



Marin County Learning Network 2022-2023 Evaluation Report

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Institute for Child Success

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Table of Contents

Table of Contents	2
Figures & Tables	3
Context for this Report	4
Evaluation Purpose & Design	6
Evaluation Purpose	6
Evaluation Design & Methods	6
Formative, ongoing data collection	6
Summative, spring 2023 data collection	6
Data Summarization, Analysis, and Reporting	9
Summarization and Analysis	9
Results	9
Who Participated in This Year's Learning Network?	9
How Did Member Knowledge, Skills, Behaviors, and Relationships Change Over the Course of the Learning Network Experience (Particularly Regarding Children)?	11
S.E.T. attitudes	12
<i>What did members say about S.E.T. attitudes?</i>	13
S.E.T. abilities	14
<i>What did members say about S.E.T. skills and abilities?</i>	15
S.E.T. actions	16
<i>What did members report they do now?</i>	17
<i>What Learning Network concepts did members learn and put into practice?</i>	18
<i>How do members assess their behaviors before and after the Learning Network?</i>	19
<i>What did members say about S.E.T. behaviors?</i>	22
How Did Members Perceive Their 2022-23 Learning Network Experience in Terms of its Impact on Children?	22
What did members say specifically about children?	25
Conclusion	26
Recommendations for Continued Learning	26
Appendices	



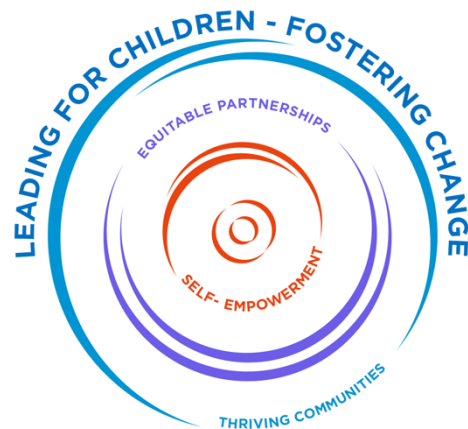
Figures & Tables

Figure 1. LFC Tier 3 Learning Network Theory of Impact	5
Table 1. 2022-23 MCOE Learning Network Evaluation Measures	7
Figure 2. Learning Network members' roles as characterized by LFC (n=64)	10
Table 2. How often members interact with children (n=32)	11
Figure 4. Length of participation in Learning Network activities (n=32)	11
Figure 5. Attitudes members report holding for work and/or life after the Learning Network (n=31)	12
Figure 6. The extent to which members gave credit to their own strengths before and after engaging with the Learning Network (n=32)	13
Figure 7. The extent to which members gave credit to the strengths of others before and after engaging with the Learning Network (n=32)	13
Figure 8. Skills members report using in work and/or life after the Learning Network (n=32)	15
Figure 9. Sample "pulse survey" questions (n=32)	17
Figure 10. Extent to which members believe they contribute to equitable partnerships in their community (n=32)	18
Figure 11. Extent to which members believe they contribute to how their community thrives (n=32)	18
Figure 12. Behaviors in which members report actively engaging in work and/or life after the Learning Network (n=32)	19
Figure 13. Members' assessment of how they acted when interacting with others before and after the Learning Network (n=32)	20
Figure 14. Members' reflections on how often they enacted three important Learning Network child-focused concepts before and after the Learning Network (n=32)	21
Figure 15. Members' agreement that they have learned ways an adult can impact a child's learning environment (n=30)	23
Figure 16. Members' belief that being a Learning Network member has improved their relationships and interactions with children (n=30)	24
Figure 17. Members' belief that the children they work with have directly benefited from the member's participation in the Learning Network (n=30)	24
Figure 18. Members' belief about the extent to which they contribute to the self-empowerment of children with whom they work (n=30)	25

Context for this Report

In 2022-23, Leading for Children (LFC) leadership and staff were thrilled to work for a second year with Marin County Office of Education (MCOE). This year's engagement focused on *Creating Thriving Communities for Children: Using Learning Networks to Promote Equity*.

