



Early Learning Redesign Evaluation

Early Learning Redesign Evaluation Team
Dr. Laura Lynn and Nathalie Jones

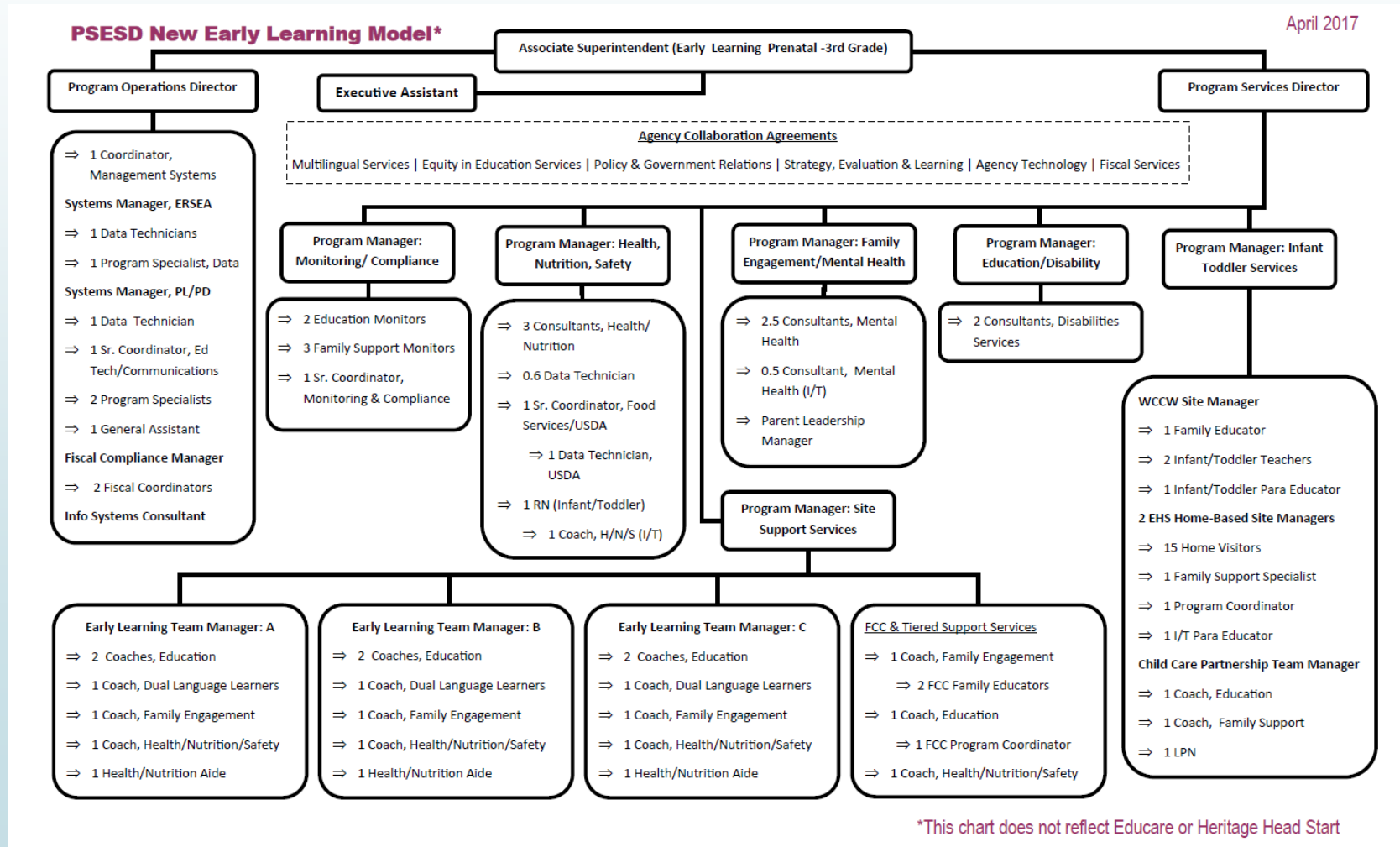
Center Directors Meeting
September 28, 2017



Our Time Today

- ▶ Review Early Learning Redesign Purpose
- ▶ Share and discuss Early Learning Redesign Evaluation approach
- ▶ Provide draft questions for initial phase of evaluation
- ▶ Collect feedback re: understanding of Early Learning Redesign, evaluation, and supports for moving forward

Early Learning Redesign: How We Got to Where We Are





The “Why” of the Early Learning Redesign

Key Components of New Organizational Design:

- Collaborative, interdisciplinary approach
- Racial equity and integrity
- Coaching model of support
- Role clarity
- Differentiation by funding source
- Data use
- Capacity building
- Culture of mutual accountability
- Alignment with agency departments and resources
- Working in partnership with subcontractors

Evaluation of the Early Learning Redesign will help us understand how implementation of the design is going and how to improve

The purpose of the evaluation is to examine and document implementation of the EL redesign.

