

PSESD Early Learning

Five-Year Goals, Objectives, Outcomes, and Data Tools/Methods for Tracking Progress

September 15, 2016

The PSESD Early Learning Program has adopted three long-range goals to guide our work over the next five years. The goals, objectives, outcomes, and data tools/methods for tracking progress were developed by the Early Learning Leadership Group and revised with input from the PSESD Early Learning Staff. These goals are in the areas of our Early Learning Planning System; Recruiting, Selecting, and Enrolling Children and Families of Color, and School Readiness. Within each goal area, we have defined more specific objectives and outcomes aligned to these goals; some objectives and outcomes are for a single year, that we intend to accomplish in the 16-17 year, and others are anticipated to take multiple years to accomplish. Multi-year objectives and outcomes are noted as such. In addition, we anticipate continuing some Year One objectives into subsequent years as we learn from and build on our work from Year One.

Generally, the objectives and outcomes associated with each goal focus on building PSESD systems and staff capacity in Year One. Building from there, we expect that many objectives and outcomes will focus on the systems and staff capacity of our subcontractors and direct service sites, while continuing to develop the PSESD systems and capacity that are a focus in Year One. In Year Three (and beyond), the objectives and outcomes will increasingly focus on outcomes for children and families. This sequencing reflects that PSESD's can impact on the systems, practice, and behavior of our subcontractors and direct service sites and their staff, which in turn impact children and families. The sequence of this theory of change reflects that we intend to impact children and families by impacting and improving the practice and behavior of PSESD staff and subcontractor leaders and staff.

The intended impact– i.e. the difference the PSESD Early Learning will make for children, families and the community – if we achieve our goals for the next five years, includes:

- Children of color – including those with special needs, or who are homeless, or are in foster care – who are served by the PSESD Early Learning Program (Early Head Start, Head Start, and ECEAP) will be ready for school, in terms of their physical, social-emotional, and cognitive development.
- Families of color served by the PSESD Early Learning Program, are empowered, engaged in their children's education, and ready to support their children's success in school.
- Families, communities, and service staff are active partners in planning, implementing, and improving the PSESD Early Learning program.

Planning System Goal: PSESD's internal Early Learning Program will meaningfully engage families, subcontractor staff, and community partners in the planning process to achieve racially equitable systems for providing high-quality services to children and families.

Rationale/reason for this goal: Consistent feedback over several years from self-assessment that we need to engage families and staff more consistently in program development, planning, and decision-making processes and include groups beyond Policy Council and Center Directors. Alignment to community trends re: opportunity gap and agency end to become an anti-racist, multi-cultural organization. *(Objectives and outcomes in italics represent PSESD Early Learning Program Racial Equity Outcomes – “REOs” – defined for the 16-17 year, which served as a foundation for developing five-year goals.)*

Objective	Year-One Outcome	Data Tools or Methods for Tracking Progress
<p>Fiscal System: PSESD Early Learning program will develop a more transparent and equitable budgeting process for determining funding levels for subcontractors and direct service sites. In year one, PSESD Early Learning will:</p> <ol style="list-style-type: none"> 1) Collect subcontractor budgets and develop direct service budgets (including an "in-kind" plan for federal programs) 2) Analyze budgets to ensure subcontractors and direct service sites are using funds to meet a healthy staff wage or are on the path to, and ensure staff are receiving funds to provide for a quality classroom and provide appropriate Parent funds 	<p>Subcontractors, direct service staff, and PSESD Early Learning staff understand the PSESD process for providing equitable funding.</p> <p>All centers have budgets in place to ensure quality Early Learning services, appropriate parent funds, and a path to healthy staff wages.</p>	<ul style="list-style-type: none"> ● Budgets ● Spending Trends Reporting ● Progress reports from Cost Modeling work group ● Survey of subcontractor and PSESD staff to measure understanding of PSESD process for providing equitable funding
<p>Governance/Policy Council: PSESD Early Learning will improve family representation on Policy Council to more closely reflect the population served in our program. In year one, PSESD Early Learning will:</p> <ol style="list-style-type: none"> 1) Develop promotional materials to recruit more families of color 2) Provide additional ways to access/attend Policy Council meetings 3) Provide training and support to center staff to improve recruitment for Policy Council representatives 4) Provide training and leadership opportunities to Policy Council related to race equity and the opportunity gap. 	<p><i>PSESD Policy Council has diverse representation of families participating in Policy Council. (Policy Council REO)</i></p> <p><i>PSESD Policy Council parent representatives gain knowledge, skills and understanding of race equity and the opportunity gap. (Policy Council REO)</i></p>	<ul style="list-style-type: none"> ● Input from site staff about challenges to recruiting parents for Policy Council, especially for the parents who are saying no ● Reporting on Parent funds use at center-level ● Race/ethnicity/language data on Policy Council compared to program enrollment data ● Info on sites' use of promotional materials and approaches to recruit for Policy Council - how are sites recruiting for PC, in which contexts, with which families ● Parent Knowledge, Attitude, and Perception Survey (to be developed and adapted)

