

Long-Term Outcome: By 2020, at least 85% of children of color served by PSESD EL Program will be healthy, feel safe, and meet school readiness standards.

EL Program Self-Assessment Task Force Input & Cross-Cutting Themes

PSESD Racial Equity Strategic Directions

AGENCY END: Success for each child & eliminate the opportunity gap by leading with racial equity.

VISION: EL Program exists to ensure success for each child and eliminate the opportunity gap by providing racially equitable, high quality comprehensive prenatal to 5 services to children and families through strong and authentic partnerships with communities, families, and partners.

Key Components of Organizational Design: Racial Equity - Interdisciplinary
 - Collaborative - Capacity Building- Partnerships - Coaching- Accountability - Role Clarity-Developmental

School Readiness

- ❖ By 2020, at least 85% of Dual Language Learners served by PSESD EL Program will meet expectations in all developmental areas.
- ❖ By 2020, at least 85% of all children served by PSESD EL Program will meet or exceed developmental expectations in Math.

Family Engagement

- ❖ By 2020, at least 90% families will have received the necessary support to successfully achieve their family goals.
- ❖ By 2020, at least 90% of families will have knowledge and skills to support their children’s readiness for school, including through promoting regular attendance and home language and literacy development; and adopting and advocating for safety and healthy habits in collaboration with partners in their communities.

Direct service staff and center directors will advocate for & participate actively in opportunities where their input and feedback about program implementation is sought.

Direct service staff will deliver culturally- and linguistically-responsive curricula to ensure that children meet developmental expectations in all areas, especially in Math.

Direct service staff will provide, review, and use accurate data in making decisions about their ERSEA, family & community engagement, parent leadership, & professional learning endeavors.

Direct service staff will use community data and work with families and community partners to recruit children and families in the opportunity gap.

PSESD will utilize existing meetings such as Center Director meetings and PC to engage all stakeholders and plan for other opportunities of engagement.

PSESD will provide & assess various trainings (e.g., racial equity, data use, math development) to internal & subcontracting staff and to families each year.

PSESD will ensure data quality and collaborate on assessing necessary resources to support decision-making at the classroom, site, and center levels.

PSESD will use Community Assessment and community collaborations in the recruitment of children and families of color and children in the opportunity gap will increase by 10% each year.

Planning System. PSESD EL Program will develop & implement structures that establish regular opportunities for site staff, families and community partners in South King County and Pierce County to participate in planning, development, implementation, and the evaluation of program efforts every year.

Professional Development & Learning System. PSESD EL Program will develop structures and opportunities for site staff, families, and community partners in communities of color to learn about and implement culturally- and linguistically- responsive health/nutrition/safety, race equity, and education curricula.

System-Level Continuous Improvement. PSESD EL Program will utilize appropriate communication, data system, fiscal resources, and evaluation efforts to support & improve ERSEA, family & community engagement, professional learning, and parent leadership endeavors each year.

Increasing Enrollment of Children and Families of Color. PSESD will develop structures and opportunities for site staff, families and community partners in communities of color to work together on recruitment and enrollment of children of color and children in opportunity gap.

Child & Family Objectives

Direct Service Objectives

External Support System Objectives

Internal Systems Objectives

THEORY OF CHANGE: If the we provide supports to our centers, serve the children who are most in need of the services, and provide culturally- and linguistically-responsive supports to children and families we serve, then improved outcomes for children and families will be achieved.