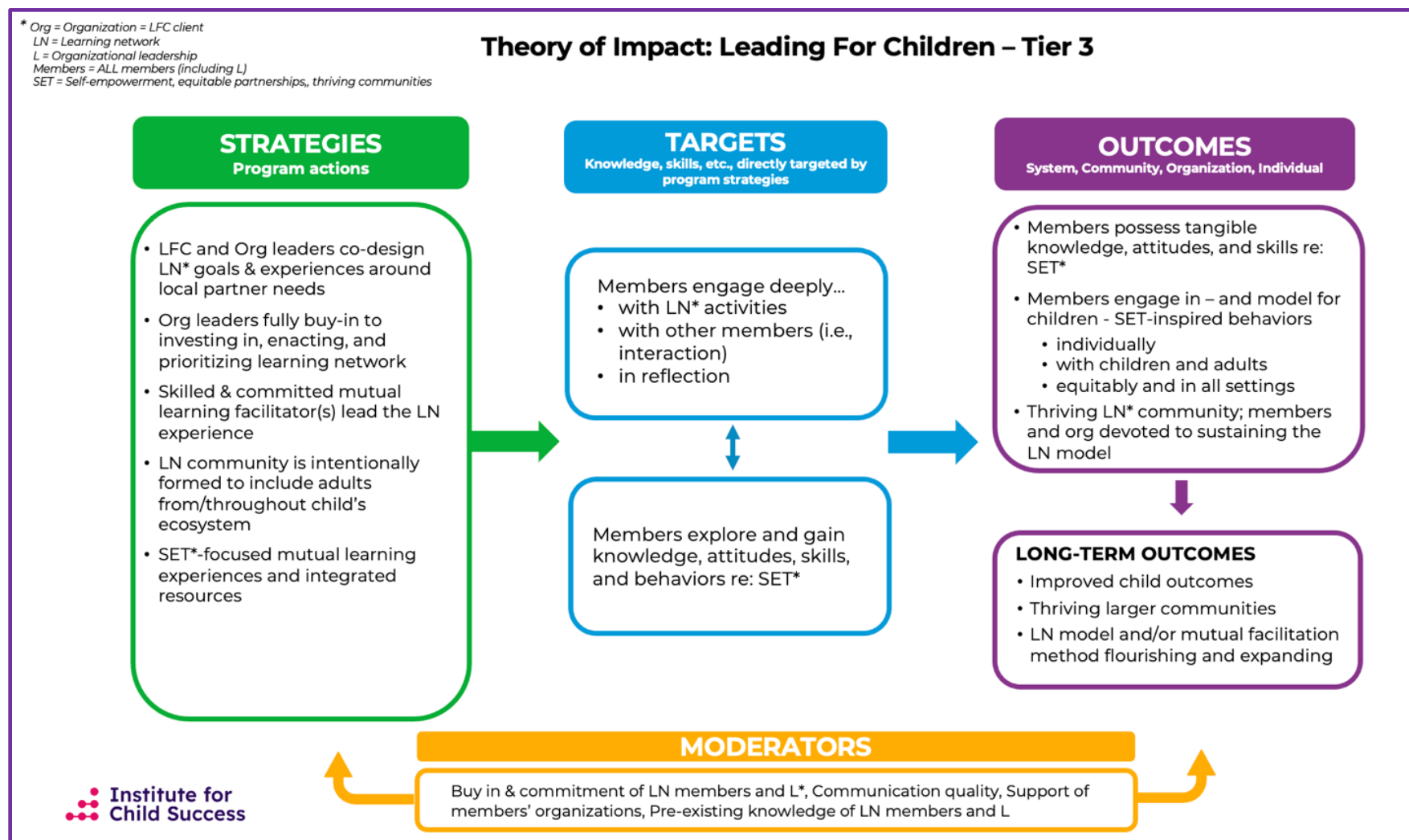
The partnership was rooted in LFC's Humanity First Model. LFC uses the model to strengthen communities by advancing evidence-based approaches where adults collaborate equitably towards positive outcomes for children. LFC Learning Networks bring together families, educators, program staff, program leadership, and community stakeholders for mutual learning experiences. Within Learning Networks, our facilitation method and two frameworks — the *Five Commitments of Optimistic Leaders* and the *11 Simple Rules for Thriving Communities* — guide learning experiences. The LFC facilitation method ensures that members from diverse roles all have equal voices. Adults see the value of their knowledge and experiences, and they elevate others' wisdom. Our work with Learning Networks is centered around self-empowerment, equitable partnerships, and thriving communities. In this report, we refer to these three aspirations as "S.E.T.", particularly when discussing the attitudes, skills, knowledge, and behaviors LFC's Learning Networks are intended to strengthen. The meaningful, long-term, community change expected from Learning Network members engaging in these S.E.T. experiences and resources is depicted in LFC's Tier 3 Learning Network Theory of Impact (TOI; Figure 1), below. The TOI consists of strategies, targets, outcomes, and moderators.



Marin County's 2022-23 Learning Network aimed to cultivate system-wide equitable learning partnerships among adults, with the ultimate goal of improved child outcomes. Between January and June 2023, 64 members representing diverse roles came together for mutual learning experiences supporting the following goals:

1. Use LFC's framework of the *Five Commitments of Optimistic Leaders* to increase adults' sense of self-empowerment, intentional decision-making, and equitable learning partnerships across the myriad of roles and settings that impact children's development and learning
2. Use LFC's framework of the *11 Simple Rules for Thriving Communities* to create a cohesive understanding of early learning quality
3. Examine how enhanced self-empowerment, equitable learning partnerships, and a shared and cohesive understanding of equitable, thriving communities result in improved child outcomes
4. Use *Powerful Interactions* to strengthen interactions and learning for children

Figure 1. LFC Tier 3 Learning Network Theory of Impact





Evaluation Purpose & Design

Evaluation Purpose

LFC commissioned the Institute for Child Success (ICS) to design and conduct independent analyses for the 2022-23 MCOE Learning Network evaluation.

We (LFC and ICS) were interested in showing that the Learning Network experience is bringing about positive, tangible change in members and members' interactions with others, particularly in regard to the targets and immediate outcomes noted in the TOI (Figure 1).

We primarily examined two of those outcomes: (1) members' possession of tangible knowledge, attitudes and skills related to self-empowerment, equitable partnerships, and thriving communities and (2) the extent to which members engage in – and model for children – related behaviors.

Evaluation Design & Methods

We conducted a mixed methods evaluation. We used quantitative approaches to explore change over time and qualitative approaches to solicit detailed examples of specific kinds of impact. Throughout 2022-2023 Learning Network activities, our staff collected formative data (summaries and informal feedback from members). In the spring of 2023, we collected summative data (retrospective survey, interviews, and peer conversations between members) about members' perceptions of their 2022-23 Learning Network experience and self-reports about how their knowledge, skills, behaviors, and relationships changed over the course of their Learning Network experience.

Below, we provide an at-a-glance view of measures (Table 1) followed by a narrative description of each measure.

Formative, ongoing data collection

We documented Learning Network interactions through LFC facilitator **summaries of each convening** and shared these summaries with members to reinforce learning, represent members' voices, and provide them with lasting documentation of mutual learning conversations. For purposes of this evaluation, we randomly sampled, coded, and qualitatively analyzed documentation summaries to gain insight into key conversation topics during Learning Network convenings.

Summative, spring 2023 data collection

LFC staff administered all spring 2023 measures. Some data collection (peer conversations as well as summaries of convenings) occurred in the context of Learning Network convenings, whereas other data collection was on members' own time (i.e., Learning Network survey) or during an agreed-upon time with LFC staff (i.e., interviews). We assigned a random ID number to each Learning Network member, then tagged all that member's data with that ID so that data from



multiple sources could be merged to paint a fuller picture of that member's experiences. We included anonymous data in group-wide analyses, when appropriate.

