# 2016-17 PSESD Early Learning Self-Assessment
Results Report - July 2017

Background

The 2016-17 Puget Sound ESD Early Learning Self-Assessment process was grounded in the Early Learning Program's five-year goals of School Readiness, Enrolling Children and Families of Color, and an Inclusive Planning System. Within these broad and long-term goal areas, we identified specific and short-term objectives to be accomplished in the 2016-17 program year. In many cases, these objectives incorporated the areas of focus from the Improvement Plan from the 2015-16 Self-Assessment. In addition, the PSESD Early Learning Program defined different racial equity outcomes (REOs) to accomplish in 2016-17, with associated indicators of progress. Racial Equity Outcomes are intended as a way to focus teams' efforts on specific goals related to improving how our program serves, and supports positive outcomes for, children and families of color. The focus on racial equity is aligned to the PSESD overall goal (or the Agency's "End") to ensure success for each child and eliminate the opportunity gap by leading with racial equity. The 2016-17 REOs served as a basis for developing near-term objectives within our long-term goals. In using this frame, we worked this year to bring together 1) the development of the Early Learning Program's five-year goals and near-term objectives and REOs within them, and 2) the annual self-assessment process and a resulting improvement plan to support the program's progress toward continuous improvement, or an ongoing cycle of "Plan-Do-Study-Act" (See Exhibit 1). This report describes the self-assessment methodology from 2016-17 and the results that emerged from reviewing data and information related to our goals, objectives, and racial equity outcomes.

Exhibit 1: Continuous Improvement Cycle of "Plan-Do-Study-Act"
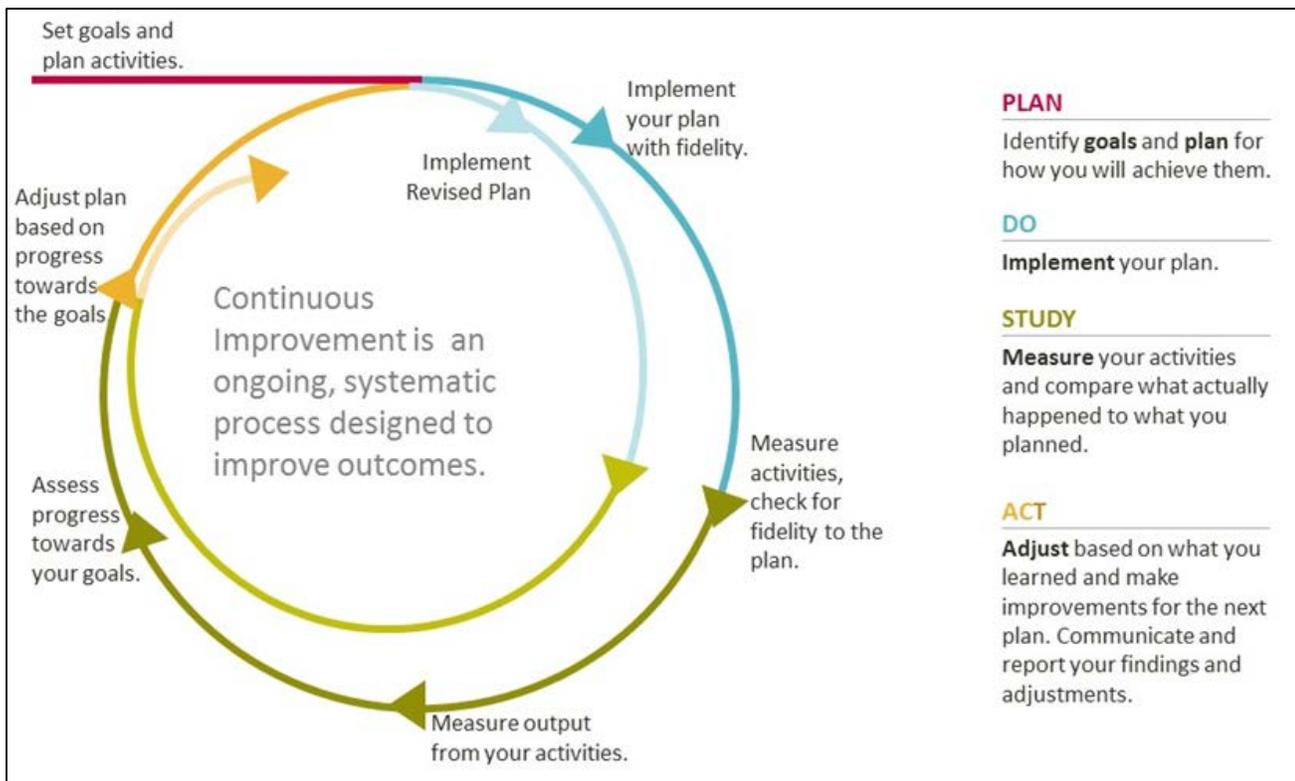
Methodology

The self-assessment methodology was designed to support a process of continuous quality improvement, which is a central tenet of both Early Head Start/Head Start and ECEAP programs. We collected information from a variety of sources to determine if our systems and services are working effectively and if we are making progress toward our long-term goals. We engaged different stakeholders – including families, PSESD and site staff, and community partners – to ensure diverse perspectives in discussing and identifying strengths and challenges. Based on what we learned, we are developing a plan to improve by taking on specific strategies and actions within our goal areas.

The self-assessment process in 2016-17 included two parts: 1) ongoing learning and continuous improvement, and 2) an intensive year-end review of information and data from the year.   Both of these components helped inform our understanding of progress within our three goal areas, and the specific objectives of each. The ongoing process used throughout 2016-17 included a quarterly reporting process for our five-year goals and related objectives, as well as data review at Early Learning Leadership Professional Learning Community (PLC) meetings, Policy Council meetings, Center Director meetings, and in other planning conversations such as at Service Area (e.g. Education and Special Services, Family Support, Health and Nutrition) and ERSEA (Eligibility, Recruitment, Selection, Enrollment and Attendance) Committee meetings. This ongoing process enabled an assessment of our ongoing progress throughout the year, and provided helpful background information and context for the deeper analysis of the year-end review.

The year-end review process was led by a Self-Assessment Taskforce, which met over the course of 10 meetings to review and analyze data from the year (i.e. the "Study" phase of "Plan-Do-Study-Act") and make recommendations on how to improve (i.e. the "Act" phase) based on results of their study.   The Self-Assessment Taskforce was divided into three sub-groups, each one focusing on a five-year goal area (School Readiness, Inclusive Planning System, and Enrolling Children and Families of Color). The 41-member Taskforce included PSESD Early Learning staff (21 members), Policy Council representatives and parents (10 members), subcontractor and site staff (7 members), and partners from other departments of PSESD and the PSESD Board (3 members). Most of the PSESD Early Learning Leadership Team, including those staff serving as leads for the work within each goal area, served on the Self-Assessment Taskforce. This was intended to strengthen the connection between self-assessment and program planning/implementation.   In addition to the Taskforce process, we shared preliminary self-assessment themes/results with Center Directors (i.e. leaders of our subcontractors and sites that implement the PSESD Early Learning Programs) and PSESD staff, and then collected their input on ways to improve. The Taskforce reviewed these suggestions in their process of developing and finalizing recommendations for improvement.

