AESD Early Learning Shared Comprehensive Services Pilot

AESD 2018 Conference April 13, 2018

Dr. Laura Lynn

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Objectives

- Participants will learn about a model for collaborative design of Network efforts rooted in racial equity

- Participants will learn about the lessons learned and success factors for this pilot

- Participants will discuss the implications of the pilot results for their work

Presentation Overview

- Introductions

- Project Overview

- Racial Equity Tool & Transforming Institutional   Values

- Collective Design Process

- Pilots

- Implications for the AESD Network

- Next Steps

Our Team

- Laura: Equity & Evaluation Consultant, Puget Sound ESD

- Mary: P-3 Systems Program Manager PSESD/AESD

- Sarita: Executive Director, Puget Sound ESD Strategy, Evaluation and Learning Center

Project Overview

- Funded by Department of Early Learning (DEL)

- Six month timeline

- In partnership **_WITH_**, and parallel **_TO_** Child Care Aware's pilot

- **Goal**: explore potential models and impact of a comprehensive shared-services model

Shared Services

What are shared services?

- Comprehensive shared services support child outcomes and families

- Developmental screenings, curriculum, parent education & support, DLL resources, SPED resources

Why shared services?

- Child care providers have access to more services and resources

- Leverages wisdom, capacity, and resources

- Strengthens alignment and partnerships

- Increased success for families and children

Project Elements

Design Team

Purpose

- Determine priority content areas for the pilot, nominate pilot sites, provide feedback and continued collaboration on pilot design, implementation, findings, and recommendations.

Members

- Cross-agency – ESDs, CCA, other

- State-wide – representation from all ESD and CCA regions

Collaborations

- Two-day meeting July 2017

- Series of Zoom meetings

Racial Equity Tool

Racial Equity Tool

Objective: *To support the PSESD's goal of eliminating racial inequity, we will incorporate a racial equity analysis and best practices into program, policy and procedure decisions. Additionally, the PSESD will assist and engage our regional districts in the adoption and use of the Racial Equity Tool in order to close the opportunity gap.*

We Agree:

- That in order to eliminate racial inequities, it is essential that race be clearly called out and institutional racism be addressed within our own organization as well as in the broader systems with which we interact.

- That the importance of training and skill building within our organization, departments, and internal and external programs is paramount. Increasing the number of trained and skilled employees, including leadership, staff, board members, etc, will not only help to make improvements supporting racial equity, but will also help to develop an anti-racist culture within our organization.

- To explore and develop a shared understanding relating to racial equity, and we also recognize that we and our external partners are all at different places as individuals, programs, and departments. We are committed to move forward with a focus that is intentional and strategic within our organization and our external partners. We will openly share challenges, successes and lessons learned to help move the sum of our race equity work forward.

- To have collective buy-in to racial equity best practices, we will each take responsibility for using the racial equity tool.

- That how the racial equity tool is implemented and used will differ from program to program, department to department and across our organization. Accountability for implementation and use within our own organization and to our respective communities (children, students, families and schools) will be essential.

- To approach racial equity analyses from an evaluative / continuous improvement perspective, as opposed to a **check list**. We will seek to strengthen programs, policies and procedures until racial inequities are eliminated.

- That if the strategy, practice, policy, or procedure works for our most vulnerable communities, it works for everyone. The reverse however, is not true.

- That we will not let the perceived barriers such as (time, agendas, schedules, etc) prevent us from interrupting patterns of racial inequity.

RACIAL EQUITY TOOL 🔶

Racial equity tool: programs, practices, policies and procedures aimed at racial equity will employ the following **racial equity best practices criteria**:

- **Educate on racial issues and raises racial consciousness**
  - How does the program, policy or procedure educate about the history and current realities regarding race, racism, opportunity gap and/or culture?
  - How does the program, policy or procedure educate and encourage sharing about race and racism, including the connections between individual feelings and experiences and race-related systemic issues?

- **Promote racially inclusive collaboration and engagement**
  - How have people of color affected by the policy, program or procedure been involved in its development, implementation and evaluation?
  - How does the program, policy or procedure foster greater engagement in the PSESD community?