Table 1. 2022-23 MCOE Learning Network Evaluation Measures

Measure & Content	Invited Respondents	Format	Timeline
Summaries of convenings (Appendix A)	(Group-level)	Narrative	Full Learning Network experience
Informal comments and feedback	Subset of Learning Network members	Notes and emails	Full Learning Network experience
Learning Network survey & pilot of Pulse survey questions (Appendix B) • Demographics • Adult outcomes • Pre-requisites for child outcomes • Whether & how Learning Network S.E.T. principles are showing up in workplace or communities	All Learning Network members	SurveyMonkey	May-June, 2023
Peer Conversations (Appendix C) Personal examples about impact of Learning Network experience on individual and whether & how Learning Network S.E.T. principles are showing up in workplace or communities	All Learning Network members attending June 6, 2023 convening	Zoom breakouts DURING meetings (members record using phones)	June 2023
Interviews (Appendix D) Whether & how (specific examples) Learning Network S.E.T. principles are showing up in workplace or communities	Subset of Learning Network members	30 min Zoom with LFC staff	May 2023

Spring 2023 measures included:

- **Learning Network Survey (Appendix B).** The purpose of this survey was to document member demographics and self-reported standing or growth on outcomes¹. We administered it as a *retrospective posttest*² to all Learning Network members near the end of the Learning Network experience (i.e., May-June, 2023). When completing this retrospective survey, we expected members to be familiar with all the Learning Network

¹ This initial administration will include items we expect will eventually be included in a future "pulse" survey (discussed below).

² This design was recommended as an alternative to a pre/post approach because often, program participants don't know what they don't know before participating in a program. Their initial self-report of knowledge and skills that will be targeted by the program tend to be inflated and/or at top of the scales (i.e., "at ceiling"). Once they participate in the program, they tend to give themselves much lower - and more realistic - scores. Unfortunately, this is interpreted as negative program impact when the scores actually reflect increased awareness and knowledge (i.e., the intent of the program!). Retrospective surveys can eliminate this problem.

terminology such that members could provide realistic estimates of both their current and initial knowledge or behaviors. The survey asked some questions twice (i.e., about both before and after the Learning Network experience; hence the term “retrospective survey”). It asked other questions (e.g., how members felt at the time of the survey) only once. The survey included a mix of quantitative and qualitative questions.

Survey logistics. We provided \$20 gift cards as incentives for survey completion. Members could complete the survey online between May 18 and June 12, 2023.

Overview of analyses. We summarized and graphed numerical and category-based responses. We reviewed open ended responses for particularly noteworthy member comments (particularly about effects on children).

- **Pulse survey.** Ideally, Learning Network approaches and teachings spread organically by rippling out from the members participating in the Learning Network. To track whether this is happening, we expect, in the future, to regularly administer a brief survey to take the pulse of Learning Network members’ communities, particularly those focused on children. All Learning Network members and, ideally, their colleagues and peers will be invited to participate as a means of documenting if and how Learning Network work affects members’ communities (e.g., friend groups, workplaces, families, community organizations). Over time, we might see members sustaining and increasing application of S.E.T. attitudes, skills, and behaviors and, importantly, their colleagues and peers also showing increases.

Pilot logistics and analysis. To pilot pulse survey questions and to capture baseline responses, we included a subset of pulse survey questions in this year’s Learning Network survey (described above). Pulse survey responses to questions 13, 29 and 30 of the Learning Network survey were analyzed as part of the Learning Network spring 2023 survey data set.

We will also consider if and how data from these pilot questions – and others like them – would be informative over time. This will inform our decision about if and how to implement pulse surveys with Learning Networks in the future.

- **Peer Conversations** (Appendix C). To gather open-ended, qualitative data at scale, LFC staff facilitated peer conversations. Following a StoryCorps³ model, Learning Network members were asked to pair up and discuss questions posed by LFC staff while recording their conversation. We expected this approach to result in rich data, examples, and testimonials that would help us understand members’ experiences and growth and improve the Learning Network experience. Simultaneously, we hope the conversations empower Learning Network members to further build community, self-reflect and recognize their growth in a new way.

In future years these conversations could occur in any number of contexts and timepoints. In spring 2023, we invited all Learning Network members attending the June 6, 2023 MCOE Learning Network convening to complete this activity. Given that these convenings occurred on Zoom, LFC staff shared four question prompts and recording instructions (e.g., “*Please use one of your phone or computer’s audio recording app to record this conversation and email it to LFC’s Assistant Director of Impact and Outreach.*”) and assigned willing pairs of participants to breakout rooms to discuss the questions.

³ <https://www.npr.org/series/4516989/storycorps>



Recordings were shared with LFC, then transcribed so that they could be summarized and so that we could flag particularly noteworthy comments, nuances, and testimonials.

- **Interviews** (Appendix D). Interviews are a rich source of data and often get at the heart of the Learning Network experience. This year's interviews focused on capturing the stories of member experiences from the beginning of the project to its completion. LFC's Assistant Director of Impact and Outreach worked with LFC Facilitators to identify potential interviewees and contacted members to assess interest and schedule times for participation. Between June 1 and June 23, 2023, she conducted 30-minute interviews over Zoom at a time convenient for the Learning Network member. She asked questions about members' observations on their communicating with adults and children, self-empowerment, nurturing relationships, and power sharing.

As LFC has done historically, we reviewed interviews for particularly noteworthy comments, nuances, and testimonials and summarized what we found. This year, we were particularly interested in mentions of effects on children.

Data Summarization, Analysis, and Reporting

Summarization and Analysis

As noted, above, we analyzed each measure in a way befitting its content and, when appropriate, we also graphically represented and narratively summarized data. We reviewed open-ended responses for particularly noteworthy comments and themes.

