Five-Year Goals, 2016-17 Objectives and Outcomes
Note: 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.

2016-17 Focus Areas and Objectives	Outcomes
Early Head Start: *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.* In year one, PSESD Early Learning will: 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.	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)
ERSEA: *PSESD Early Learning will better delineate funder expectations, priorities, and eligibility among all program models.* In year one, PSESD Early Learning will: 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.	Center leaders are proficient in the use of community assessment data for recruitment. Eligibility and selection procedures ensure inclusion of children impacted by the opportunity gap.

2016-17 Self-Assessment Update and Questions for Input

Focus Area	Key Successes	Key Challenges	Theme(s)/Data Point(s) from 2016-17 Self-Assessment	Question for Input
Early Head Start	• We completed two data dives comparing current enrollment data, disaggregated by race and ethnicity, with the Free and Reduced lunch data from OSPI for the purpose of comparing community data to our enrollment data to determine disparities in enrollment • We completed a Racial Equity Professional Learning Series (3 sessions) • Developed new community partnerships within communities	• The data review showed district wide data versus school/neighborhood data which made it a challenge to compare center level enrollment data • Figuring out how programming recruitment fits into early learning recruitment process overall	• The current political climate has created a lot of fear and mistrust in government-related programs, particularly among immigrant communities.	• How can we work together on recruitment approaches, such as parent-to-parent recruitment, that build trust in communities that we are working to serve?
ERSEA	• Moving parents' ideas into action. The PSA and Parents as Recruiters were strategies identified by parents of the ERSEA Committee. • Collective decision to separate the ERSEA system by funding stream, the separation will decrease confusion around eligibility which will increase capacity to determine eligibility correctly. Determining eligibility correctly is crucial to enrollment.	• ERSEA is a complex system, each funding stream has its own compliance expectations. Added on to the complexity is our internal processes and our partners' processes. This multi-layer processes makes it challenging implement.		