(It should be noted that the process of the Taskforce itself was one of Plan-Do-Study-Act where we made course corrections as we went. In particular, we added meeting dates and more time in order to deepen our data collection, analysis, and understanding of progress toward our goals.)
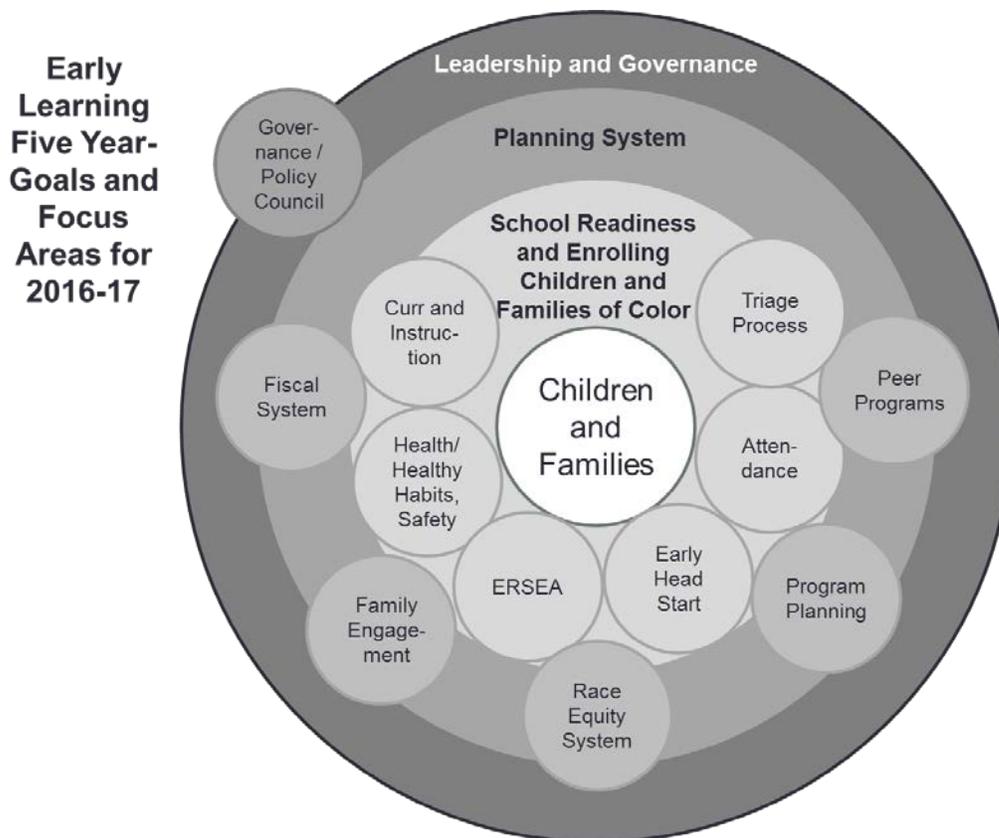
Topics of Self-Assessment

Throughout late March to mid-June, the Taskforce sub-groups reviewed data, identified additional information and data that is needed, explored strengths and areas for improvement, and developed recommendations for improvement for each of the focus areas of the Early Learning Program's five-year goals. Those goals and focus areas are:

- **School Readiness:** Attendance, Curriculum and Instruction, Triage Process, and Healthy Habits
- **Inclusive Planning:** Fiscal System, Program Planning, Racial Equity System, Family Engagement, Governance, Peer Programs
- **Enrolling Children and Families of Color:** ERSEA and Early Head Start

A summary of the PSESD Early Learning five-year goals and areas of focus are in Exhibits 2 and 3 below, and additional detail (including specific objectives and racial equity outcomes for each topic area) is included in Appendix A.

Exhibit 2: Overview Goals and Areas of Focus for 2016-17 Self-Assessment

Adapted from Head Start Management Systems Wheel

Five-Year Goal	Areas of Focus	Rationale for Goal	Five-Year Impact
Planning System: PSESD's internal Early Learning Program will meaningfully engage families, subcontractor staff, and community partners in the planning process to achieve racially equitable systems for providing high-quality services to children and families.	- **Fiscal:** More transparent and equitable fiscal system - **Policy Council:** Policy Council that is more representative of the population served in our program - **Race Equity System**: Race equity system that supports staff to gain knowledge, skills, and resources to effectively work with children and families of color - **Program Planning:** A more inclusive program planning process that engages families and staff - **Peer Programs:** Peer Programs that reflect the families in our program	- Consistent feedback over several years from self-assessment that we need to engage families and staff more consistently in program development, planning, and decision-making processes and include groups beyond Policy Council and Center Directors - Alignment to community trends re: opportunity gap and PSESD Agency end to become an anti-racist, multi-cultural organization	The intended impact– i.e. the difference the PSESD Early Learning will make for children, families and the community – at the end of five years: Children of color – including those with special needs, or who are homeless, or are in foster care – who are served by the PSESD Early Learning Program (Early Head Start, Head Start, and ECEAP) will be ready for school, in terms of their physical, social-emotional, and cognitive development. Families of color served by the PSESD Early Learning Program, are empowered, engaged in their children's education, and ready to support their children's success in school. Families, communities, and service staff are active partners in planning, implementing, and improving the PSESD Early Learning program.
Increasing Enrollment of Children and Families of Color: PSESD Early Learning Program uses data to increase enrollment of all children of color; including children with disabilities, homeless, and foster children; within the communities we serve.	- **Early Head Start:** Increased high quality home and center-based services to children of color, ages prenatal to five, and their families - **ERSEA:** Better delineation of funder expectations, priorities, and eligibility among all program models	- Community trends with significant gaps in K-12 outcomes for children of color - Alignment to PSESD Agency end to eliminate the opportunity gap	
School Readiness: Children enrolled in PSESD Early Learning will be prepared for school entry by 2020, with a minimum of 85% meeting school readiness standards.	- **Attendance:** System of identifying, anticipating, and preventing chronic absence - **Healthy Habits:** Promoting healthy habits and reducing obesity rates of the children in our program - **Curriculum and instruction and triage process:** Curriculum and instruction are high quality, culturally relevant & responsive, and supportive of diverse learners, including triage process, meeting the learning needs of children of color and their families, language supports for Dual Language Learners, instructional support for children with disabilities, GOLDPlus® implementation, support for math instructional practices and family understanding of mathematical development	- Community trends with significant gaps in K-12 outcomes for children of color - Alignment to PSESD Agency Measures of Progress, alignment with WaKIDS - Math objective to address comparatively fewer children meeting/exceeding expectations in the Math domain of Teaching Strategies GOLD over several years	

Self-Assessment Results

In reviewing data and information related to the Early Learning Program goals and areas of focus, the Taskforce used three questions to guide the "Study" phase of their work:

- *What have we done* related to our goals, objectives, and racial equity outcomes this year?
- *How has it gone*?
- *What difference has this work made* for children and families, for PSESD subcontractors and sites, and at PSESD?

