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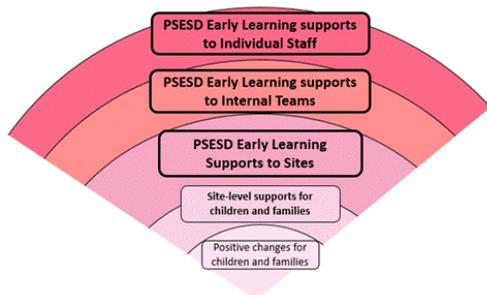
The focus of the first quarter (Sept-Nov) of the Early Learning Evaluation is on clarity of purpose, structures, roles and scopes of work, with an emphasis on PSESD Early Learning Staff. We will engage an Evaluation Advisory Group that includes site staff and parents to develop evaluation questions related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

PSESD Early Learning supports to Individual Staff
PSESD Early Learning supports to Internal Teams
PSESD Early Learning Supports to Sites
Site-level supports for children and families
Positive changes for children and families

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

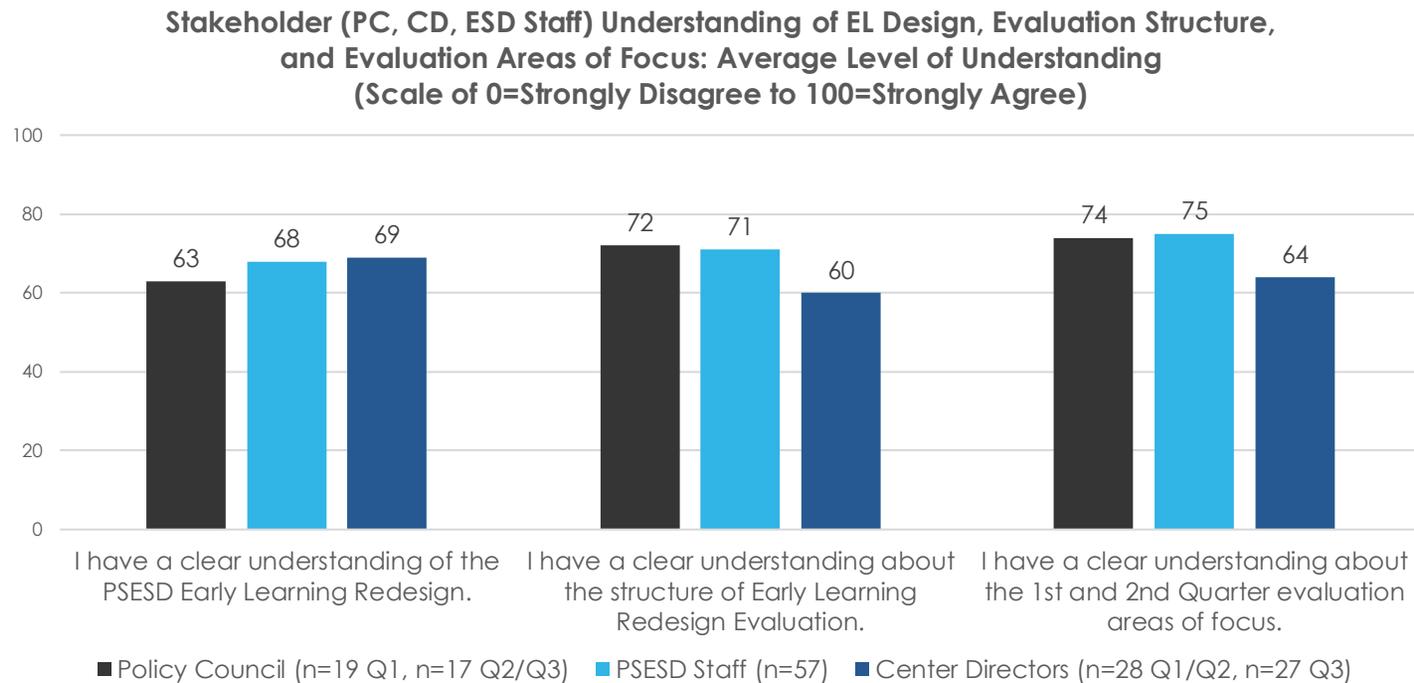| Inquiry Areas	Q1 (Sep-Nov 2017) Evaluation Questions: Foundational Questions
PSESD Early Learning supports to Individual Staff	Can PSESD Early Learning staff articulate the "why"/purpose/intent of this design?
PSESD Early Learning supports to Internal Teams	What do we need to do to ensure that PSESD staff and teams are ready and willing to move forward (including support from leaders, and support for leaders)?
Questions across multiple inquiry areas	What are stakeholder responses to design changes (e.g. ESD staff, site staff, parents, funders)?
	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?

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.

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

Survey Questions asked of which group(s):	PC	ESD Staff	CDs	Question type
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	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	Open-ended
Something I'm wondering about is….	X	X	X	Open-ended

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)

What parts of the Early Learning Redesign are clear? What parts are not clear?					
Policy Council		PSESD Staff		Center Directors	
Clear:	Not clear:	Clear:	Not clear:	Clear:	Not clear:
• Phases, steps, timelines (4 of 13 responses) • All, every part (3 responses) • Roles of PSESD staff/teams; changes will help site staff (2 responses) • Evaluation (2 responses)	• Meetings of the Evaluation Advisory Group (2 of 6 responses)	• Structure of the design (teams, roles, approaches, fiscal) (41 of 56 responses)	• Roles (14 of 54 responses) • Scope of Work (13 of 54 responses) • Communication (5 responses) • Decision making (4 responses) • Teaming (4 responses)	• Structure for site support, including teams and team manager role, coaching approach (15 of 26 responses) • Vision/purpose/ "why" of design (5 responses) • Need to experience it to know what is/isn't clear (2 responses)	• What supports will be provided and how they will be provided, for sites, classrooms, including what coaching will look like (9 of 24 responses) • Don't know, unsure (4 responses) • What it will look like in practice (3 responses) • Evaluation approach, structure (3 responses)

What parts are clear about the structure of the Early Learning Redesign Evaluation? What parts are not clear?					
Policy Council		PSESD Staff		Center Directors	
Clear:	Not clear:	Clear:	Not clear:	Clear:	Not clear:
• Phase, scope, timeline (5 of 7 responses)	• N/A, nothing (2 of 3 responses)	• Purpose, method, timeline, structure (23 or 53 responses) • Assessing and adjusting, ongoing (4 responses) • Advisory Committee (3 responses)	• *How to* implement the evaluation (e.g. how data will be used to course correct, how supports to sites will be evaluated, how voices will be included) (10 of 45 responses) • Evaluation Advisory Committee role (3 responses) • Data processes (3 responses)	• Timeline and phases (5 of 23 responses) • Purpose of evaluation, connection to design to inform and improve (5 responses) • Evaluation Advisory Group (2 responses) • Need time (2 responses)	• Connection to sites, including role of and relevance to Center Directors and site staff (5 of 23 responses) • Don't know, unsure (4 responses) • Need time to see how things play out to know what isn't clear (2 responses) • None (2 responses)

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 **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": 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: With the Early Learning Evaluation Advisory Group, we will:
  - Refine more specific evaluation questions related to clarity of roles, scopes of work, and structures particularly as they related to PSESD Early Learning staff
  - Identify areas of focus for understanding how clarity of purpose, roles, scopes of work, and structures affect site staff and families as the model is implemented