

PSESD Early Learning Redesign Evaluation

Purpose of Early Learning Redesign Evaluation: To examine and document implementation of the Early Learning Redesign. This information will be used to inform planning, strategy, and continued development of the design.

Cross-cutting Focus Areas: Design Intent/Impact · Technical vs. Adaptive · Relationships · Sustainability · Racial Equity (application of Racial Equity Tool, Transformational Values, and Anti-Racist Multicultural Organization, or ARMCO, Continuum) · Birth-Age 5 Approach

Focus of Evaluation	Year 1/Q1; Clarity <small>of purpose</small>		Yr 1/Q1 and 2 Focus: Clarity <small>of structures, roles, scopes of work</small>		Yr 1/Q3 and 4, Yr 2 Focus: Supports to implement <small>structures, roles, scopes of work</small>	
	Inquiry Questions					
	Year 1					
Inquiry Areas	Q1 (Sep-Nov)		Q2 (Dec-Feb)	Q3 (Mar-May)	Q4 (Jun-Aug)	
	Foundational questions					
PSESD Early Learning supports to Individual Staff	Can PSESD Early Learning staff articulate the "why"/purpose/intent of this design? 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)?	How well do PSESD staff understand the scope of				
PSESD Early Learning supports to Internal Teams		To what extent do PSESD staff have the knowledge, skills, and abilities to implement their scope of work?				
PSESD Early Learning Supports to Sites	To come in later phase of evaluation, as defined with Evaluation Advisory Group					
Site-level supports for children and families	To come in later phase of evaluation, as defined with Evaluation Advisory Group					
Positive Change for Children and Families	To come in later phase of evaluation, as defined with Evaluation Advisory Group					
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?					
			How are PSESD and site staff (including staff and leaders at all levels) supported to implement the new design?			
				How are PSESD and site staff managing and responding to phases and differentiation of new design (e.g. with health services)?		