The process of answering these questions included several steps:

1) **Reviewing progress reports** about the work accomplished in each area:
   - Written and verbal reports were provided by PSESD staff leading work in these areas
   - Progress reports included the status of planned activities (not started, less than halfway completed, halfway completed, more than halfway completed, complete), and an overview of successes, challenges, and planned next steps
   - Progress reports helped informed the Taskforce's understanding of the questions of *"What have we done?"* and *"How has it gone?"*

2) **Reviewing data related to each topic**, to inform the Taskforce's understanding of the question of "What difference has this work made?"
   - Data reviewed were wide ranging, and depended on the information available for each topic (see Exhibit 4)
   - In many cases, the Taskforce identified additional data or information that is needed to deepen our understanding of the difference the work in each area has made

3) **Identifying successes, challenges, questions and surprises, and suggested next steps** based on the information and data reviewed
   - Each Taskforce member analyzed the information and data from their perspective, to identify successes, challenges, questions, surprises and next steps
   - This information helped ground the Taskforce's study of the question *"What difference has this work made?"*

4) **Compiling and reviewing Taskforce input** (per Step 3)
   - At each Taskforce meeting, the Taskforce reviewed compiled input to provide the collective analysis from the Taskforce as a whole

Exhibit 4: Summary of Information and Data Reviewed, by Goal Area

Enrolling Children & Families of Color Information and Data Reviewed	School Readiness Information and Data Reviewed	Inclusive Planning System Information and Data Reviewed

o Progress Reports for Early Head Start & ERSEA
o 2016-17 Enrollment data, disaggregated by Race/Ethnicity:
  o Early Head Start
  o Early Head Start Expectant Moms
  o Head Start
  o ECEAP
o Comparison/Community data:
  o Free and Reduced Lunch data for elementary students in 2016-17, disaggregated by Race/Ethnicity and school district (from Office of the Superintendent of Public Instruction)
  o Community Assessment data: Population Under 5 in Poverty, by school district
  o Department of Early Learning Saturation Study, March 2017
o Recruitment data:
  o Scan of Recruitment Plans
  o Data on "How Parents learn about ECEAP" by Site
  o Data on "How Parents Learn about ECEAP" by Language & Ethnicity
	o Progress Reports for Attendance, Curriculum & Instruction, Triage Process, & Healthy Habits
	o Attendance data:
	  o Early Head Start/Head Start chronic absence rates for 2016-17 for all children and disaggregated by race/ethnicity
	  o "Reasons for Absences" data for Early Head Start, Head Start, and ECEAP
	o Curriculum and Instruction data:
	  o Monitoring data for curriculum implementation
	  o Home language data for Dual Language Learners (DLLs) and Bilingual Instructional Assistant placement data, program-wide and by site
	o Healthy Habits data:
	  o Growth Data for Early Head Start, Head Start, and ECEAP Program-wide and by site
	  o Hearing Screening & OAE data, by site for Early Head Start, Head Start, and ECEAP
	  o Monitoring data for Safety, Nutrition, and Healthy Habits implementation
	o Triage data:
	  o Proposed triage process
	o Spring 2017 TS GOLD data, all/domains and by domain for all children, all domains disaggregated by race/ethnicity/home language, and infants/toddlers and preschool children
		o Progress Reports for Fiscal System, Peer Programs, Racial Equity System, Policy Council, & Program Planning
		o Fiscal data: Fiscal Funding Model information
		o Policy Council data: Race/ethnicity data on Policy Council representatives, compared to program enrollment data by race/ethnicity
		o Peer Programs data: Participation data, three-year comparison
		o Race Equity System data: Data on Race Equity Consultation Requests

The results described below include highlights from progress reports, key data points, as well as the Taskforce's identification of successes, challenges, surprises, questions and considerations for next steps for each area of focus within our three goals.

School Readiness

Attendance

For the area of attendance, there were three stated objectives in 2016-17:

- Develop a system to measure and report chronic absence among children in our program.
- Create a system for identifying and anticipating chronic absence and provide supports for preventing and addressing it.
- Develop tools and resources for staff to use in identifying and preventing chronic absence.

The successes, challenges, questions/surprises, and considerations for next steps related to this area of focus and the related objectives are described below.

- **Successes/Strengths:**
  - Development and distribution of new promotional materials to support regular attendance with input from staff and families, and using strength-based language, with training started to support the use of these materials
  - Increased awareness of the importance of attendance among PSESD and sit staff, and focus on regular attendance as key component to a child's success
  - Shift in focus from Average Daily Attendance to individual child attendance, supported by a new relationship with Attendance Works
  - Completion of testing Attendance Works' Preschool Attendance Tracking Tool (PATT) for Early Head Start (Center-based) and Head Start, and anticipation of this tool being integrated into ChildPlus for 2017-18 program year

- **Challenges and Considerations for Next Steps**
  Areas to address to improve and move this work forward include the need to:
  - Partner with families on attendance, to build understanding of its importance, to understand the context of different communities related to regular attendance, and to work together to overcome common barriers
  - Engage families and site staff to provide feedback on promotional materials, how they are being used, and how they are working
  - Support families, particularly immigrant families, in the current political climate around fears about sending their children to school
  - Expand use of PATT to include child-level analysis for ECEAP
  - Improve documentation of reasons for absences, and include these data in analysis of chronic absence to better understand barriers to regular attendance

- A detailed analysis of a November-December 2016 sample of documented absences indicated inconsistent documentation/reporting of reasons for absences across the Early Head Start, Head Start, and ECEAP programs
- Provide training to support staff understanding of attendance and how to partner with families to overcome barriers, and to ensure that new staff are trained as they come into the program
- Reconcile importance of regular attendance with support for children with health concerns/chronic illness
- Shift historical practice of supporting families with long absences (i.e. for long-duration trips with family) as long as the absence doesn't exceed 30 days
- Develop system for routinely reporting and analyzing chronic absence rates in order to prevent and reduce chronic absenteeism.
  - More than half of Center-based Early Head Start and Head Start children were moderately (missing 10 – 19.99% of class days) or severely (missing 20% or more of class days) chronically absent in 2016-17, per the table below. This needs to be an ongoing area of focus for the program. See Exhibit 5.

Exhibit 5: 2016-17 Chronic Absence Rates (Center-based Early Head Start, Head Start, and ECEAP) for all children

	Not Chronically Absent	Moderately Chronically Absent	Severely Chronically Absent	Total
Count	804	543	447	1794
Percentage	44.8%	30.3%	24.9%	100.0%

In addition to analyzing rates of chronic absence for all children, we also disaggregated the data for various priority populations, including children of color. The data in Exhibit 6 reflects chronic absence rates by race/ethnicity. The lowest rate of chronic absence is for White children, where 49.5% of children are *not* chronically absent. Among children of color, the lowest chronic absence rate is among African American/Black children, where 48.2% are *not* chronically absent.   Pacific Islander/Native Hawaiian children have the highest rate of chronic absence, with only 28.3% *not* chronically absent (though it should be noted that the n-size is also small, with 46 children in this group across the Early Head Start/Head Start program).

Exhibit 6: 2016-17 Chronic Absence Rates, Center-based Early Head Start and Head Start, disaggregated by Race/Ethnicity

			Not Chronically Absent	Moderately Chronically Absent	Severely Chronically Absent	Total
Number / Percent of Children 1) Not Chronically Absent, 2) Moderately Chronically Absent, 3) Severely Chronically Absent, Program-wide by Race/Ethnicity						
Race/ethnicity	AFRICAN AMER	Count	186	122	78	386
		% within Race/ethnicity	48.2%	31.6%	20.2%	100.0%
	AMER IND/ALASK	Count	6	7	0	13
		% within Race/ethnicity	46.2%	53.8%	0.0%	100.0%
	ASIAN	Count	72	43	36	151
		% within Race/ethnicity	47.7%	28.5%	23.8%	100.0%
	HISPANIC/LATINO	Count	283	213	168	664
		% within Race/ethnicity	42.6%	32.1%	25.3%	100.0%
	MULTI-RACE	Count	77	56	56	189
		% within Race/ethnicity	40.7%	29.6%	29.6%	100.0%
	PAC ISL	Count	13	17	16	46
		% within Race/ethnicity	28.3%	37.0%	34.8%	100.0%
	UNKNOWN	Count	7	7	8	22
		% within Race/ethnicity	31.8%	31.8%	36.4%	100.0%
	WHITE	Count	160	78	85	323
		% within Race/ethnicity	49.5%	24.1%	26.3%	100.0%
Total		Count	804	543	447	1794
		% within Race/ethnicity	44.8%	30.3%	24.9%	100.0%

Given that this is first time we have conducted an analysis of chronic absence, the 2016-17 data for Center-based Early Head Start and Head Start will provide an important baseline against which to measure progress in the future.

