

PSESD Early Learning | Five-Year Goals and Self-Assessment: Update and Input with Center Directors | May 25, 2017
Inclusive Planning System

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 |
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| <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> |
| <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.</i></p> <p><i>PSESD Policy Council parent representatives gain knowledge, skills and understanding of race equity and the opportunity gap.</i></p> |
| <p>Race Equity System: <i>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.</i> 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.</i></p> |
| <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 Early Learning 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> |
| <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</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> |

2016-17 Self-Assessment Update and Questions for Input

| Focus Area | Key Successes | Key Challenges | Themes/Data Points from 2016-17 Self-Assessment | Question for Input from Themes/Data |
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| <p>Fiscal System</p> | <ul style="list-style-type: none"> We were able to work directly with each sub-contractor who receives federal funds to identify their individual funding model through need. This gave us the opportunity to communicate program requirements and explain how funding is dispersed based on those requirements; making the allocation of funds equitable versus equal. We successfully identified ways for our different types of subcontractors to claim funds for services within funding compliance regulations. | <ul style="list-style-type: none"> Challenges were the different types of entities we contract with, and the various models they implement. We had to create funding models for each of classroom model and also consider the variety of subcontractors and their various systems and resources. | <ul style="list-style-type: none"> We have started to implement a more equitable, transparent fiscal system by applying a funding model to Head Start centers. We need to identify how to apply this to ECEAP and Early Head Start, and how to engage all stakeholders, including parents, PSESD staff, and subcontractors, in this process. | <ul style="list-style-type: none"> How can we build understanding of our budgeting process among all stakeholders, including subcontractors and parents? |
| <p>Governance/ Policy Council</p> | <ul style="list-style-type: none"> We have an excellent Policy Council video that we are proud of and reflects parents of color and ELL families. Center base staff report the video is adding value in their efforts to explain Policy Council and recruit reps. In addition to English, the transcript has been translated into Amharic, Arabic, Somali, Spanish and Vietnamese. We have created and distributed a Policy Council Brochure to support recruitment of Policy Council Reps. In addition to English, the PC brochure is translated into Amharic, Arabic, Somali, Spanish and Vietnamese. We have collected Race and Ethnicity Data from Policy Council reps. This will help inform us regarding the comparison of our Policy Council data and that of children enrolled. We have a monthly Policy Council article in the Connector that includes a stand-alone one pager called the Policy Council Corner that is downloadable, printable and translated in Spanish that is intended to be shared with all families. We support all parents in accessing and stepping into leadership opportunities. We are especially mindful of supporting parents of color. As an example, the Policy Council Executive Board is majority people of color and, of the white parents, many are raising children of color. | <ul style="list-style-type: none"> We still do not have the adequate technology that would allow for parents to participate virtually. The Policy Council Corner is only available in English and Spanish In retrospect, we realized that needed the race and ethnicity of the parents' children, as we are increasingly aware that many white parents in our program are raising children of color. We cross-referenced the PC data with ELMS and ChildPlus to include race/ethnicity data for children of our White PC representatives. Time and money to invest deeper into the things we'd like to do Loss of parent staffer | <ul style="list-style-type: none"> Data from Policy Council reps (68 of 113 elected reps) shows that Policy Council reflects the children served in our program, in terms of race and ethnicity. Many sites do not have elected representatives, and attendance among elected reps is not consistent. | <ul style="list-style-type: none"> How can we work together to increase representation of more sites? How can we support more regular attendance among elected Policy Council reps? How can we increase site staff knowledge, skills, and confidence in communicating what Policy Council (and shared governance) is, and why it is important? |

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| Race Equity System | <ul style="list-style-type: none"> • System in place to engage and track racial equity activities and efforts • Staff have increased awareness and planning of their approach to racial equity activities and efforts to achieve outcomes • Completed recruitment of initial PSESD staff workgroup to work on Objective 6. | <ul style="list-style-type: none"> • Staff meeting reporting timelines for Racial Equity Outcomes (REOs) • Staff moving outside their service areas and PSESD for resources to support meeting racial equity outcomes • Competing commitments with regards to the new organizational design | <ul style="list-style-type: none"> • PSESD has expanded training to Centers, at Center Director meetings and as ongoing staff training at some Centers by request. | <ul style="list-style-type: none"> • How can we expand our training and supports for site staff to increase their focus on racial equity? |
| Program Planning | <ul style="list-style-type: none"> • A primary focus this year has been on the identification of a shared vision for our Early Learning program, utilizing fiscal information and implications of ECEAP expansion, our new Head Start grant, and the new Head Start Program Performance Standards. There has been great agreement between staff, Center Directors and Policy Council in the development of a shared vision • Fiscal implications of the new grant, new Head Start performance standards, and ECEAP funding and potential expansion led to an new organizational design process for Early Learning, based on the values and expectations articulated to date in the shared vision, and in order to be fiscally sustainable. The design has been shared with Policy Council and staff and has focused on supports to sites and centers, utilizing a coaching model approach. • Initial monitoring on presence of parent committees has been completed and is currently being reviewed. Next steps will be to find out more information about the current practices of engaging families in program planning at the site/center level. | <ul style="list-style-type: none"> • The timeframe for the Early Learning Organizational design process was extended past what was originally planned and this has impacted the implementation timeline of our objectives. Specifically, several activities focused on the development of Service Plans, which cannot be developed until we have begun to implement the new organizational design. | <ul style="list-style-type: none"> • We have identified the elements of a shared vision, with input from Policy Council, Center Directors, and PSESD staff. We need to identify how we define and develop “authentic partnerships” in how we plan and implement our program. | <ul style="list-style-type: none"> • What structures and/or processes would support an authentic partnership between PSESD, parents, and site staff? • How can we authentically engage these groups in planning and implementing our program? |
| Peer Programs | <ul style="list-style-type: none"> • Parent Educators were engaged in Peer Programs training – learned the material and felt confident in their ability to present at sites/centers. • Parents felt welcomed, informed, and valued throughout the training series – and supported as they go out to give teach-back presentations at sites. | <ul style="list-style-type: none"> • Peer Programs has been in a transitional phase after undergoing a change in management. This disruption has hindered the recruitment efforts and the data collection processes necessary to ensure a diversity of parent educators. | <ul style="list-style-type: none"> • Peer Programs participation has declined for Educator/Leader/Mentor trainings and teachbacks in 2016-17, reflecting the transition of management for this program. | <ul style="list-style-type: none"> • How can we work together to recruit more parents Peer Program trainings and to provide more teachbacks at your site(s)? |