Our analyses focused on the following questions:

- Who participated in this year's Learning Network?
- How did member knowledge, skills, behaviors, and relationships change over the course of the Learning Network experience (particularly regarding children)? This report focuses on changes in attitudes, abilities, and actions related to S.E.T.
- How did members perceive their 2022-23 Learning Network experience in terms of its impact on children and more generally?

This report includes the quantitative answers to those questions as well as qualitative excerpts (e.g., real-life examples, testimonials) from open-ended survey questions, interviews, and peer conversations, as well as facilitator summaries. We included qualitative responses to contextualize, deepen understanding of, and bring the humanity into our reporting.

Results

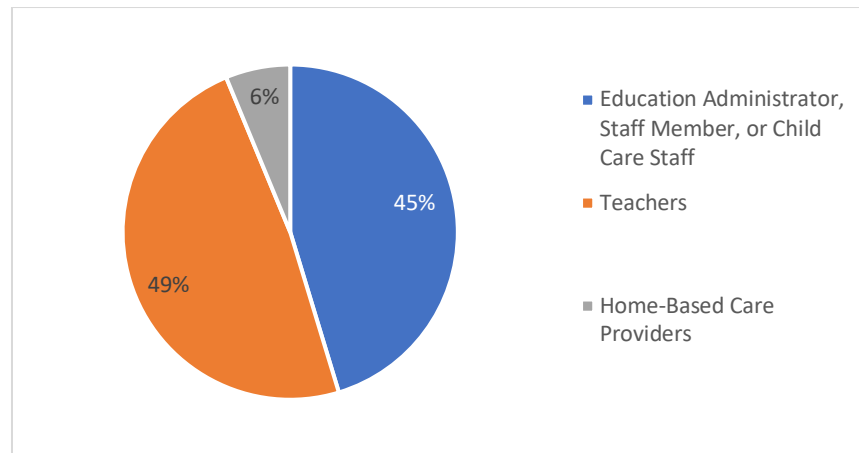
Who Participated in This Year's Learning Network?

There were 64 Marin County Learning Network participants. Using LFC classifications (Figure 2), we would characterize 29 of them as *Education Administrator, Staff Member, or Child Care Center Staff*, 31 as *Teachers*, and 4 as *Home-Based Care Providers*.



Half of the members (n = 32) completed the 2023 Learning Network Survey. All results presented here are their self-reports through that survey, except when explicitly noted.

Figure 2. Learning Network members' roles as characterized by LFC (n=64)



When asked to self-identify their role and they could select all that applied (Figure 3), members selected primarily *education administrators, coaches, staff* (43.8%) and *teachers* (40.6%). Not surprisingly, 87.5% of members reported interacting with children at least 4-5 days per week (Table 2), though it should be noted that members likely included both work-related and non-work-related child interactions in their estimate. Most members (62.5% of those completing the survey) reported being part of Learning Network activities for two years (Figure 4).

Figure 3. Learning Network members' self-reported roles (n=32)

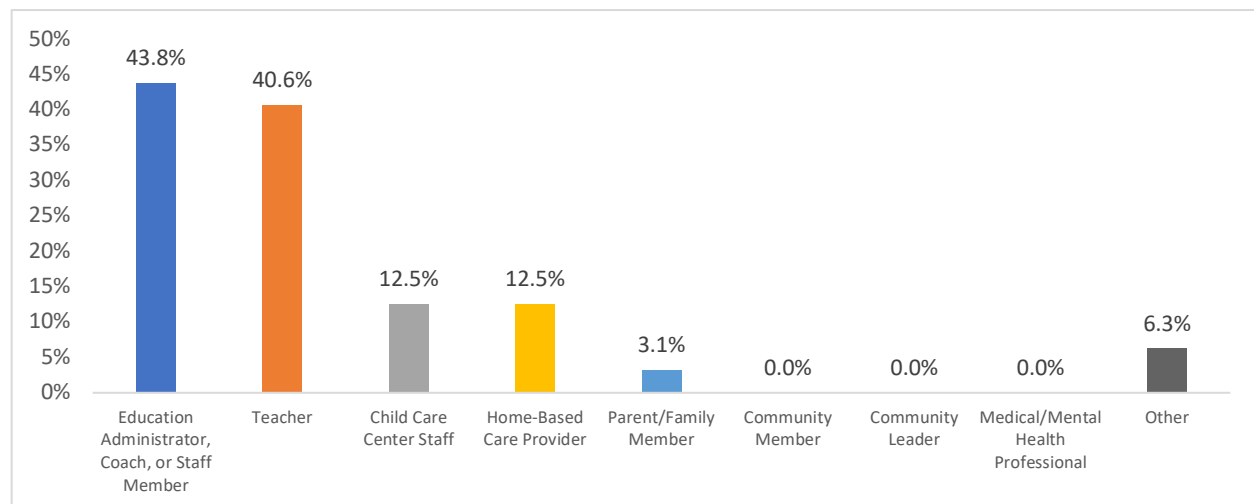
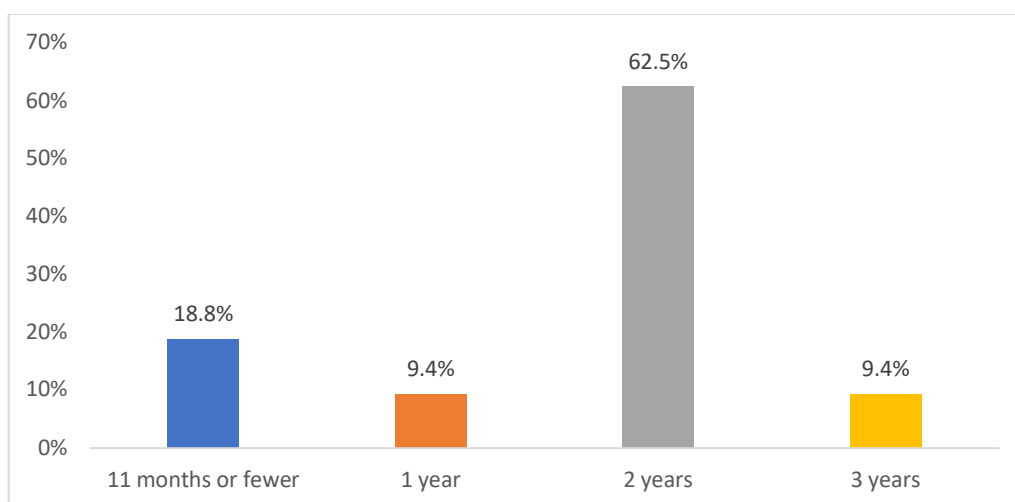