Curriculum and Instruction
In the area of curriculum and instruction, there were five stated objectives for 2016-17:
- Build PSESD staff capacity in meeting the learning needs of children of color and their families.
- Improve language supports for Dual Language Learners, including dual language classrooms.
- Improve instructional support for children with disabilities to support their ability to fully benefit from the activities and instruction in the classroom or on home visits.
- Use GOLDplus® across the program to link assessment and instruction and improve quality of data to identify differences in child outcomes across race, ethnicity and language.
- Build PSESD staff capacity to support effective Math Instructional practices and family understanding of mathematical development

The successes, challenges, questions/surprises, and considerations for next steps related to this area of focus and the related objectives are described below.

- **Successes/Strengths**
    - Completion of PSESD Education and Special Services staff book study aligned with the team's racial equity outcome for this year, which has increased the emphasis on equity in teacher trainings and teacher coaching. PSESD staff are prepared for more skillful equity-based observations and coaching for 2017-2018
    - Roll out of new Creative Curriculum aligned with GOLDplus® platform
        - Increased supports for teachers around intentional instruction, including in the area of mathematics, where child outcomes are consistently lowest as measured by TS GOLD
        - Improved observation tools for Dual Language Learners and children with disabilities
    - Increased training for PSESD staff on mathematics, through the Office of the Superintendent of Public Instruction (OSPI) fellows program
    - Increased understanding of the Bilingual Instructional Assistant role among teaching staff at sites as well as among Bilingual Instructional Assistants
    - High rates of compliance on curriculum implementation – 86% rate of compliance among preschool (Head Start and ECEAP) and Early Head Start classes in implementing the new curriculum

- **Challenges and Considerations for Next Steps**
  Areas to address to improve and move this work forward include the need to:
    - Ensure all teachers receive initial and ongoing training on GOLDplus®
    - Examine gap in TS GOLD outcomes for Hispanic and non-Hispanic children, and children with a home language of Spanish, to understand if/how increased supports for Dual Language Learners impact (at present and into the future) those outcomes (see Exhibit 8)
    - Partner with families to ensure instructional support is differentiated to support family goals for children's development, to inform families' understanding of how language develops, and to gain their input about instruction in the classroom
    - Determine how the use of GOLDplus® improves instruction, and the extent to which that is happening
    - Provide support related to racial equity and Dual Language Learners to coaches in the new Early Learning model of site support
    - Identify if, how, and where the focus on math is impacting math outcomes for children in our program
    - Analyze TS GOLD data to disaggregate groups of children by how long they have been enrolled in the PSESD Early Learning Program
    - Identify and plan to overcome barriers to more fully utilizing the Bilingual Instructional Assistants as a strategy to support Dual Language Learners (see Exhibit 7)
    - Expand and improve alignment with K-12 system

Exhibit 7: Dual Language Learners and Placement of Bilingual Instructional Assistants in Head Start and ECEAP

2016-17 PSESD Early Learning – Dual Language Learners and Bilingual Instructional Assistant Placements in Head Start and ECEAP	
Number of Children in PSESD Head Start and ECEAP programs in 2016-17	5,319
Number of Dual Language Learner (DLL) children enrolled PSESD Head Start and ECEAP programs in 2016-17	2,091 (39% of total children enrolled in HS/ECEAP)
Number of DLL children at a site served by Bilingual Instructional Assistant (BIA) who speaks their home language (i.e. BIA was "Requested and Filled")	538 (26% of DLL children)
Number DLL children at a site with an unfilled request for a BIA who speaks their home language (i.e. BIA was "Requested and Unfilled")	102 (5% of DLL children)
Number of DLL children at a site where BIA for their home language was placed, but there *is also* an unfilled request for a BIA who speaks their home language	129 (6% of DLL children)
Number of DLL children where a BIA who speaks their home language has not been requested (i.e. BIA was "Not requested")	1,321 (63% of DLL children)

Exhibit 8: Spring 2017 TS GOLD data – all children, disaggregated by race/ethnicity

ALL CHILDREN: 4,300 children had all checkpoints completed in Spring 2017

Children who Met/Exceeded Expectations in ALL DOMAINS: Number/percent of those who 1. (Top Row) met or exceeded expectations, and 2. (Bottom Row) did not meet or exceed expectations in all domains

	Count of Children		Percent of Children
Met or Exceeding	3339	Met or Exceeding	77.65%
Not Met or Exceeding	961	Not Met or Exceeding	22.35%
Grand Total	**4300**	**Grand Total**	**100.00%**

ALL DOMAINS DISAGGREGATED BY RACE/ETHNICITY

HISPANIC Children who Met/Exceeded Expectations in ALL DOMAINS: Number/percent of those who 1. (Top Row) met or exceeded expectations, and 2. (Bottom Row) did not meet or exceed expectations in all domains

	Count of Children		Percent of Children
Met or Exceeding	1114	Met or Exceeding	73.77%
Not Met or Exceeding	396	Not Met or Exceeding	26.23%
Grand Total	**1510**	**Grand Total**	**100.00%**

BY RACE (for children with ethnicity NonHispanic or Unknown) Children who Met/Exceeded Expectations in ALL DOMAINS: Number/percent of those who 1. (Top Row) met or exceeded expectations, and 2. (Bottom Row) did not meet or exceed expectations in all domains

	Count of Children		Percent of Children
American Indian or Alaska Native	**92**	**American Indian or Alaska Native**	**3.30%**
Met or Exceeding	73	Met or Exceeding	79.35%
Not Met or Exceeding	19	Not Met or Exceeding	20.65%
Asian	**375**	**Asian**	**13.44%**
Met or Exceeding	313	Met or Exceeding	83.47%
Not Met or Exceeding	62	Not Met or Exceeding	16.53%
Black or African American	**920**	**Black or African American**	**32.97%**
Met or Exceeding	731	Met or Exceeding	79.46%
Not Met or Exceeding	189	Not Met or Exceeding	20.54%
More than one race	**203**	**More than one race**	**7.28%**
Met or Exceeding	159	Met or Exceeding	78.33%
Not Met or Exceeding	44	Not Met or Exceeding	21.67%
Native Hawaiian or Other Pacific Islander	**109**	**Native Hawaiian or Other Pacific Islander**	**3.91%**
Met or Exceeding	90	Met or Exceeding	82.57%
Not Met or Exceeding	19	Not Met or Exceeding	17.43%

Unknown	**31**	**Unknown**		**1.11%**
Met or Exceeding	25	Met or Exceeding		80.65%
Not Met or Exceeding	6	Not Met or Exceeding		19.35%
White	**1060**	**White**		**37.99%**
Met or Exceeding	834	Met or Exceeding		78.68%
Not Met or Exceeding	226	Not Met or Exceeding		21.32%
Grand Total	**2790**	**Grand Total**		**100.00%**

Healthy Habits

In the area of healthy habits, there were five stated objectives for 2016-17:
- Promote physical activity through implementation of the Physical Activity Policy.
- Develop process to ensure playground safety with focus on race and equity and cultural considerations.
- Develop data-informed strategies to address obesity concerns.
- Provide healthy meals and snacks.
- Build PSESD staff capacity to inform and support classroom and Family Support staff in the promotion of Healthy Habits.