This information will be used to inform planning, strategy, and continued development of the design.

Throughout the evaluation, we will address:


- Design Intent/Impact
- Technical vs. Adaptive challenges, where there are known solutions (technical) and not (adaptive)
- Relationships
- Sustainability
- Racial Equity (application of Racial Equity Tool, Transformational Values, and Anti-Racist, Multi-cultural Organization Continuum)
- Prenatal-Age 5 approach



In the approach to the evaluation (as well as the redesign), we strive to work effectively with Centers and families

Input from June Center Directors meeting in response to two questions:

- ▶ In working with children and families, when do you feel most effective?
- ▶ What are the qualities that are apparent when we are effective?



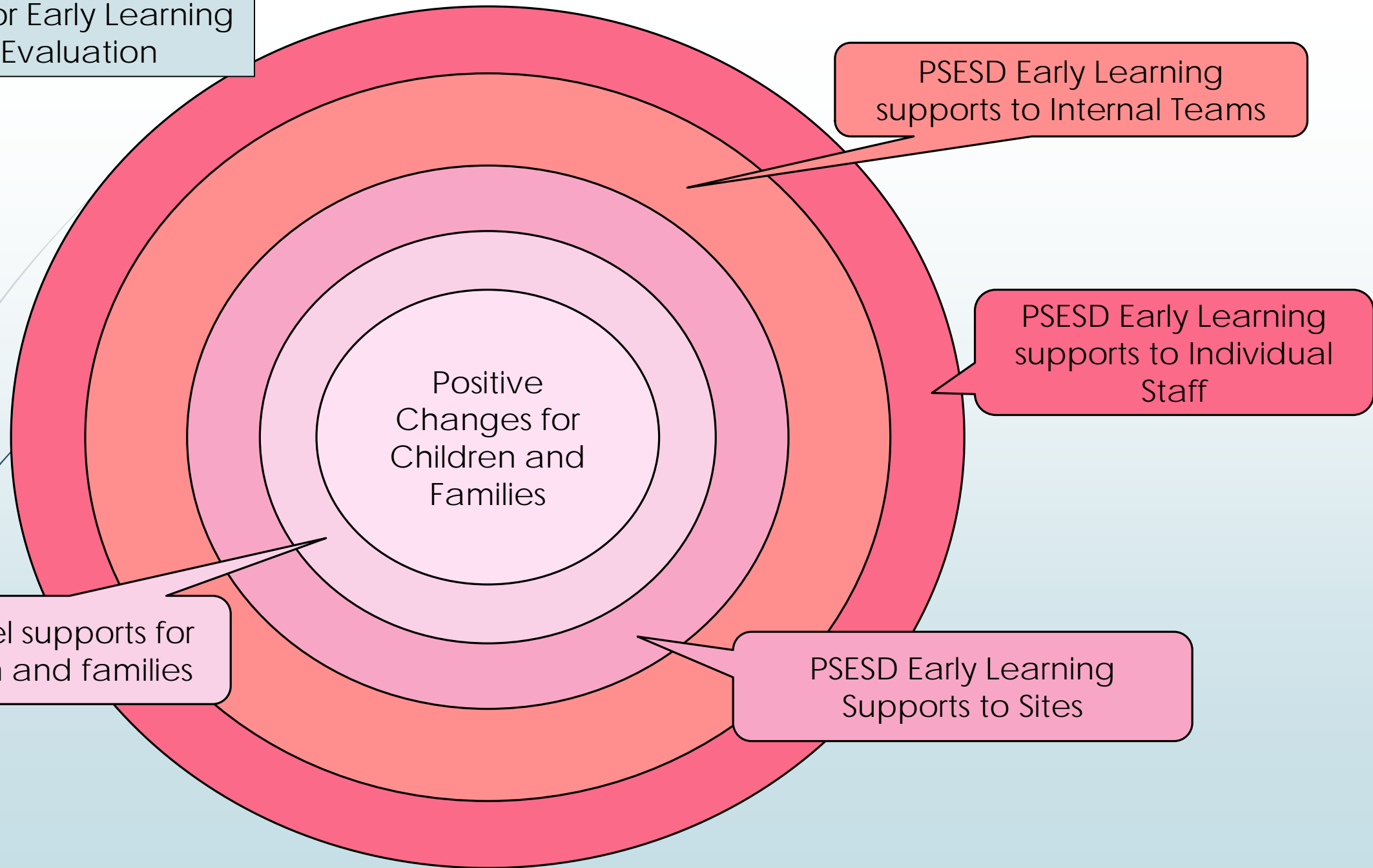
In working with children and families, *when do you feel most effective?*