- **Assess community conditions and set goals for affecting desired community impact.**
  - Are community conditions, including racial inequities, clearly documented? If not, what is the plan for doing so?
  - How will goals be adjusted regularly to keep pace with changing community needs and racial demographics?
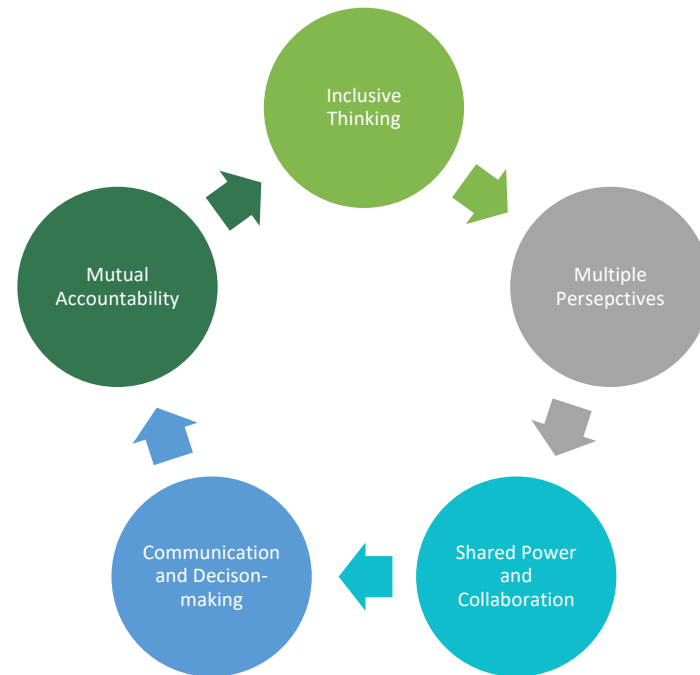 *Note: to be anti-racist, the assessment and goal-setting should be a process driven by the community. People using the tool should be working with the community.*

- **Expand opportunity and access for individuals**
  - How does the program, policy or procedure increase opportunity and/or access for those who historically have been excluded? This means, more explicitly, who benefits from and/or who is harmed by the program, policy or procedure?
  - What are the strategies to improve access for immigrants and refugees, including appropriate interpretation and translation policies?

- **Affect systemic change**
  - How does the program, policy or procedure make changes within the organization to eliminate institutional racism (including the promotion of accountability)? How are issues of internalized racial oppression and internalized racial superiority acknowledged and attended to?
  - How does the program, policy or procedure work to address structural racism?
  Note: to be anti-racist, an analysis of power and gatekeeping is critical.

- **Develop and implement strategies for eliminating racial inequity**
  - What are the overall goals and outcomes of the program, policy or procedure? What are the specific strategies for decreasing racial inequity? How do the specific strategies work to decrease racial inequity?
  - How will strategies be adjusted regularly to keep pace with changing community needs and racial demographics?

After conducting the analysis, think about:
What are the lessons learned?
What resources are needed to make changes?
What are the next steps?

Characteristics Supportive of Transformation

Inclusive Thinking

Multiple Persepctives

Shared Power and Collaboration

Communication and Decison-making

Mutual Accountability

- From "Elements of White Middle-Class Dominant Culture" adapted (slight edits only) by scott winn (2010) from "White Supremacy Culture" Dismantling Racism: A Workbook for Social Change Group Kenneth Jones and Tema Okun, Changework 2001

Design Team

Utilizing data, and through a racial equity and transformational values lens...

- Pilot content areas: developmental screenings, family support, training

- Pilot site identification: ESD 112 & ESD 171. ESD 114, if either declined

- Ongoing feedback and collaboration:
  - pilot model design
  - implementation progress
  - pilot conclusion, findings and recommendations

Collaborative Decision Making

Factors of Success

- Identification of a shared why

- Grounding in racial equity and transformational values

- Naming success indicators for the Design Team
  - Strengthened relationships and partnerships
  - Authentically engaged communities
  - Systems and flexible models – attentive to process and product
  - Agreeing to, and staying on a shared timeline
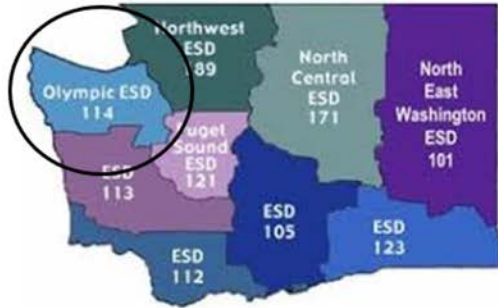 - Setting realistic goals

Collaborative Decision Making

Results

- Advocating for individual regions ➡ where is the need **_and_** the readiness to benefit?

- Clear themes emerged

- The work moved quickly

Turn and Talk

How might some of these strategies be helpful in your own work?
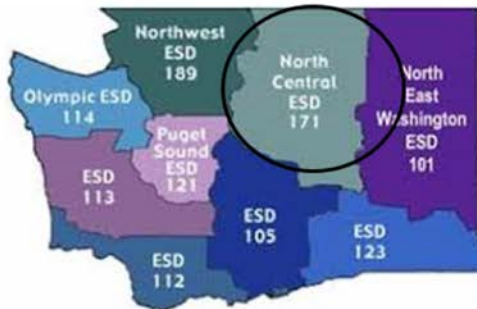
Shared-services Pilot Locales