In addition to the stated Healthy Habits objectives, the self-assessment process also included a review of hearing screening data. This analysis was to examine the impact the effect of using Otoacoustic Emissions (OAE) machines on the timeliness and accuracy of hearing screenings.

The successes, challenges, questions/surprises, and considerations for next steps related to healthy habits and timely and accurate hearing screenings are described below.

- **Successes/Strengths:**
    - Development and implementation of a Physical Activity Policy, including a racial equity analysis (i.e. with the Racial Equity Tool) in development
        - High rates of compliance in implementing the policy – 100% in Center-based Early Head Start and 85% in Head Start/ECEAP
    - Several PSESD staff certified to conduct Playground Safety inspections
    - Community partnerships to provide input and support progress in Healthy Habits work
        - Development of "Train the Trainer" workshop on HEAT (Health Equity Assessment Tool)
    - Completed training on new Child and Adult Care Food Program (CACFP) Food Service Directors

- **Challenges and Considerations for Next Steps**
    Areas to address to improve and move this work forward include the need to:
    - Understand opportunities to impact obesity in our program, where the program-wide rate is ~18%, consistent with a statewide rate of 18% in ECEAP (statewide data is for children assessed in Aug-Dec 2016)
        - Examine basis for growth data from a racial equity lens, including how standards/norms are developed
        - Identify barriers to healthy habits in our program and communities, including the relationship between obesity and poverty, the impact of school lunches/CACFP standards, and the prevalence of food deserts in the communities served by our program
    - Provide support for staff to partner with families in conversations about healthy habits, including expectations around physical activity and implementation of the physical activity policy, and a culturally responsive approach to healthy habits

- Obesity rates disaggregated by race/ethnicity indicate a wide range, from 37.8% among assessed Hawaiian/Pacific Islander children to 11.1% among assessed Asian children (see Exhibit 9)
  - Improve implementation of healthy habits curriculum; monitoring results indicate compliance rates of 43% in Center-based Early Head Start and 68% in Head Start/ECEAP in implementing related curriculum (Healthy Habits 5-2-1-0, Cavity Free Kids, Healthy Habits My Plate, Healthy Habits Breakfast)
  - Deepen understanding of needed supports and common barriers to increase timeliness and accuracy of hearing screenings
    - On the whole, sites with their own OAE machine compared to those without (i.e. with an audiometer or with access to an OAE machine through PSESD) do not have more timely screenings nor do they have lower rescreen rates.
    - Need to identify the supports – beyond ready access to a machine – that impact the timeliness and accuracy of hearing screenings

Exhibit 9: Head Start/ECEAP Obesity Rates for All Children, Disaggregated by Race/Ethnicity

	Cumulative Enrollment	Total Assessed for Growth	Percent Assessed for Growth	Number Obese	Percent Obese (of those children assessed for growth)
American Indian/Alaska Native	128	114	89.1%	23	20.2%
Asian	391	360	92.1%	40	11.1%
Biracial/Multiracial	212	193	91.0%	26	13.5%
Black/African American	1283	1081	84.3%	189	17.5%
Hawaiian/Pacific Islander	166	143	86.1%	54	37.8%
White	1297	1122	86.5%	200	17.8%
Hispanic	1787	1624	90.9%	343	21.1%
Race Unknown	42	33	78.6%	1	3.0%
PROGRAM TOTAL	5306	4670	88.0%	876	18.8%

Triage Process

Related to the Early Learning Program's triage process (or Request for Classroom Support process), there was one stated objective in 2016-17:

- Expand the triage process to cover the whole child, and connect health background to behavioral or developmental issues.

The successes, challenges, questions/surprises, and considerations for next steps related to this area of focus and the related objectives are described below.

- **Successes**
  - Completed review of previous and current practice to identify gaps and clarify guidance
  - Work group's completion of draft "Request for Support" form and procedure, with different name to better describe the intent of this process, emphasis on whole-child approach, and

alignment to multidisciplinary approach of the new Early Learning Program design (See Exhibit 10)

- o Feedback collected from PSESD Early Learning Leadership, Center Directors and parents to refine proposed form and process

- **Challenges and Considerations for Next Steps**

   Areas to address to improve and move this work forward include the need to:
   - o Determine communication processes across disciplines and teams, including what is shared, with whom, and how
   - o Finalize form and procedure based on feedback from PSESD staff, Center Directors, and parents
   - o Identify process to collect, document, and store forms to protect confidentiality and provide access to those who need the information

Exhibit 10: Proposed Triage (Request for Classroom Support) Process
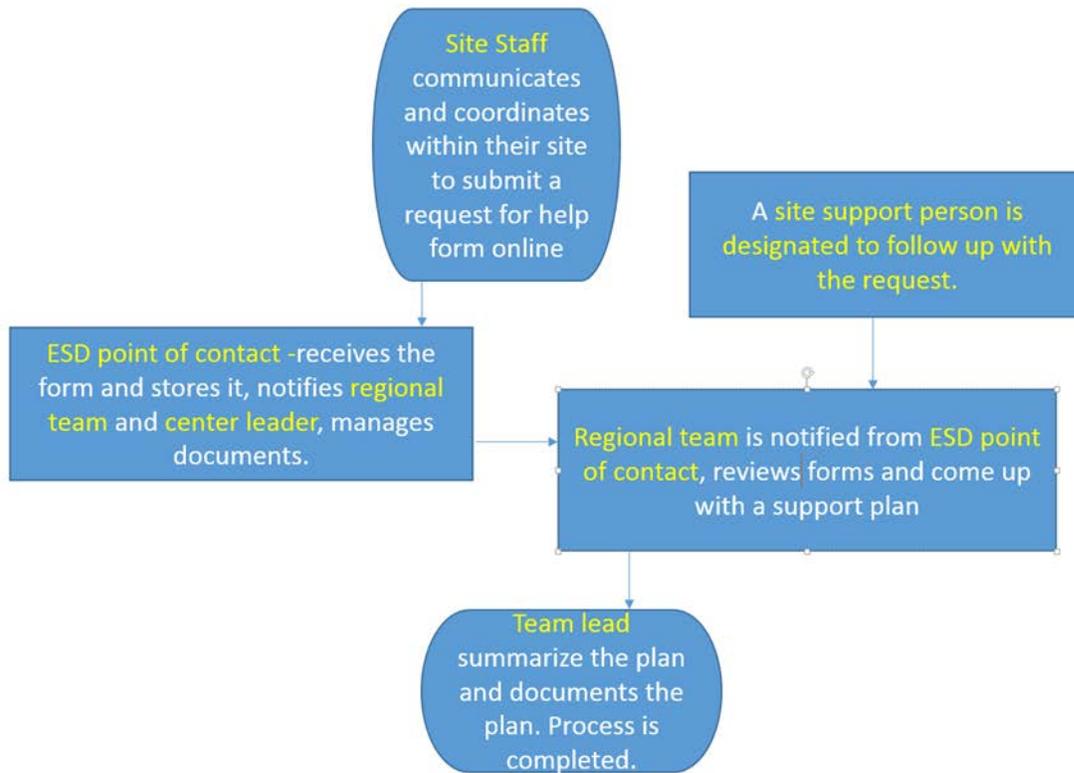
Enrolling Children and Families of Color

Early Head Start

In this area, there were six stated objectives for 2016-17:
- Compare Early Head Start enrollment to community data to identify priority communities of color.
- Develop recruitment strategies within those communities.

