Early Learning Model Evaluation: Phase I Themes and Next Steps

October 2017
Nathalie Jones (njones@psesd.org)
Dr. Laura Lynn (llynn@psesd.org)
Agenda / Contents

- Framing of Early Learning Model and Evaluation

- Themes from data collected from Policy Council, PSESD Early Learning staff, and Center Directors in September 2017

- Status updates and next steps
The Early Learning Model: How we got to where we are

- In late 2016/early 2017, the PSESD Early Learning Program engaged in a process to change its structure and approach
- This change was prompted by:
  - Re-competition process for Office of Head Start (OHS) grant resulted in reduction in funding
  - OHS set out New Performance Standards
  - Integration of the ECEAP and Early Head Start/Head Start programs into one Early Learning Program and staff attrition over the past 3 years
How we got to where we are

The change process was led by a Change Management Team between January-March 2017. This approach was recommended by the Office of Head Start.

What was the charge of the Change Management Team?

The Change Management Team was charged with answering the question: How will our organizational design maximize racially equitable, high quality and sustainable services to children, families, and communities within the parameters of program and grant requirements and fiscal resources?

Who was the Change Management Team?

The CMT was led/facilitated by Sandy Nelson from the Head Start Training and Technical Assistance Network and Janice Watson, a leadership development consultant.

Change Management Team members were nominated by all Early Learning Managers and Directors.

CMT members included:

- Kay Lancaster, Associate Superintendent of Early Learning
- Talena Dixon, Program Director, Operations
- Nubia Lopez, Monitoring and Compliance Manager
- Donna Andrews, Infant/Toddler Program Manager
- Wendy Pringle, Site Support Manager
- James Cooper-Nurse, Family Engagement/Mental Health Manager
How we got to where we are

What assumptions informed the design?

- The CMT took an approach of Organizational Design, which includes:
  - Process of aligning an organization’s structure with its vision, mission, values and culture.
  - Must look at complex relationship between tasks, workflow, responsibility and authority and make sure these support the objectives of the organization.
  - Goal is to create an environment where people can work effectively, efficiently, and organizational goals are met.
- The CMT defined what a successful partnership between PSESD and Early Learning Partners (or Centers/subcontractors), which requires:
  - Trust and respect;
  - A shared vision of providing racially equitable, high quality services;
  - Clarity in roles, expectations, communication and decision-making;
  - Mutual accountability to children, families, community, funders, and each other.
- The design supports the program in working toward its long-term goal of a P-5 (prenatal to age 5) program.
  - The design does not included changes to Early Head Start services (for pregnant mothers, infants, and toddlers).
How We Got to Where We Are: Old Model

Head Start  |  ECEAP  |  EHS
Sites

- Education
- Family Support
- Health Nutrition Safety
- Disability Services
- Mental Health
How We Got to Where We Are: New Model

Team A
- Education Coaches
- Health/Nutrition/Safety Coach
- Dual Language Coach
- Family Engagement Coach
- Health Aide

Team B
- Education Coaches
- Health/Nutrition/Safety Coach
- Dual Language Coach
- Family Engagement Coach
- Health Aide

Team C
- Education Coaches
- Health/Nutrition/Safety Coach
- Dual Language Coach
- Family Engagement Coach
- Health Aide

EHS CCP & Tiered Supports
- Education Coach
- Health/Nutrition/Safety Coach
- Family Engagement Coach

Head Start | ECEAP | EHS Sites
Consultant Role

Health/Nutrition/Safety

Disability Services

Mental Health

Head Start | ECEAP | EHS Sites
Content Expertise in Program Managers

- Health/Nutrition/Safety
- Education/Disability
- Family Engagement/Mental Health
- Site Support Teams (pre-K and EHS)

Head Start | ECEAP | EHS Sites
The Early Learning Model as of April 2017

*This chart does not reflect Educare or Heritage Head Start*
Background on Early Learning Evaluation

The information provided builds from an introductory presentation on the Early Learning Design evaluation and Policy Council, Center Director, and ESD staff surveys provided at:

- 9/19 Policy Council meeting
- 9/20 PSESD Early Learning staff meeting
- 9/28 Center Director meeting

If you have not had the opportunity to see/hear the presentation on the Early Learning Design Evaluation at any of these meetings, you can access a recorded screencast from earlylearningwa.org

The recorded screencast provides background on the evaluation approach and guiding questions for the first phase of the Early Learning evaluation.
Phase 1 / Quarters 1 and 2 Evaluation Questions

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
- PSESD Early Learning Supports to Sites
Initial guiding questions are broad and will help elicit specific areas in need of focus

<table>
<thead>
<tr>
<th>Inquiry Areas</th>
<th>Q1 (Sep-Nov 2017): 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>
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<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>
Stakeholder surveys provide input re: clarity of purpose, understanding of the Early Learning Design and evaluation, and supports needed to move forward