<p>Race Equity System: PSESD Early Learning will develop a system to support staff to gain knowledge, skills, and resources to effectively work with children and families of color. (Equity services REO) In year one, PSESD Early Learning will:</p> <ol style="list-style-type: none"> 1) Actively support the implementation of the PSESD Racial Equity Policy 2) Promote available supports and respond to training needs for our internal staff and subcontractor staff on topics of racial equity 3) Use enrollment data to promote and inform the usage of Bilingual Instructional Assistants 4) Connect with cultural ethnic community groups and the Equity Network (network of other racial equity staff across the region's school districts) 5) Implement a process for setting and achieving Race Equity Outcomes 6) Identify and address cultural barriers to accessing our programs (multi-year objective) 	<p>PSESD Early Learning staff demonstrate understanding of the impact of race on the success of children and families of color.</p> <p><i>PSESD staff have an understanding of the impact of mainstream enrollment processes on families from cultures not traditionally reached. (Family Engagement REO)</i></p>	<ul style="list-style-type: none"> • Participation in the Race Equity Strategic Groups - alignment with the activities. EL internal staff participate in the Transformation Team's focus groups. • Program Planning agenda and notes reflect Race Equity Policy topics and discussions. • Equity Services requests, including status updates for equity service requests. • Data on BIA placement • Community partnerships with cultural/ethnic community groups • Information on barriers to enrollment for families from cultures not traditionally reached • Staff knowledge, attitudes, and perceptions about impact of mainstream enrollment processes for families from cultures not traditionally reached
<p>Program Planning: PSESD will engage families and staff in program planning to ensure the quality of services to children and families in our program. In year one, PSESD will:</p> <ol style="list-style-type: none"> 1) Engage staff and families to define a shared vision for the PSESD Early Learning Program. 2) Engage staff and families to define high quality services. 	<p>The PSESD Early Learning Program vision and definition of high-quality services reflect the input of our families, community, and staff.</p>	<ul style="list-style-type: none"> • Progress report on the process to develop shared vision and definition of high quality services, that engages families and staff • Input provided by parents/families • Vision statement developed by families, community, and staff
<p>Peer Programs: PSESD Early Learning will uphold and promote Peer Programs that continually reflect the families in our program. In year one, PSESD Early Learning will:</p> <ol style="list-style-type: none"> 1) Improve recruitment strategies among site staff to increase parent participation 2) <i>Ensure a diversity of parent trainers that reflect the families we serve (Peer Programs REO)</i> 3) Engage families participating in Peer Programs to clarify and provide input on the vision for this program and to create offerings aligned to that vision. 	<p>Subcontractors employ culturally-appropriate strategies to recruit parents from diverse families to participate in Peer Programs.</p> <p>Peer Programs participants define the future vision and offerings of Peer Programs.</p>	<ul style="list-style-type: none"> • Parent demographics by subcontractor • Progress reports on training of subcontractors regarding parent recruitment for Peer Programs • Reports from centers on recruitment strategies they have used and the results of these recruitment strategies • Peer Program parent enrollment, Peer Program training completion, Peer Program trainings provided • Progress report on Peer Program parent participation in defining the vision and providing input on Peer Program offerings

Increasing Enrollment of Children and Families of Color Goal: PSESD Early Learning Program uses data to increase enrollment of all children of color; including children with disabilities, homeless, and foster children; within the communities we serve.

Rationale/reason for this goal: Based on community trends with significant gaps in K-12 outcomes for children of color, alignment to Agency end to eliminate the opportunity gap.