- Develop childcare provider partnerships within those communities (a multi-year objective).
- Ensure that program activity content and curriculum are racially, culturally, and linguistically appropriate, and sensitive to the needs of families enrolled (a multi-year objective).
- Provide training on race equity to all internal/PSESD staff.
- Implement equitable hiring practices, ensuring direct service staff are representative of the communities served in terms of race, ethnicity, and language.

The successes, challenges, questions/surprises, and considerations for next steps related to Early Head Start efforts for enrolling children and families of color and objectives are described below.

- **Successes**
    - That EHS program is serving communities of color though need to recruit more.
    - The addition of a new home-based site in Franklin Pierce Community that has staff of color.
    - Data on enrollment (see Exhibit 11 below) was available for review.

- **Challenges and Considerations for Next Steps**
  Areas to address to improve and move this work forward include the need to:
    - Partner with other agencies and community to gather data that better reflect the communities served. Some of the site data do not reflect the community where sites are. For example, where a community is known to have large groups of Vietnamese or Pacific Islanders and yet enrollment data do not show proportional numbers for those groups.
    - Examine why certain populations are not enrolling. Very few American Indian (< 1%), Asian(< 2%), and Pacific Islanders(~ 3%) children were enrolled as of April 2017, as shown in the summary table in Exhibit 11. (The exhibit also includes cumulative enrollment of pregnant mothers.)
    - Collect data that accurately identifies multiracial children & their families. Prescribed options to choose from for race & ethnicity for parents and for their children are deemed limited and hard to choose from for families.
    - Train site staff to have difficult conversations. Family Support staff do not seem to know how to ask parents about race, they find it difficult to ask.

Exhibit 11: Cumulative Early Head Start Enrollment (as of April 19, 2017)

	PSESD EHS Children & Expectant Mother Enrollment																			
		Non Hispanic Groups																	All Hispanic	
	Total	American Indian/Alaska Native		Asian		Bi-Racial/Multi Racial		Black/African American		Hawaiian/Pacific Islander		White		Race Unspecified		Race Not Entered			
	Cumulative	Cumulative	%	Cumulative	%	Cumulative	%	Cumulative	%	Cumulative	%	Cumulative	%	Cumulative	%	Cumulative	%	Cumulative	%
EHS ProgramTotal	464	3	0.7%	8	1.7%	78	16.8%	102	22.0%	16	3.5%	109	23.5%	1	0.2%	3	0.7%	144	31.0%
Expectant Mom Program Total	27	1	3.7%	0	0.0%	4	14.8%	2	7.4%	0	0.0%	10	37.0%	6	22.2%	0	0.0%	4	14.8%

ERSEA

For ERSEA, five objectives were identified for 2016-17:

- Establish a decision-making model for eligibility and selection of families in accordance with racial equity policy.
- Develop ERSEA service plans to address all program models.
- Use community assessment to develop recruitment strategies.
- Compare enrollment to community data to identify priority communities of color.
- Build Center Leaders' capacity to use community assessment data to develop recruitment strategies.

The successes, challenges, questions/surprises, and considerations for next steps related to ERSEA and its objectives are described below.

- **Successes**
    - Decision to separate ERSEA by funding stream.
    - Word of mouth is a successful way of to bring families to the program. It is the mode by which families, especially those who speak languages other than English, learned about the ECEAP program (see Exhibit 12 below).

Exhibit 12: How Families Learn about the ECEAP Program, Disaggregated By Home Language

Row Labels	Community Event	Case Worker	Community Agency	ECEAP Employee	Flyer	Media	Word of Mouth	DEL Website	Other	Grand Total
Amharic	0.0%	0.0%	7.4%	0.0%	0.0%	3.7%	55.6%	0.0%	33.3%	27
Arabic	4.8%	4.8%	19.0%	19.0%	0.0%	0.0%	33.3%	4.8%	14.3%	21
Chinese	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	33.3%	0.0%	66.7%	6
English	1.3%	2.5%	11.1%	12.4%	6.8%	3.5%	36.6%	1.4%	24.6%	1791
Marshallese	0.0%	0.0%	0.0%	0.0%	83.3%	0.0%	16.7%	0.0%	0.0%	6
(Other Languages)	0.0%	6.7%	17.1%	5.7%	5.7%	1.9%	30.5%	1.9%	30.5%	105
Punjabi	0.0%	0.0%	4.0%	0.0%	4.0%	0.0%	48.0%	0.0%	44.0%	25
Russian	4.5%	4.5%	18.2%	9.1%	4.5%	4.5%	31.8%	4.5%	18.2%	22
Samoan	0.0%	0.0%	18.2%	0.0%	9.1%	18.2%	9.1%	0.0%	45.5%	11
Somali	9.5%	1.6%	3.2%	4.8%	1.6%	0.0%	46.0%	0.0%	33.3%	63
Spanish	1.3%	1.3%	9.7%	11.2%	5.7%	1.3%	43.0%	0.8%	25.5%	597
Tagalog	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	2
Vietnamese	4.3%	4.3%	17.4%	8.7%	8.7%	0.0%	26.1%	0.0%	30.4%	23
Grand Total	1.5%	2.3%	10.9%	11.3%	6.4%	2.8%	37.9%	1.3%	25.6%	2699

- **Challenges and Considerations for Next Steps**
  Areas to address to improve and move this work forward include the need to:

  o Support parents as recruiters to increase enrollment of children of color. Determine how to incentivize parents to recruit more parents – consider recruiting parents whose children are active in the programs to talk with potential parents.
  o Continue to clarify ERSEA, as a complex system.
  o Budget support a public service announcement (PSA) and support training for recruiters
  o Examine what happens with enrollment of undocumented children if families are afraid given Immigration and Customs Enforcement (ICE) deportations? How do we support these families? Current program parents who are of the same ethnicity may be a good support for families so that children stay in the program.
    - Add explicit language about legal status to application materials. Currently, there is no mention regarding legal status in the application materials. Parents need to know their legal status does not matter to apply and qualify for the early learning programs.

Following is a summary table of preschool cumulative enrollment data reviewed by the Task Force in the Head Start program and in the state-funded preschool program, Early Childhood Education Assistance Program (ECEAP).

Exhibit 13: Head Start & ECEAP Cumulative Enrollment (as of April 19, 2017)

	Disaggregated Head Start and ECEAP Enrollment (as of April 2017)																			
	Total	American Indian/ Alaska Native		Asian		Bi-Racial/Multi Racial		Black/African American		Hawaiian/Pacific Islander		White		Race Unspecified		Race Not Entered		Hispanic	
PROGRAM	Cumulative	Cumulative	%	Cumulative	%	Cumulative	%	Cumulative	%	Cumulative	%	Cumulative	%	Cumulative	%	Cumulative	%	Cumulative	%
Head Start	1764	14	0.8%	155	8.8%	171	9.7%	372	21.1%	50	2.8%	294	16.7%	19	1.1%	34	1.9%	655	37.1%
ECEAP	3286	60	1.8%	190	5.8%	323	9.8%	648	19.7%	93	2.8%	910	27.7%	22	0.7%	2	0.1%	1038	31.6%

Inclusive Planning System

Fiscal

In this area, there were two objectives for 2016-17:

- Collect subcontractor budgets and develop direct service budgets (including an "in-kind" plan for federal programs).
- 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.

The successes, challenges, questions/surprises, and considerations for next steps related to the fiscal area and related objectives are described below.

