Equitable, High Quality, Sustainable Services”

Why is collectively defining this phrase important?

- ▶ The **guiding question/vision** of the Early Learning model/design is 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***
- ▶ To understand how the model/design is affecting families and site staff and moving us toward this ultimate goal, we have to **define** what this means.
- ▶ **With a shared understanding**, we can:
 - ▶ pursue questions to understand if and how the new design is helping sites provide racially equitable services to families
 - ▶ understand if and how families are receiving those services



Defining “Racially Equitable, High Quality, Sustainable Services”

What is our approach?

- We initially talked with the **Change Management Team** (staff members who were part of CMT are Kay Lancaster, Talena Dixon and Nubia Lopez) who used this goal/question to guide their work of developing the model/design) to understand their definitions, as a group or as individuals
- Today, we will **hear your perspectives** on what racially equitable, high quality and sustainable services means
- After participating in today’s process, we hope that you can **provide feedback** on the process and **help lead** the process with other groups



Why a focus on racially equitable, high quality, and sustainable services is important

- ▶ In a small group, you will **review and add** to the “why” statement from the Change Management Team
- ▶ Start with one term and write your group’s thoughts re: why a focus on _____ is important. You will **review input** from the CMT and **add your group’s ideas**
- ▶ After your group has added, **pass to the next group**. Each group will pass and receive a second phrase
- ▶ For the **second and third pass**, you will build from the CMT and previous group’s thoughts
 - ▶ Star ideas you agree with * * *
 - ▶ Put question marks by ideas that aren’t clear ? ? ?
 - ▶ Write in additional ideas

A decorative graphic on the left side of the slide. It features a dark blue vertical bar on the far left. A black arrow points to the right from the top of this bar. Several thin, curved lines in shades of blue and grey sweep upwards and to the right from the bottom left corner, creating a sense of movement and design.

Gallery Walk and Break

- Review all three phrase charts with a gallery walk during the break
- When you come back from break, sit in role-alike groups:
 - Families
 - Site staff/Center Directors
 - PSESD staff



What do racially equitable, high quality, and sustainable services **look like** and **feel like** for families and for sites?

- ▶ Work with a role-alike partner (family, site staff/Center Director, PSESD staff)
- ▶ Start with **one** of three terms.
 - ▶ PSESD staff – Racially Equitable
 - ▶ Families – High Quality
 - ▶ Site Staff/center Directors – Sustainable
- ▶ Talk with your partner about what this would **look like, feel like** for **families?**
For **staff?**
- ▶ **Write** down your ideas on post-its and **put on poster**
- ▶ When you are done with the first phrase, move to the **second phrase** and do the same process; repeat for **third phrase**



Improving and leading the process

- ▶ Could you **help facilitate** a similar process for your role-alike groups -- PC, CDs, and PSESD staff to start?
- ▶ What suggestions might you have to **improve** the process for your role-alike group? Please consider your experience and our tools (Racial Equity Tool and Transformational Values).



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Next Steps and Exit Slip

Next Early Learning Evaluation Advisory Group meeting is Monday, 2/5 from 1-4pm

1. Bring synthesis of our work from today
2. Plan for expanding this process
3. Review themes from PSESD staff data collected in January
4. Review reporting template for first two quarters of the evaluation

Please complete exit slip before you go!

THANK YOU FOR YOUR PARTICIPATION TODAY!!!