Objective	Outcome	Data Tools or Methods for Tracking Progress
<p>Early Head Start: <i>PSESD Early Learning will increase the provision of high quality home and center-based school readiness services to children of color, ages prenatal to five, and their families. (EHS REO)</i></p> <p>In year one, PSESD Early Learning will:</p> <ol style="list-style-type: none"> 1) Compare Early Head Start enrollment to community data to identify priority communities of color 2) Develop recruitment strategies within those communities 3) Develop childcare provider partnerships within those communities (multi-year objective) 4) Ensure that program activity content and curriculum are racially, culturally, and linguistically appropriate and sensitive to the needs of families enrolled (multi-year objective) 5) Provide training on race equity to all internal/PSESD staff 6) Implement equitable hiring practices, ensuring direct service staff are representative of the communities served in terms of race, ethnicity, and language. 	<p>Internal/PSESD Early Learning staff are culturally-responsive and increase the provision of high quality home and center-based school readiness services to children of color, ages prenatal to five, and their families. (multi-year outcome)</p>	<ul style="list-style-type: none"> ● Progress reports from Infant/Toddler program including information on: <ul style="list-style-type: none"> ○ Recruitment strategies and childcare provider partnerships ○ Race Equity Training provided to internal direct service staff (e.g., Talking to children about race; Micro-aggressions) ○ Changes to program content and curriculum to reflect cultures of children and families served ● Community assessment data, including information on providers of color ● Monitoring of recruitment plans ● Data on staff race/ethnicity/language (to compare to enrolled children/families) ● Change in internal staff behavior (e.g., using reflective supervision/practice; survey of staff knowledge, skills, attitude, behavior)
<p>ERSEA: <i>PSESD Early Learning will better delineate funder expectations, priorities, and eligibility among all program models. (ERSEA REO)</i></p> <p>In year one, PSESD Early Learning will:</p> <ol style="list-style-type: none"> 1) Establish a decision-making model for eligibility and selection of families in accordance with racial equity policy 2) Develop ERSEA service plans to address all program models 3) use community assessment to develop recruitment strategies 4) Compare enrollment to community data to identify priority communities of color 5) Build Center Leaders’ capacity to use community assessment data to develop recruitment strategies. 	<p>Center leaders are proficient in the use of community assessment data for recruitment.</p> <p>Eligibility and selection procedures ensure inclusion of children impacted by the opportunity gap.</p>	<ul style="list-style-type: none"> ● Data on providers of color (have to identify resource) ● Monitoring of recruitment plans ● Eligibility monitoring data ● Enrollment report by race & ethnicity ● Subcontractor profile – for data on staff of color ● Subcontractor recruitment plan ● Center Leader Knowledge, Attitude, Willingness Skills, Aspirations, and Behavior Survey (to be developed or adapted from existing surveys)

Program-wide School Readiness Goals

PSESD has developed Program Wide School Readiness goals for ECEAP, Early Head Start and Head Start based on child level entry, mid-point and end of year data for all of the children served in our program. Our broad statements about what children will learn and be able to do aligns with both our Washington State Early Learning Guidelines and our state’s expectations for development and learning at Kindergarten entry. Development of these goals included analysis of child level data over multiple years to determine what areas needed increased attention in order to reach our Early Learning goal of 85% of children meeting widely held expectations for development and learning upon completion of their final program year prior to Kindergarten entry. Development of the goals included family and community input, governing body analysis and approval, and Policy Council discussion and approval. (Approved in May 2015.) The initial goals were aligned with the Head Start Child Development Framework and in 2015-2016 were re-aligned with the Head Start Early Learning Outcomes Framework. (See crosswalk of PSESD School Readiness Goals, HSELof, and associated measures.)

School Readiness Goal: Children enrolled in PSESD Head Start will be prepared for school entry by 2020, with a minimum of 85% meeting school readiness standards.

Rationale/Reason for this goal: Based on community trends with significant gaps in K-12 outcomes for children of color, alignment to Agency Measures of Progress, alignment with WaKIDS, Washington State Kindergarten entry assessment tool, Math objective to address comparatively fewer children meeting/expectations in the Math domain of Teaching Strategies GOLD over several years.

Objective	Outcome	Data Tools or Methods for Tracking Progress
<p>Attendance: PSESD Early Learning Program will create a system for identifying and anticipating chronic absence and provide supports for preventing and addressing it. In year one, PSESD Early Learning will:</p> <ol style="list-style-type: none"> 1) <i>Develop a system to measure and report chronic absence among children in our program</i> 2) <i>Promote the importance of regular attendance with families and staff</i> 3) <i>Develop tools and resources for staff to use in identifying and preventing chronic absence (Data REO, Equity Services REO)</i> 	<p>The PSESD Early Learning Program has a system to measure and report chronic absence among children in our program, including for priority populations of children of color, Dual Language Learners (DLL), homeless children, foster children, children with disabilities, and children receiving public assistance.</p> <p>The PSESD Early Learning Program promotes the importance of regular attendance with all families in center-based programs.</p>	<ul style="list-style-type: none"> • Analysis of chronic absence rates for all children and priority populations, particularly children of color • Data on distribution and use of promotional materials • Progress reports from Early Warning System/Attendance work groups on Year 1 activities • Reporting structures and schedule (e.g. with service areas, EWS/Attendance review group, Early Learning Leadership)
<p>Curriculum and Instruction: PSESD Early Learning Program will provide teaching practices and content that are high quality, culturally relevant & responsive, and supportive of diverse learners. In year one, PSESD Early Learning will:</p>	<p>PSESD Early Learning Program staff have increased knowledge and skills to support site staff to assess and identify whole child and family needs, and provide supports to meet the needs of diverse families and</p>	<ul style="list-style-type: none"> • Progress reports from Triage Process work group • Progress reports from Education Services, including training and book study