- **Successes**
  - Successful funding of models/sites/centers – Centers funded through Head Start grant 0412 are functioning based on a transparent and more equitable funding model. (See Exhibit 14)
  - Work directly with each subcontractor who receives federal funds to identify needs individually.
    - Center staff learned how/why funds are allocated.
  - Collection of subcontractors' budgets to establish a base rate per slot/child & inform funding for community colleges and childcare centers.

- **Challenges and Considerations for Next Steps**
  Areas to address to improve and move this work forward include the need to:
  - Budget sufficient time for budgeting process, considering the significant time required to get information to understand layered funding.
  - Understand and anticipate implications for different entities we contract with and the various models they implement.
  - Ask how we engage with subcontractors and their fiscal systems to better understand realities, understandings, etc. Also, need education for internal PSESD staff.
    - Change in expectations around budgeting, process to ensure PSESD has more understanding of subcontractors, barriers/obstacles.
    - Would be good to start a new contract year with a clear defined equitable system that subcontractors understand and we can share/train internal staff on.

Exhibit 14: Fiscal System: Funding Model for Head Start Grant 412, 2016-17

Funding Model Criteria	
Staffing Costs (Teaching staff, Family Support/Family Advocate staff, Aides, Substitutes)	
Variable by Center based on:	Salary: Hourly Salary for:
	Classroom Contact Hours
	Weekly Out of Class Hours (include plan curriculum, complete paperwork, screen and assess children, staffings)
	Periodic Out Class Hours (include staff training, pre- and in- service trainings, home visits (4X/year per child), conferences, etc.)
	Holiday Hours
	Benefits (% of Salary)
Non-Employee Related Costs	
Variable by Center, based on fixed allocation of:	$350/child
Parent funds	
Variable by Center based on fixed allocation of:	$50/child
Center oversight	
Variable by Center (1 FTE) based on fixed allocation of:	More than 95 slots (Prorated for those with 6-hour model)
Additional costs (reassessed every year)	
Variable by Center	Food service staff
	Nursing staff
	Transportation
	Vacation buyout
	Space usage

Peer Programs

In Peer Programs, parents undergo training that allows them to train other parents—called 'teachbacks'—in supporting their children gain early literacy skills and develop healthy habits, for example. The three Peer Programs objectives identified for 2016-17 were:

- Improve recruitment strategies among site staff to increase parent participation.
- Ensure a diversity of parent trainers that reflect the families we serve (Peer Programs Race Equity Outcome).
- 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.

The successes, challenges, questions/surprises, and considerations for next steps for Peer Programs and its objectives follow.

- **Successes**
  - Transition to new leadership
  - Great engagement & valuing of parent leadership
  - Addition of Peer Math with link to School Readiness goals

- o Delivery is not only in English and Spanish but also in other languages (Amharic, Vietnamese).

- **Challenges and Considerations for Next Steps**
  Areas to address to improve and move this work forward include the need to:
  - o Areas to address to improve and move this work forward include the need to: Clarify budget and resources available for Peer Program. Need a stronger connection with Policy Council and to other parts of Early Learning Program such as Program Planning, and to fully embed this program within Early Learning.
  - o Establish confirmation system of scheduled teachbacks for sites.
    - ▪ Need a tracking system of who has done teachbacks versus who has not, and support parents to do teachbacks earlier in the year.
  - o Consider additional supports such as a training "buddy" or having new parent trainers watch teachbacks from seasoned trainers.
  - o Address downward trend in parents participating in Peer Programs. See Exhibit 15 for three-year trend data.

Exhibit 15. Three Years of Peer Program Data

2014-15 Peer Programs Data	2015-16 Peer Programs Data	2016-17 Peer Programs Data
- **Parent and family members trained as Peer Program facilitators:** o 45 parents and family members were trained as Educators o 34 parents and family members were trained as Leaders o 19 parents and family members were trained as Mentors - **Parent teachbacks provided:** o 45 Literacy teachbacks o 51 Health teachbacks - **Parents and family members participating in teachbacks** o 292 parents heard a teachback in Spanish o 382 parents heard a teachback in English o 2 parents heard a teachback in Vietnamese o 12 parents heard a teachback in Amharic *Note: Tracking languages other than Spanish began in April 2015	- **Parent and family members trained as Peer Program facilitators:** o 30 parents and family members completed training (unable to tell how many of these were mentors/leaders) - **Parent teachbacks provided:** o 38 Literacy teachbacks o 41 Health teachbacks - **Parents and family members participating in teachbacks:** o 369 parents heard a teachback in Spanish o 415 English parents heard a teachback in English o 25 parents heard a teachback in a language other than Spanish or English	- **Parent and family members trained as Peer Program facilitators:** o 22 parents and family members were trained as Educators o 9 parents and family members were trained as Leaders o 2 parents and family members were trained as Mentors - **Parent teachbacks provided (as of 7/13/17):** o 21 Literacy teachbacks o 26 Health teachbacks - **Parents and family members participating in teachbacks (as of 7/13/17):** o 96 parents heard a teachback in Spanish o 197 parents heard a teachback in English o 10 parents heard a teachback in Amharic

Policy Council/Governance

For this area, four objectives were identified for 2016-17:

- Develop promotional materials to recruit more families of color.
- Provide additional ways to access/attend Policy Council meetings.
- Provide training and support to center staff to improve recruitment for Policy Council representatives.
- Provide training and leadership opportunities to Policy Council related to race equity and the opportunity gap.

The successes, challenges, questions/surprises, and considerations for next steps related to Policy Council/Governance and related objectives are described below.