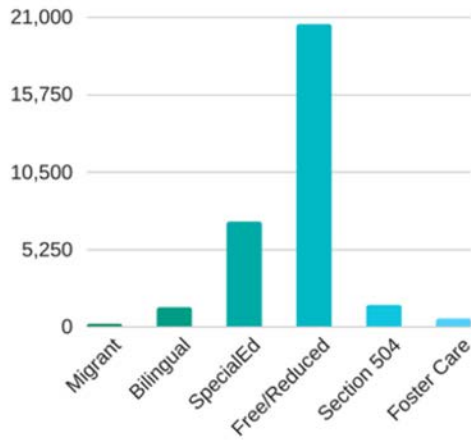Olympic ESD Service Area

CCA of Olympic Peninsula Service Area

North Central ESD Service Area
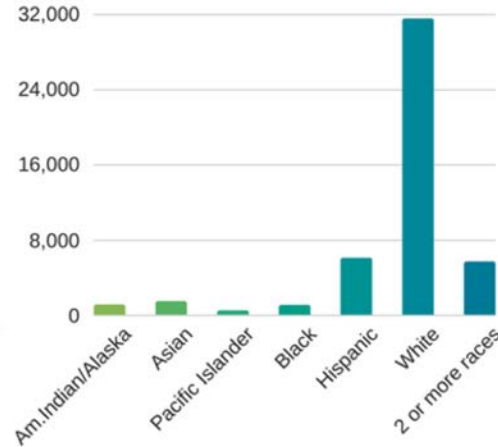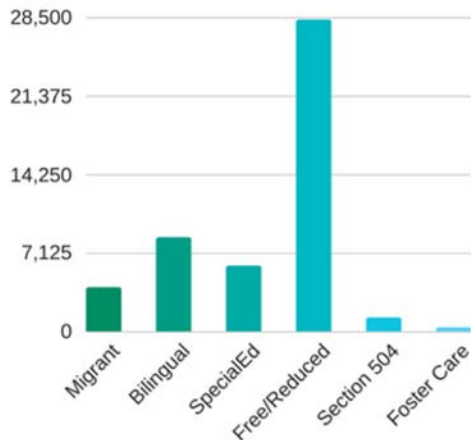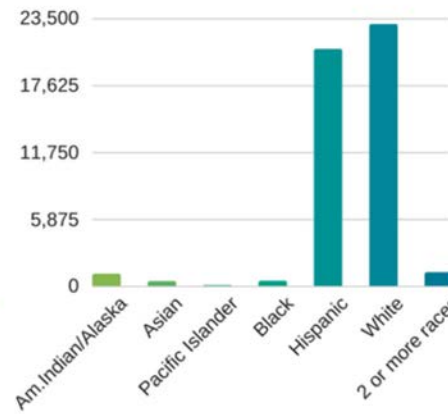

CCA of Central WA Service Area

ESD Demographics

Olympic ESD 114

Olympic ESD 114

North Central ESD 171

North Central ESD 171

Olympia ESD 114 Pilot

Why?	To better understand provider needs related to comprehensive services, and to continue to build relationships that foster effective coordinated shared services.
What?	With providers, model and co-develop a developmental screening workshop series and envision coordinated shared services.
Who?	• Olympic ESD Early Learning Partnership and Professional Development staff • Child Care Action Council • Six regional community child care providers (centers and family child care homes) in Clallam, Jefferson, Kitsap, and North Mason Counties

North Central ESD 171 Pilot

Why?	To prepare providers to implement developmental screening in their childcare program and build partner capacity to help others provide training in their local community.
What?	Provide a workshop series to providers in their home language and host a community event where providers can practice using the screening tool with support.
Who?	• North Central ESD • Child Care Aware • Catholic Charities • Wenatchee Valley College • 12 family home child care providers in Okanagan County

Findings & Recommendations

Relationships – stronger regional and state-wide connections. "We must invest in relationships as a way of how we are, and how we do our work"

- Relationships built on previous collaborative success create the conditions for rapid design and implementation of new work

- An environment of trust; flexibility in roles and responsibilities of partners

- Opportunities for continued collaboration at the state and regional levels

Findings & Recommendations

Responsiveness & flexibility – models that fit the unique needs of the community; flexibility in roles and thinking; responding to feedback in real time

- Utilizing a strengths-based approach, grounded in a view of "abundant expertise" allowed for flexibility

- Real time responsiveness seems to be a key contributor to increased provider participation & shifting perspective of shared services

Findings & Recommendations

Sustainability – strong appetite for exploring shared services work, including more on financial models

- Each model was different, but shared commonalities in process, collaboration and design – defining the "loose" and the "tight" in a statewide model

- Allowing regions to "opt-in" most likely increased success, and leveraged readiness

Next Steps

- BUILD, May 30-31

- Core planning group: AESD, CCA, DEL (DCYFS), other key stakeholders

Q & A

Contact the Team

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