<table>
<thead>
<tr>
<th>Survey Questions asked of which group(s):</th>
<th>PC</th>
<th>ESD Staff</th>
<th>CD</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>
</tbody>
</table>
| • What parts of the Early Learning Redesign are clear?  
  • What parts are not clear? | x  | x         | x  | Open-ended    |
| I have a clear understanding about the structure of Early Learning Redesign Evaluation. | x  | x         | x  | Scale         |
| • What parts are clear about the structure of the Early Learning Redesign Evaluation?  
  • What parts are not clear? | x  | x         | x  | Open-ended    |
| I have a clear understanding about the 1st and 2nd Quarter evaluation areas of focus. | x  | x         | x  | Scale         |
| Supports that I need and already have in order to move forward with implementing the Early Learning Redesign are... | x  | x         | x  | Open-ended    |
| Supports that I need and do not yet have in order to move forward with implementing the Early Learning Redesign are... | x  | x         | x  | Open-ended    |
| Something I’m wondering about is.... | x  | x         | x  | Open-ended    |
Clarity of Early Learning Design and Evaluation, by Stakeholder Group

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)

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

- I have a clear understanding about the structure of Early Learning Redesign Evaluation.
  - Stakeholder Group Average: 72, 71, 60

- I have a clear understanding about the 1st and 2nd Quarter evaluation areas of focus.
  - Stakeholder Group Average: 74, 75, 64
Clarity of Early Learning Design

Stakeholder (PC, CD, ESD Staff) Understanding of EL Design: Average Level of Understanding (Question 1) (Scale of 0=Strongly Disagree to 100=Strongly Agree)

Policy Council (n=19 Q1, n=17 Q2/Q3)  PSESD Staff (n=57)  Center Directors (n=28 Q1/Q2, n=27 Q3)
## Clarity of Early Learning Design: Themes from open-ended questions

<table>
<thead>
<tr>
<th>What parts of the Early Learning Redesign are clear?</th>
<th>What parts are not clear?</th>
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</thead>
<tbody>
<tr>
<td><strong>Policy Council</strong></td>
<td><strong>PSESD Staff</strong></td>
</tr>
<tr>
<td>Clear:</td>
<td>Clear:</td>
</tr>
<tr>
<td>Phases, steps, timelines (4 of 13 responses)</td>
<td>Structure of the design (teams, roles, approaches, fiscal) (41 of 56 responses)</td>
</tr>
<tr>
<td>All, every part (3 responses)</td>
<td>Roles (14 of 54 responses)</td>
</tr>
<tr>
<td>Roles of PSESD staff/teams; changes will help site staff (2 responses)</td>
<td>Scope of Work (13 of 54 responses)</td>
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<tr>
<td>Evaluation (2 responses)</td>
<td>Communication (5 responses)</td>
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<tr>
<td>Not clear:</td>
<td>Not clear:</td>
</tr>
<tr>
<td>Meetings of the Evaluation Advisory Group (2 of 6 responses)</td>
<td>Roles (14 of 54 responses)</td>
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<td></td>
<td>Scope of Work (13 of 54 responses)</td>
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<tr>
<td></td>
<td>Communication (5 responses)</td>
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<td></td>
<td>Decision making (4 responses)</td>
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<td>Teaming (4 responses)</td>
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Clarity of Early Learning Evaluation Structure

Stakeholder (PC, CD, ESD Staff) Understanding of EL Design Evaluation Structure: Average Level of Understanding (Question 2) (Scale of 0=Strongly Disagree to 100=Strongly Agree)

- Policy Council (n=19 Q1, n=17 Q2/Q3): 72
- PSESD Staff (n=57): 71
- Center Directors (n=28 Q1/Q2, n=27 Q3): 60
### Clarity of Early Learning Evaluation Structure: Themes from open-ended questions

<table>
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<tr>
<th>What parts are clear about the structure of the Early Learning Redesign Evaluation?</th>
<th>What parts are not clear?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Policy Council</strong></td>
<td><strong>PSESD Staff</strong></td>
</tr>
<tr>
<td><strong>Clear:</strong></td>
<td><strong>Not clear:</strong></td>
</tr>
<tr>
<td>• Phase, scope, timeline (5 of 7 responses)</td>
<td>• N/A, nothing (2 of 3 responses)</td>
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</table>
Clarity of 1<sup>st</sup> and 2<sup>nd</sup> Quarter Evaluation Areas of Focus

Stakeholder (PC, CD, ESD Staff) Understanding of EL Design Evaluation Q1/Q2 Areas of Focus: Average Level of Understanding (Question 3) (Scale of 0=Strongly Disagree to 100=Strongly Agree)

- 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

Policy Council (n=19 Q1, n=17 Q2/Q3) | PSESD Staff (n=57) | Center Directors (n=28 Q1/Q2, n=27 Q3)
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 **and already have** in order to move forward with implementing the Early Learning Redesign are...
- Supports that I need **and 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”: Synthesis of supports needed (1 of 2)

- The Early Learning Design Implementation team identified these common themes re: supports staff and Center Directors need and already have move forward:
  - Supervisory support (ESD 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 (ESD staff)
- Supervisory support (ESD 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 (ESD staff)
- Need to experience the redesign to know what is needed (Center Directors)
- Clear and consistent structures for communication (ESD staff, Center Directors)

The Implementation team identified the need to provide status updates on processes to address these needs; an update and next steps are on the following slides.
Status update 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)