- **Successes**
  - Recruitment brochures and video that were developed with input from parents. The Department of Early Learning highlighted video which is available in multiple languages.
  - Policy Council instills parent passions, provides opportunities for further community involvement, gives parent voice & empowerment including via provision of interpreters.
  - Policy Council is a diverse group and reflect child enrollment (as illustrated in Exhibit 16 below).
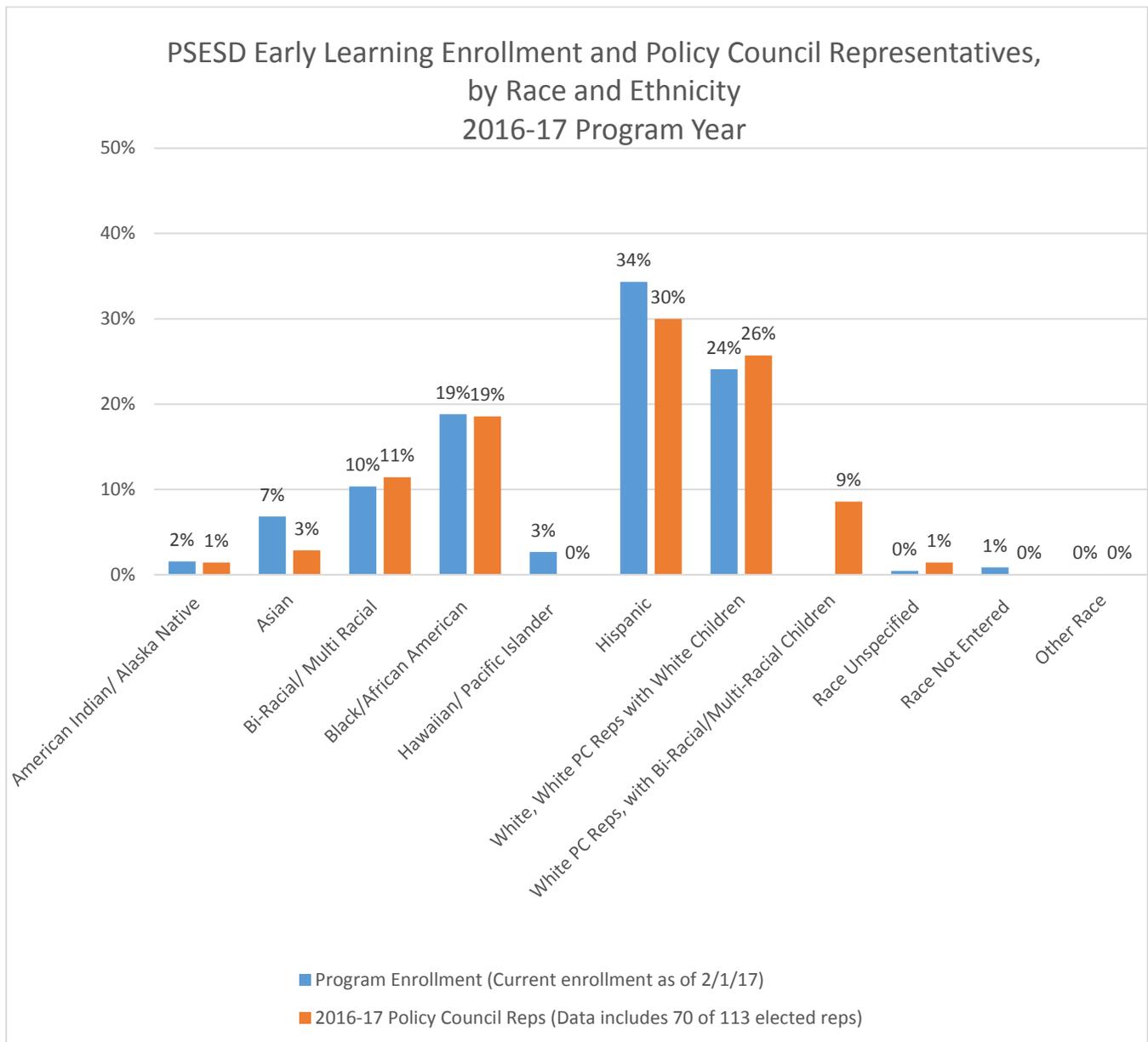
- **Challenges and Considerations for Next Steps**
  Areas to address to improve and move this work forward include the need to:
  - Deepen understanding of barriers to attendance at and access to Policy Council meetings
    - Policy Council meetings are only held during regular work hours on weekdays.
    - Need to understand more about those who are elected and do not attend.
    - Consider how technology can support more widespread participation.
      - How might we assess the pros/cons of remote access for Policy Council participation?
      - Could we have regional meeting spaces that are connected via on-location leadership supports? How can support from Agency Technology department help? What kind of technology access do parents have?
    - Combine survey efforts to identify barriers to our programs, including barriers to Policy Council participation (also level of interest and availability)?
  - Engage parents to talk with parents – including those Policy Council representatives who regularly attend, those representatives who have never attended or do not regularly attend, and those who are not on Policy Council – about their understanding of and experience with Policy Council. Examine and compare the experience of parents of color and white parents.
  - Develop additional mechanisms to support parent voice and input, such as through a comment/suggestion box at Policy Council meetings
  - Train center/site staff about Policy Council
    - What are barriers for centers that do not have representation or consistent representation?
    - What data do we have on sites that have consistent representation on Policy Council and how they recruit?

- Could we highlight Family Support staff who refer/engage/encourage the highest representations at Policy Council?
  o No data on race & ethnicity of children on the Policy Council race/ethnicity form. Need to have more data that include information showing white parents who have children of color.
  o The number of Pacific Islander and Native Americans on Policy Council is low.
    - How do we reach out to those with those lower numbers at sites and at Policy Council?
    - What are the reasons on why these groups are not serving on Policy Council?

Exhibit 16: Program Enrollment and Policy Council Representation Disaggregated by Race & Ethnicity

PSESD Early Learning Enrollment and Policy Council Representatives, by Race and Ethnicity 2016-17 Program Year

- Program Enrollment (Current enrollment as of 2/1/17)
- 2016-17 Policy Council Reps (Data includes 70 of 113 elected reps)

Race Equity System

For Race Equity System area, there were six objectives for 2016-17:

- Actively support the implementation of the PSESD Racial Equity Policy.
- Promote available supports and respond to training needs for our internal staff and subcontractor staff on topics of racial equity.
- Use enrollment data to promote and inform the usage of Bilingual Instructional Assistants.
- Connect with cultural ethnic community groups and the Equity Network (network of other racial equity staff across the region's school districts).
- Implement a process for setting and achieving Race Equity Outcomes.
- Identify and address cultural barriers to accessing our programs (multi-year objective).

The successes, challenges, questions/surprises, and considerations for next steps related to Race Equity Systems and its objectives are described below.

- **Successes**
    - Race equity has become everyone's (service areas/teams) work.
        - Establishment of Race Equity Outcomes (REOs) process to help identify inequities that service areas want to address. REO embedded into 5-year goals. Use of the scorecard (system of tracking) is in place.
    - Having a system in place to provide Race Equity training/Technical Assistance/coaching to internal and external staff.
        - PSESD staff went deeper in their knowledge of race; engaging in conversations to apply their learning.
            - What staff is learning is showing up in their practice.
        - Center Directors requesting support and training.

- **Challenges and Considerations for Next Steps**
    Areas to address to improve and move this work forward include the need to:
    - Provide additional training and support to teaching staff to address personal biases and how that impacts their interactions with children and families based on race & equity, language needs.
        - Provide trainings equally to all staff in all the centers.
    - Address barriers to having enough Bilingual Instructional Assistants (BIAs) for all languages, especially when children are in classrooms without peers who speak the same language.
        - Consider enrolling children with a common language in the same classroom
        - Collect and utilize data on effectiveness of BIA program in meeting child outcomes
        - Assess fiscal impact and adjust budget and staffing to support identified need

Program Planning

Two objectives were identified for Program Planning in 2016-17:

- Engage staff and families to define a shared vision for the PSESD Early Learning Program.
- Engage staff and families to define high quality services.

The successes, challenges, questions/surprises, and considerations for next steps for Program Planning and its related objectives follow.

- **Successes**
  - Agreement between staff, directors, and Policy Council on shared vision.
    - PSESD staff, Policy Council, and Center Directors were engaged in the process.
    - Focus on mutual accountability for children & families through strong partnerships, and eliminating the opportunity gap through racial equity.
  - Move toward coaching approach and how that enables partnerships/stronger relationships in working toward common goal.

- **Challenges and Considerations for Next Steps**
  - Need to define & measure engagement, authentic partnerships, high quality, parent leadership, and how we will implememt mutual accountability. We need this work to move forward, and understand better what is happening at sites with communication & family engagement.
  - Need to involve other stakeholders in our planning process, particularly site staff (teachers, Family Advocates, Family Support Specialists), and organizations in communities that work with families/children.
    - Need to balance between engaging stakeholders and moving forward.
  - Clarify how implementation of a coaching approach (in the new organizational design) translates/connects/relates to services for children & families.

These results from the 2016-17 PSESD Early Learning Self-Assessment informed planning for the 2017-18 program year, including near-term objectives, Racial Equity Outcomes, and improvement plan for our program. A preliminary improvement plan was developed based on input from the Self-Assessment Taskforce, and specific objectives and REOs for 2017-18 will be finalized during Summer 2017.