- Openness to different ideas, perspectives, ways of doing things
- Relationship, collaboration, partnership, based on trust and respect
- Open and transparent communication
- Ask questions, listen for understanding
- Shared goals, commitment, with mutual accountability
- Empowerment, support for learning, capacity-building
- Time to be intentional
- Acknowledge and build from knowledge, experiences, strengths
- Learning in classroom with teachers, parents, and children
- Child and family-centered
- Clarity of roles and purpose
- Feel appreciated and valued

What are the *qualities* that are apparent when you are effective?

- Present
- Empathy
- Engaged
- Support
- Strength
- Compassion
- Trust
- Patient

Inquiry Areas for Early Learning
Redesign Evaluation



PSESD Early Learning
supports to Internal Teams

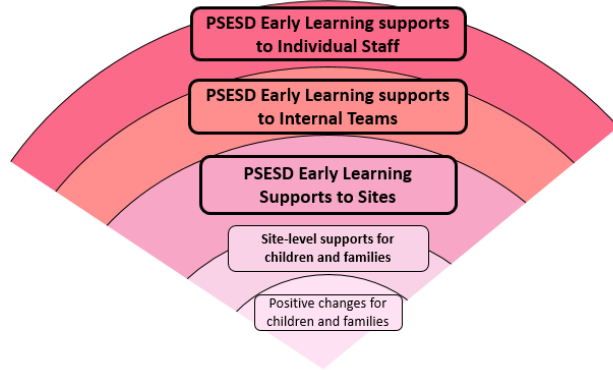
PSESD Early Learning
supports to Individual
Staff

Positive
Changes for
Children and
Families

PSESD Early Learning
Supports to Sites

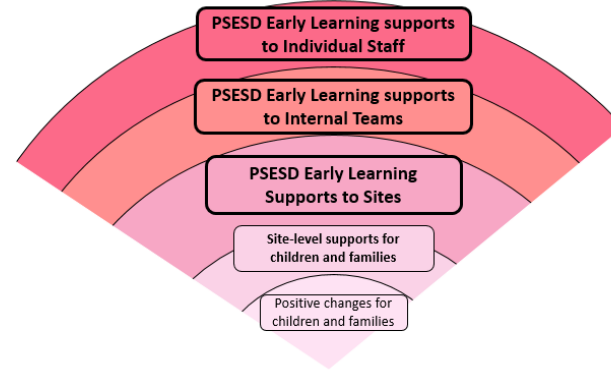
Site-level supports for
children and families

Phases of Early Learning Redesign Evaluation



The near-term focus (Year 1/ Quarters 1 and 2) will be on **Clarity of purpose; structures, roles, and scopes of work**

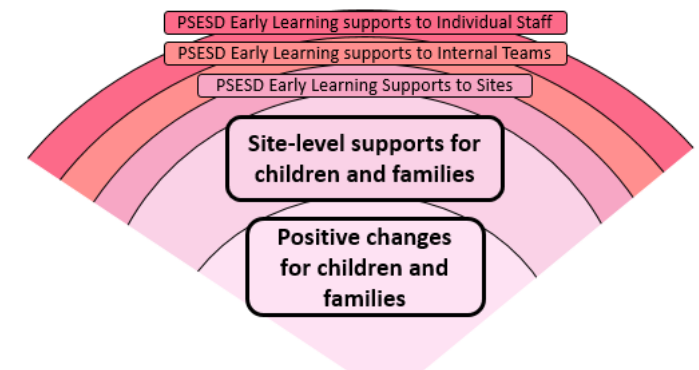
- PSESD Early Learning Supports to Individual Staff
- PSESD Early Learning supports to Internal Teams
- PSESD Early Learning Supports to Sites



