

OPPORTUNITY GAP / RACIAL EQUITY

Goal: Implement agency-wide anti-bias/anti-racism policies efforts by:

- Using the agency’s Race Equity Tool examine policies, procedures, planning processes and decision-making at the PSESD and subcontractor levels to ensure the unique needs of children, families and communities are considered
- Building into training and ongoing conversations of staff and stakeholders information, historical and contemporary, that leads to an understanding of the impact of racism on early learning – children, their families and communities - for the purpose to increase staff and stakeholders capacity to enhance EL services

Programmatic Strategies

- a. Implement the agency’s Race Equity Tool to examine policies, procedures, planning processes and decision-making at the PSESD and subcontractor levels
 - b. Develop training, material, and messaging (about racial equity and the opportunity gap) for PSESD staff, site leadership and staff, families
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HIGH-QUALITY SERVICES SUPPORTED BY HIGH-QUALITY SYSTEMS

Goal 1. Increase program-wide capacity to meet diverse service area needs through enhanced coordination, alignment and integration of services and supports. Implement a regional service delivery model that:

- Provides differentiated monitoring, support and training services based on regionally specific needs, strengths and assets
- Strengthen program-wide involvement in program planning, continuous improvement, and using child and family data and data systems to inform service design, decisions and actions
- Engage community partners at the local/regional level in supporting early learning services

Programmatic Strategies

- a. Provide training to all PSESD staff and center staff leadership on how to access and use data from ELMS and ChildPlus for prioritized/monitoring-related data points
 - b. Explore potential to use one common data system for all of Early Learning
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Goal 2. Enhance communication with stakeholders, families, centers and sites staff to:

- Ensure all stakeholders understanding and compliance with PSESD polices and expectations, changes in programming, and standards of conduct
- Provide timely opportunities for input on PSESD program-wide policies and decisions

Programmatic Strategies

- a. Assess, adapt and strengthen internal/external communication protocols with specific attention to collaboration and common messaging
 - b. Create an online support system to respond to site staff needs
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Goal 3. Strengthen program governance, oversight and fiscal management

Programmatic Strategies

- a. Develop a subcommittee structure for the governing bodies (Board of Directors, Policy Council, and EL Program) to take on specified review and recommendation roles
- b. Align ongoing monitoring results communications with a redesigned self-assessment process to enhance data sharing/reporting and accountability
- c. Provide additional training on governance, fiscal and management roles and responsibilities to all stakeholders

SCHOOL READINESS

Goal 1. Increase center and staff capacity to provide high quality instructional supports and track progress meeting school readiness goals for each enrolled child by:

- Using data to understand children needs and inform planning at the child, center and program levels and implement a School Readiness timeline throughout the program
- Providing ongoing training and staff development in use of scope and sequence of child development, Creative Curriculum, research-based methodology and instructional tools, TS GOLD, E-DECA and other screening and assessment tools, e.g. CLASS, ERS, etc.
- Increasing the competence of staff to work successfully with all families, in respect to race, ethnicity and culture, in a parent/family driven way supporting child and family progress meeting school readiness goals

Programmatic Strategies

- a. Provide support to staff to set, monitor and adjust school readiness goals in partnership with families, and tools to use in this process (e.g. TS GOLD System and family goal-setting)
 - b. Define school readiness and the measures of school readiness (beyond Teaching Strategies GOLD) to integrate the whole child framework
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Goal 2. Strengthen family support services by:

- Using the Parent, Family and Community Engagement Framework to guide the work with families, parents, and communities throughout the program
- Increasing the competence and knowledge of staff to work successfully with all families, in respect to race, ethnicity and culture, in a parent/family driven way developing families school readiness support systems
- Working with staff and families to understand the barriers and importance of a child's attendance in the program and promote regular attendance
- Engaging families to be active participants in center Parent Committees, Policy Council, P-12 collaborations, regional connections, school readiness activities and other family and community engagement activities

Programmatic Strategies

- a. Revise/communicate ADA minimum of 90% as the point at which a plan must be developed (including use of Race Equity Tool to partner with families for school readiness if some absence if related to family culture)
 - b. Operationalize the Parent, Family, and Community Engagement framework with a focus on embedding the seven framework outcomes in our work
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Goal 3. Increase focus on engaging families in health & nutrition school readiness efforts by:

- Working with the EL program staff, families, and stakeholders to understand how the health and nutrition of the child is a key determinant of school readiness
- Increasing the competence of staff to work successfully with all families, in respect to race, ethnicity and culture, in parent/family driven ways connecting families with the community health and nutrition resources

Programmatic Strategies

- a. Develop support to sites on Healthy Habits across all Service Areas: teacher support, support for FSS to use at family events, in work with families: broader than food, relevant across cultures for what is healthy to them
- b. Develop new process for OAE for screenings (faster process, earlier identification), all Home Visitors trained to do OAE screenings