<ol style="list-style-type: none"> 1) <i>Expand the triage process to cover the whole child, and connect health background to behavioral or developmental issues (Health REO)</i> 2) <i>Build PSESD staff capacity in meeting the learning needs of children of color and their families (Education and Special Services REO)</i> 3) Improve language supports for Dual Language Learners, including dual language classrooms 4) Improve instructional support for children with disabilities to support their ability to fully benefit from the activities and instruction in the classroom or on home visits 5) Use GOLDplus® across the program to link assessment and instruction and improve quality of data to identify differences in child outcomes across race, ethnicity and language 6) Build PSESD staff capacity to support effective Math instructional practices and family understanding of mathematical development 	<p>learners, including children and families of color and Dual Language Learners (DLL).</p> <p>PSESD Early Learning Program staff support site and center staff to use data and information to provide research-based culturally and linguistically responsive instruction to meet children’s individual learning needs. (multi-year outcome)</p> <p>PSESD Early Learning Program staff are able to support site staff in implementing intentional instruction and family support guidance around developmentally appropriate mathematical knowledge.</p>	<p>participation, development of action steps</p> <ul style="list-style-type: none"> • Number of dual language classrooms, enrollment in dual language classrooms • Progress reports from Multilingual Services, Education and Special Services, including training participation for Early Learning Leadership, Center Leaders, and teaching staff • GOLD Plus reports and program wide aggregate and disaggregated GOLD data reports
<p>Healthy Habits: <i>PSESD Early Learning Program will reduce obesity rates of the children in its program over the next five years. (Nutrition REO)</i> In year one, PSESD Early Learning will:</p> <ol style="list-style-type: none"> 1) Promote physical activity through implementation of the Physical Activity Policy 2) Develop process to ensure playground safety with focus on race and equity and cultural considerations 3) Develop data-informed strategies to address obesity concerns 4) Provide healthy meals and snacks 5) Build PSESD staff capacity to inform and support classroom and Family Support staff in the promotion of Healthy Habits. 	<p>PSESD Early Learning Program staff have increased knowledge, skills and strategies to promote Healthy Habits.</p> <p><i>PSESD Early Learning Program staff have increased knowledge and skills in assessing safety of Early Childhood outdoor environments. (Safety REO)</i> (multi-year outcome)</p> <p>PSESD Early Learning Program has monitoring protocols and guidance in preparation for full implementation of New CACFP standards in October 2017.</p>	<ul style="list-style-type: none"> • Staff attendance at Physical Activity Training • Site Safety Monitoring • Curriculum Requirements Monitoring • BMI tracking over time

Crosswalk of PSESD School Readiness Goals, HSELOF, and associated measures

Approaches to Learning		
PSESD School Readiness Goal	HSELOF Alignment	Measures
EHS 1) Children will begin to develop and demonstrate skills in the self-regulation of their feelings and behaviors. 2) Children will demonstrate curiosity and interest in exploring the world around them. 3) Children will demonstrate problem-solving skills and persistence in their learning activities and discovery of the world.	Emotional and Behavioral Self-Regulation Cognitive Self-Regulation (Executive Functioning) Initiative and Curiosity Creativity	TS GOLD DECA
HS / ECEAP 1) Children will display levels of attention, emotion, and self-regulation in the classroom that are appropriate to the situation. 2) Children will demonstrate the ability to stay focused, interested and engaged in activities and materials.	Cognitive Self-Regulation (Executive Functioning) Initiative and Curiosity	TS GOLD DECA Curriculum Fidelity
Social and Emotional		
PSESD School Readiness Goal	HSELOF Alignment	Measures
EHS 1) Children will begin to develop healthy relationships and engage in positive interactions with adults. 2) Children will begin to interact and cooperate with peers in group situations. 3) Children will begin to develop and demonstrate a sense of self confidence in their abilities, and a strong identity that is rooted in their family and culture.	Relationships with Adults Relationships with Other Children Sense of Identity and Belonging	TS GOLD DECA
HS / ECEAP 1) All children will develop and display a sense of self-confidence in their abilities, and a strong identity that is rooted in their family and culture. 2) All children will develop and demonstrate positive interactions and relationships with adults and peers.	Relationships with Adults Relationships with Other Children Sense of Identity and Belonging	TS GOLD CLASS
Language and Literacy		
PSESD School Readiness Goal	HSELOF	Measures
EHS 1) Children will demonstrate receptive and expressive language skills and communication strategies using oral and/or sign language. 2) Children will increase their communication in their home language to describe their experiences and thinking. (Also under Goals for DLLs) 3) Children will engage with stories, books, fingerplays and songs.	Attending and Understanding Communication and Speaking Vocabulary Emergent Literacy	TS GOLD Curriculum Fidelity