Table 2. How often members interact with children (n=32)

	Frequency	Percent
6-7 days per week	13	40.6%
4-5 days per week	15	46.9%
2-3 days per week	2	6.3%
Seldom	2	6.3%
<i>Total</i>	<i>32</i>	<i>100.0%</i>

Figure 4. Length of participation in Learning Network activities (n=32)



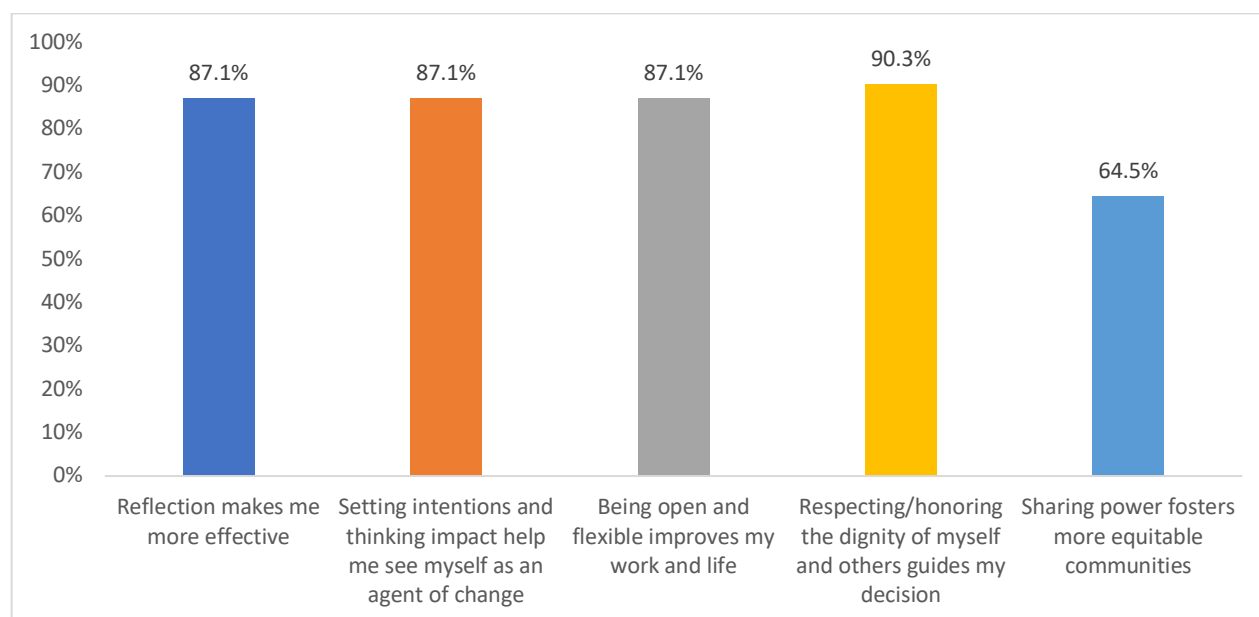
How Did Member Knowledge, Skills, Behaviors, and Relationships Change Over the Course of the Learning Network Experience (Particularly Regarding Children)?

It was clear from last year's evaluation results that members developed attitudes, skills, and behaviors related to communication, confidence, self-reflecting relationship building, and quieting judgments. This year, we sought to explicitly quantify the knowledge gained by members and the extent to which members are applying that knowledge. We asked them to endorse specific skills, attitudes, and behaviors they learned through the Learning Network and to give estimates of how often they employed specific aspects of what they learned before the Learning Network and after the Learning Network. As is clear, below, members reported gains of meaningful knowledge and tremendous gains in applying the "best practices" modeled, taught, and reinforced during Learning Network activities. Their qualitative responses reveal detailed experiences of their applications of their learnings from the Learning Network.

S.E.T. attitudes

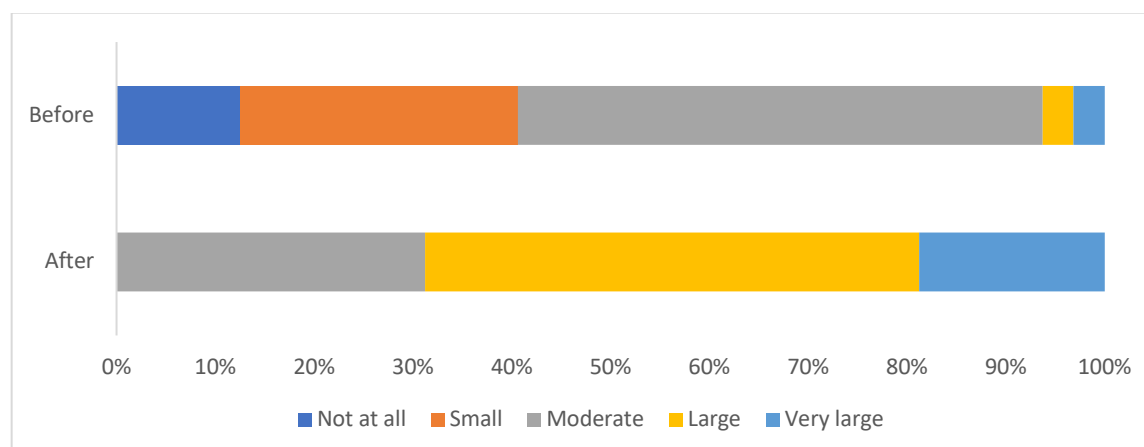
All but one respondent agreed (i.e., 75% strongly agreed, 22% somewhat agreed) that - through the Learning Network - they changed their attitudes that show up in their work and/or life. When asked about specific attitudes they might now have (selected by our team to represent a cross-section of the many that we anticipate might change through the Learning Network experience), members endorsed many of the options. (Figure 5). Four of the five attitude statements were endorsed by over 87% of members, with nearly two thirds (64.5%) of them endorsing the fifth.

