Themes from PSESD Early Learning Staff Data – January 10, 2018

We reviewed PSESD Early Learning Program's 5-year Goals and asked staff to identify one (or more) goals which particularly "calls" to them and think about how their role relates to that goal. We received 54 responses. Common themes and individual responses are below.

What is clear about how your role currently supports/relates to the Early Learning Program's 5-Year Goal(s)?	What is not clear (yet) about how your role supports/relates to this goal?
Support via coaching/training/technical assistance: Staff, particularly coaches and consultants, are clear that a key responsibility is to ***provide support,*** which includes training, coaching, and technical assistance for: • Staff at sites across all areas: education, dual language learner (DLL) supports, family support, and health/nutrition/safety • PSESD staff to build knowledge, skills, and abilities of our own staff **Monitoring and compliance**: Understanding of how monitoring and compliance relate to staff roles includes: • Monitoring at the site level to ensure compliance with program requirements • Using monitoring data to identify training and support needs **Data:** Responsibility for complete and high-quality data as is considered part of several roles, particularly Data Technicians **System development:** Development and support of systems – such as documentation systems, the ERSEA system, and developing processes and structures – as part of several roles' responsibilities **Planning:** Planning process, including collecting input and analyzing the impact of decisions, is seen as part of several roles **Direct service**: Staff working with children and families cite this direct service as a key part of their roles	**"How" of coaching/training/TA:** Clarify how coaching, training and other support are provided across content areas **Measurement:** Identify how the program will measure progress toward goals as well and progress of the new design **Accountability:** Clarify how individuals are held accountable, and how sites are held accountable, particularly with many ongoing changes **Fiscal structures:** Increase transparency about budgets, fiscal structures, and decision-making processes **Decision-making and communication:** Identify structures for decision-making, including who is responsible for which decisions. Similarly, who is responsible for communicating about decisions and other important information. **Structures of the design:** Several parts of the new design are not clear to staff, including planning structures, effectiveness of health system and processes, structures for racial equity work, and transitional supports when responsibilities are reassigned or people leave **Using data:** Clarify how data can be used to inform and improve our work, including how monitoring data supports training/coaching and how data can inform recruitment of families
Coordination: Came up as an area that is clear for some staff and unclear for others. Several named this coordination (and communication) across internal teams and with sites as part of their role, while others noted the need to better coordinate and communicate across and within teams.	

Additional individual comments include:
- That some sites (particularly ECEAP) are enrolling families on a first-come, first-serve basis
- That additional training and support is needed for internal and external staff around recruitment and mental health, which both relate to all other aspects of the program in terms of who the program is serving and children's ability to learn.
- There were several comments expressing concerns with structures for health, nutrition and safety services including a sense that there is a not a system for site staff to be able to support families in this area, and the lack of representation of health on the monitoring team.