<p>HS / ECEAP</p> <p>1) Children will use and comprehend oral language for conversation and communication of needs, wants and ideas.</p> <p>2) Children will use and understand print as a meaningful and organized symbolic system of communication.</p> <p>3) Children will identify and discriminate the sounds of language, such as words in sentences, syllables in words, rhyming words, beginning & ending sounds of words.</p>	<p>Language and Communication</p> <ul style="list-style-type: none"> • Attending and Understanding • Communication and Speaking • Vocabulary <p>Literacy</p> <ul style="list-style-type: none"> • Phonological Awareness • Print and Alphabet Knowledge • Writing 	<p><i>TS GOLD</i> <i>CLASS</i> <i>Curriculum Fidelity</i></p>
Cognition (& General Knowledge includes Math)		
PSESD School Readiness Goal	HSELOF	Measures
<p>EHS</p> <p>1) Children will use their senses to investigate their environment to discover what objects and people do, how things work, and how they can make things happen.</p> <p>2) Children will begin to develop and demonstrate the ability to remember and connect new experiences and information with previous knowledge</p> <p>3) Children’s capacity to think symbolically will increase</p> <p>4) Children will learn and begin to use math concepts during daily routines and experiences.</p>	<p>Exploration and Discovery Memory Emergent Mathematical Thinking Imitation, Symbolic Representation & Play</p>	<p><i>TS GOLD</i> <i>ITERS</i> <i>Curriculum Fidelity</i></p>
<p>HS / ECEAP</p> <p>1) Children will think, reason, problem-solve, make sense of experiences, and represent ideas and feelings.</p> <p>2) Children will develop the ability to recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions to a problem.</p> <p>3) Children will use math regularly and in everyday routines to count, compare, relate, identify patterns, and problem solve.</p>	<p>Mathematics Development</p> <ul style="list-style-type: none"> • Counting and Cardinality • Operations and Algebraic Thinking • Measurement • Geometry and Spatial Sense <p>Scientific Reasoning</p> <ul style="list-style-type: none"> • Scientific Inquiry • Reasoning and Problem-Solving 	<p><i>TS GOLD</i> <i>CLASS</i> <i>ECERS</i> <i>Curriculum Fidelity</i></p>
Perceptual, Motor and Physical Development		
PSESD School Readiness Goal	HSELOF	Measures
<p>EHS</p> <p>1) Children will develop fine motor skills for manipulation and exploration of materials.</p> <p>2) Children will develop large motor skills for movement and balance in natural and authentic ways.</p> <p>3) Children will develop adaptive motor skills to demonstrate healthy and safe habits (brushing teeth, washing & drying hands, getting dressed, etc.).</p>	<p>Gross Motor Fine Motor Health, Safety, and Nutrition</p>	<p><i>TS GOLD</i> <i>Curriculum Fidelity</i></p>

<p>HS / ECEAP 1) Children will demonstrate control of large muscles for movement, navigation and balance including walking, running, hopping, climbing, balancing, and throwing, catching, hitting and kicking a ball. 2) Children will demonstrate control of small muscles for such purposes as using utensils, self-care, building, writing and exploring.</p>	<p>Gross Motor Fine Motor</p>	<p><i>TS GOLD</i> <i>Curriculum Fidelity</i></p>
English Language Development For Dual Language Learners		
PSESD School Readiness Goal		Measures
<p>EHS (Also in Language Goals) Children will increase their communication in their home language to describe their experiences and thinking.</p>	<p><i>PSESD goal in alignment with OHS</i> <i>Guidance for DLLs</i></p>	<p><i>TS GOLD</i></p>
<p>HS / ECEAP Children who are Dual Language Learners will demonstrate increased capacity in their home language while developing proficiency in English</p>	<p><i>PSESD goal in alignment with OHS</i> <i>Guidance for DLLs</i></p>	<p><i>TS GOLD</i> <i>PSESD Observational Tool</i></p>