Figure 5. Attitudes members report holding for work and/or life after the Learning Network (n=31)



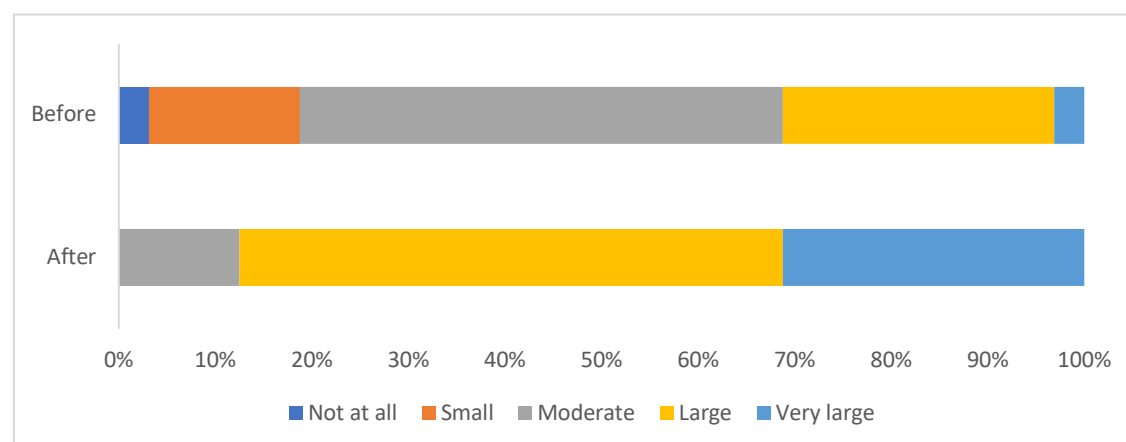
Through retrospective survey questions, members were asked to report the extent to which they gave credit to their own strengths before the Learning Network experience and after the Learning Network experience. Asking both questions after the Learning Network experience means that survey respondents consider what they have learned during the Learning Network to inform their response. They now know what they didn't know before their experience (e.g., they have learned what "crediting one's own strengths" looks like and feels like and are better equipped to realistically assess where they stood before the Learning Network). Dramatic shifts are evident from members "before" to their "after" responses (Figure 6). Before engaging in the Learning Network, 40.6% of respondents reported that they did not credit their strengths or only credited them to a small extent. However, after engaging in the Learning Network, none of the respondents chose those two options. Instead, all respondents acknowledged their strengths to a great degree, ranging from moderate to a very large extent.

Figure 6. The extent to which members gave credit to their own strengths before and after engaging with the Learning Network (n=32)



Similarly, they were asked to report on the degree to which they gave credit to the strengths of others and, large shifts are evident from members’ “before” to “after” responses (Figure 7). Like the findings above, 18.7% of respondents reported that they did not give credit to the strengths of others or only credited it to them to a small extent before engaging in the Learning Network. Whereas, after engaging in the Learning Network, all respondents acknowledged that they gave credit to the strengths of others to a great degree, ranging from moderate to a very large extent.

Figure 7. The extent to which members gave credit to the strengths of others before and after engaging with the Learning Network (n=32)



What did members say about S.E.T. attitudes?

Qualitative responses regarding attitudes emerged from the surveys, interviews, peer conversations, and convening summaries. Below, we highlight the recurring themes of self-awareness, perspective taking and balancing power.

Self-awareness. Across interviews, peer interviews, and qualitative survey responses, growing self-awareness emerged as a key area of perspective change and a precursor for attitudinal



shifts. Interviewees frequently commented on the psychologically safe Learning Network environment as a space where they were free to self-reflect, acknowledge emotions, and feel a sense of optimism in being part of a mutually supportive community. Members expressed how they felt able to engage with vulnerability, both in terms of their individual abilities to share their perspectives and experiences and to learn from those of others. In a peer interview, a member shared, “I’ve heard so many of your experiences, and it’s helped me so much. You’re being honest, and I feel it’s such a safe environment, where we meet each other. We know with confidence that what we are saying is going to be kept safe.”

In addition to feeling safe to reflect and share, members also noted a positive self-awareness as they noticed LFC facilitators and other members listening with respect to their perspectives, contributing to increased confidence to share. A survey respondent commented on this experience, saying “This is a place where I feel validated and respected for who I am and what I bring (my ideas, thoughts) to the conversations” — an experience felt across the group, as another survey respondent noted: “each person is valued for their experiences and what they want to share.” These experiences of giving credit to personal strengths and the strengths of others offered members validation in setting future intentions and noticing their individual and collective impacts.

Perspective taking. As members shared openly and vulnerably with each other, many noted how they were gaining new perspectives on their relationships and the critical role of trust in engaging effectively together. An interviewee, a supervisor, reflected specifically on the dynamics of self-awareness, power, and trust in building relationships. Thinking about a time when she had lost the trust of her staff, she considered how she could harness the sense of safety she had felt in the Learning Network to make changes within her own team: “This group helped me feel stronger in making the changes to the environment. How can I connect with myself and with my staff?” A survey respondent also spoke to the role of safety, trust, and respect in contributing to more effective problem solving and partnerships across teams: “Being more open to hearing others’ opinions and approaches to situations has led to constructive idea building and saving the team a lot of time.” Another member in a peer interview noted the value of “being able to talk to other people and seeing that we have a lot in common with so many people of different races and backgrounds.”