The medium-term focus (Year 1/ Quarters 3 and 4, Year 2) will be on **Supports to implement structures, roles, and scopes of work**

Focus on:

- PSESD Early Learning Supports to Individual Staff
- PSESD Early Learning supports to Internal Teams
- PSESD Early Learning Supports to sites

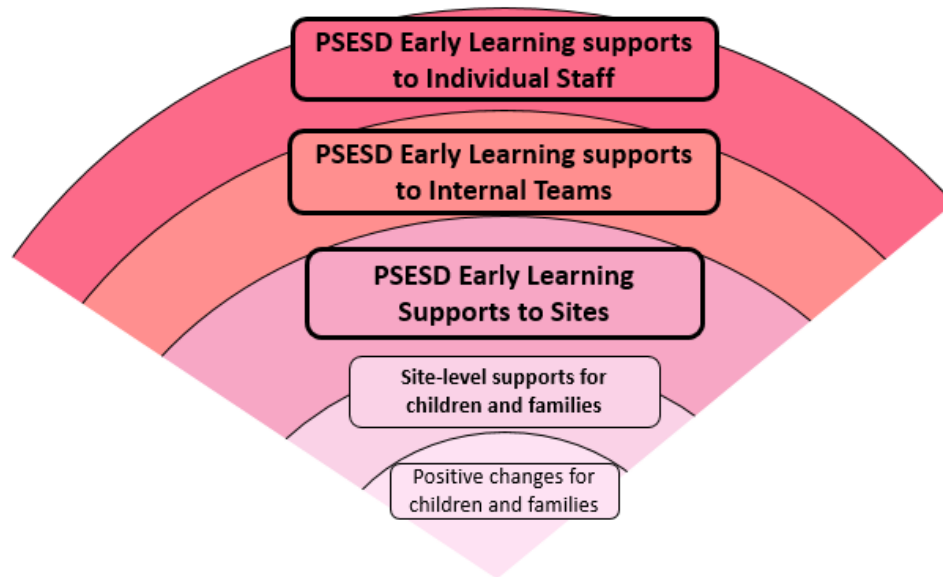


The long-term focus (Years 2 and 3) will be on **Resulting Impact of structures, roles, and scopes of work**

Focus on:

- Site-level supports for children and families
- Impact on children and families

Review Phase 1 / Quarters 1 and 2 Evaluation Questions – See Handout



The near-term focus (Year 1/ Quarters 1 and 2) will be on **Clarity of purpose; structures, roles, and scopes of work**

- PSESD Early Learning Supports to Individual Staff
- PSESD Early Learning supports to Internal Teams
- PSESD Early Learning Supports to Sites

What do you have questions about?
What is not clear?

What questions are particularly interested in / looking forward to exploring via the evaluation?

Are there things we are missing as near-term focus areas?



Convening Early Learning Evaluation Advisory Group

- As we prepare for the first phase of the evaluation, we are convening an Advisory Group to:
 - Work with across stakeholder groups (PSESD Early Learning staff, Center Directors/site staff, parents) to guide the evaluation
 - Provide input for the evaluation design and implementation, including around data collection methods and instruments (e.g. interview and survey questions)
 - Review and interpret/analyze data for the evaluation to inform improvements and next steps
- Commitment includes:
 - Meeting every 2-3 months at PSESD (1st meeting in mid- to late October)
 - Responding to requests for input/feedback in between meetings
 - Representing the broader group to which you belong (e.g. parents/Policy Council, Center Directors/site staff, PSESD teams) on behalf of the evaluation
- *If interested, please sign-up on the sheet at the back of the room*
- *Please share this opportunity with your staff, and we will also share it with them directly*



Exit Slip

- ▶ Please complete the Exit Slip to let us know your understanding of the Early Learning Redesign and the evaluation
- ▶ The Evaluation Team will use this information to:
 - ▶ Know where you are and aren't clear about the Early Learning Redesign and Evaluation
 - ▶ Identify where we need to provide additional information
 - ▶ Assess where Center Directors are as implementation of the EL Redesign begins, including existing and needed support to move forward



Next Steps

- ▶ Share evaluation update at September Early Learning All Staff and Center Director meetings
- ▶ Develop measures of progress for Year 1/Quarter 1 questions with PSESD staff
- ▶ Begin data collection to address Year 1/Quarter 1 questions
- ▶ Convene Early Learning Redesign Evaluation Committee
 - ▶ *If interested, please sign-up on the sheet at the back of the room*