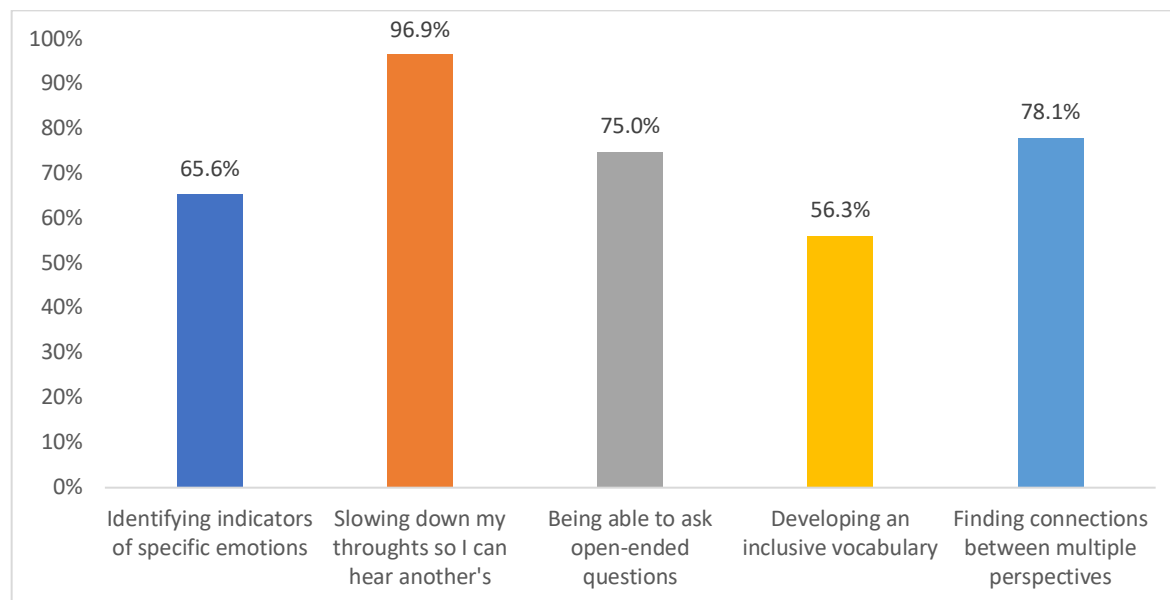
Balancing power. Members emphasized how simultaneously feeling seen and heard by those around them and actively engaging with other viewpoints supported them in connecting with their common purpose and developing a sense of community. Multiple members highlighted the sense of balanced power they felt within the Learning Network environment and how to bring this equitable practice to other environments and interactions. Reflecting on the experience of equity in the Learning Network space, an interviewee shared, “This felt very equal. Everybody had opportunities to speak and to share, and everybody’s voice was valued at the same level.” Another interviewee considered the longer-term potential of the Learning Network to impact the Marin County early learning community: “We’ve built this community where everybody’s very equal. We’ve been working together. How do we now bring this out into other spaces so that we can continue this sense of shared power?” Another member said, “I take inclusive approach and always advocate for the inclusion of cultural differences among our families and ourselves.”

S.E.T. abilities

Changes in abilities are challenging to measure. Because we were using a self-report approach at a single timepoint, we limited ourselves to asking whether and which abilities (“skills”) members believed they had gained through the Learning Network. Impressively, all respondents agreed

(i.e., 81.3% strongly agreed; 18.8% somewhat agreed) they had gained new skills through the Learning Network. Members also rated the five sampled S.E.T. abilities at high rates (Figure 8), but with far greater range (56.3-96.9%) and less consistency than observed for attitudes, above. As with attitudes, all five of the sample skills were endorsed by many members (in this case, at least 56.3%) and two were endorsed by at least 75% of members. Most notably, almost 97% of members endorsed the idea that they now “slow down my thoughts so I can hear another’s” (Figure 8).

Figure 8. Skills members report using in work and/or life after the Learning Network (n=32)



What did members say about S.E.T. skills and abilities?

Qualitative responses regarding S.E.T. skills and abilities emerged from the surveys, interviews, peer conversations, and convening summaries. Below, we highlight the recurring themes of pausing to reflect, intentionality, self-regulation, optimism and relationship building.

Pausing to reflect. Perspective taking arose as a major consideration in qualitative responses, as members reflected on their growing self-awareness, their deepening relationships, and the way that each of these provided new insights into others’ attitudes, actions, and behaviors. Within this category, members noted how they had developed their ability to pause and be present so that they could more effectively understand other perspectives and build relationships. As a survey respondent noted, “Allowing myself to pause enables me to consider the question and refine my communication with others.” An interviewee further noted the importance of time to pause and reflect in developing the ability to actively listen and engage in more balanced, two-way interactions: “[The Learning Network] helps me slow down. It helps me think first, it helps me let other people have their turn first and really work on listening, focusing on what they have to say, and responding afterwards.”

Intentionality. Some members acknowledged and challenged past assumptions and biases; others highlight their increased ability to engage with diverse viewpoints and efforts to engage effectively with others despite differences. A survey respondent outlined the connection between intentional communication, perspective taking, and stronger relationships: “My communication is intentional, I listen actively, I try to understand each other’s perspective, I respect every belief



that I personally do not believe, I am curious when I interact with children, colleagues and families.”

Self-regulation. Members also developed skills in recognizing the emotions they bring to interactions, understanding how their emotions can impact relationships, and identifying strategies for self-regulating. Thinking about the interaction between personal tendencies and interactions with others, a member explained, “I wear my emotions by sleeve and everybody knows that. But I’ve learned to deal with different types of personality. I’ve learned to listen more.” Reflecting on the power of self-regulating, a survey respondent highlighted an increased ability to “keep my emotions in check, advocate for well-being.” This suggests members’ recognition of the nuance of managing emotions – namely, that self-regulation is not about emotional suppression but rather understanding how to convey emotions effectively.

Optimism. Awareness of others’ emotions and the ability to channel an optimistic perspective into relationships also stood out as areas of growth for interviewees. Reflecting on the role of optimism in supporting others’ resilience, an interviewee shared, “Often, I will catch people saying ‘I can’t do this’ or putting themselves down. Just the other day I was at a conference and a friend that I don’t see every day – she works at another school – pointed out within our little gathering that it was thanks to me that she had the resilience to keep pushing forward.” Another observed that the Learning Network afforded the reflective tools needed to build relationships: “I see the impacts every day. They’ve given me the strength to be very positive, approachable, open, and honest. Even in times where I feel like I can’t, I know I have the tools to focus and redirect.”

Relationship building. Relationship building arises as a further category of growth for members, and interviewees cited how the Learning Network had supported them with developing the openness, trust, and intentionality necessary to strengthen relationships within their teams, with families, and in their wider communities. An interviewee noted how her interactions in the Learning Network helped to illuminate the simple steps involved in relationship building: “It helped me recognize how to build and maintain relationships by learning different things that matter very much to people. Sometimes it just takes saying something simple and nice to open up that relationship.” As they increasingly applied the skills of self-regulation and intention-setting, members began to notice changes in their networks of relationships, as a survey respondent indicated, “[The Learning Network] has changed my interactions with the families I work with, with my own family and friends. I care more about my intentions and the impact I have in others. I pause and breathe. I’m more aware of my feelings and I value calm and peace. I take care of myself and others more.”

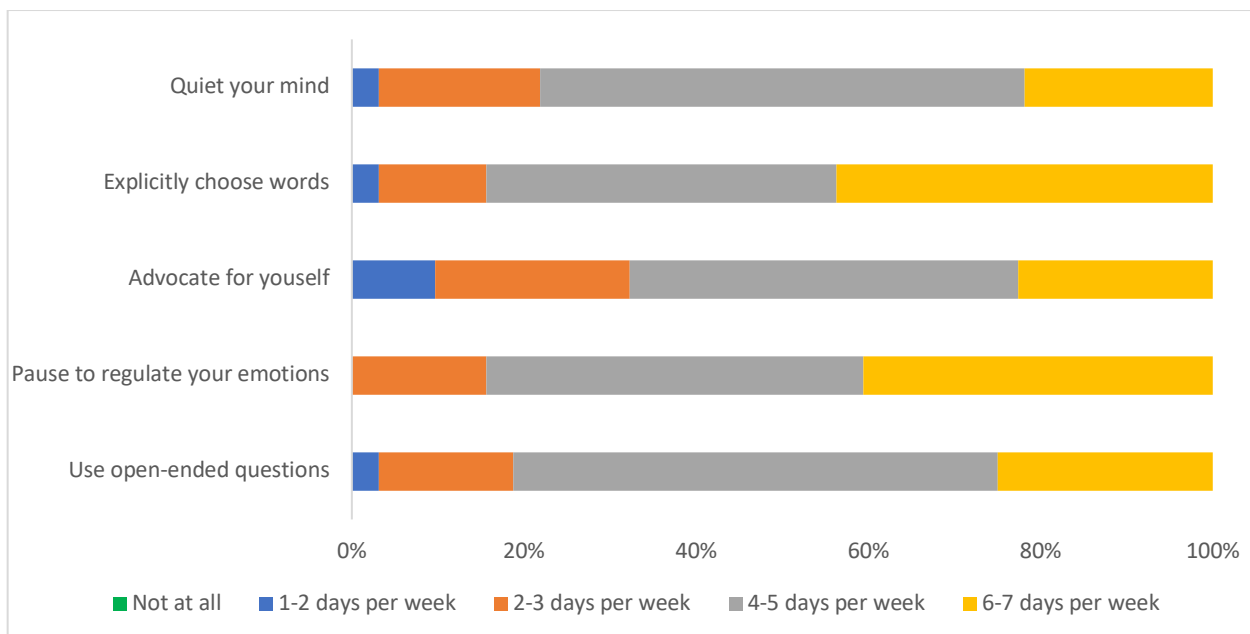
S.E.T. actions

Actions are key to Learning Networks resulting in sustainable and systemic change. A person learning information or tools for intentional and equitable practice (knowledge) and believing that they can or want to apply this learning (attitudes) can have positive impact on individual experience. Yet for these changes to serve as models for others or to lead to shifts in relationships and networks, individuals must also change their behaviors (actions). Since extensive observations or situational interviewing are not appropriate for this type of evaluation, we instead considered ways in which members could quantify how much they put Learning Network ideals into practice. Given the importance of changing behavior, questions regarding actions and behaviors comprised the bulk of the survey and are presented below.

What did members report they do now?

This year, we piloted the concept of a “pulse survey” that we expect would be useful to administer throughout future Learning Networks. We asked how many days of the “last week” members engaged in specific actions focused on during the Learning Network (Figure 9). While this year’s data does not show change over time (because it was only administered once, at the end of the Learning Network), it does suggest members are able to quantify their behaviors in the last week and that variability (and room for improvement) exists even at the end of a Learning Network experience. Both are prerequisites to securing valid and meaningful data. This year’s results also show that over two thirds of the Learning Network members self-report putting Learning Network concepts into action at least 1-2 days throughout their week, with 21.9%-43.8% doing so 6-7 days per week for each action.

Figure 9. Sample “pulse survey” questions (n=32)



Similarly, we asked members to evaluate the extent to which they contribute to equitable partnerships (Figure 10) and contribute to how their community thrives (Figure 11). Though no baseline or change data is available, responses to both questions are nearly identical and reveal that – at this time, post Learning Network – almost all members assess their contributions as moderate or greater, with 70% or more of the Learning Network members estimating it to be a large or very large extent.

Figure 10. Extent to which members believe they contribute to equitable partnerships in their community (n=32)

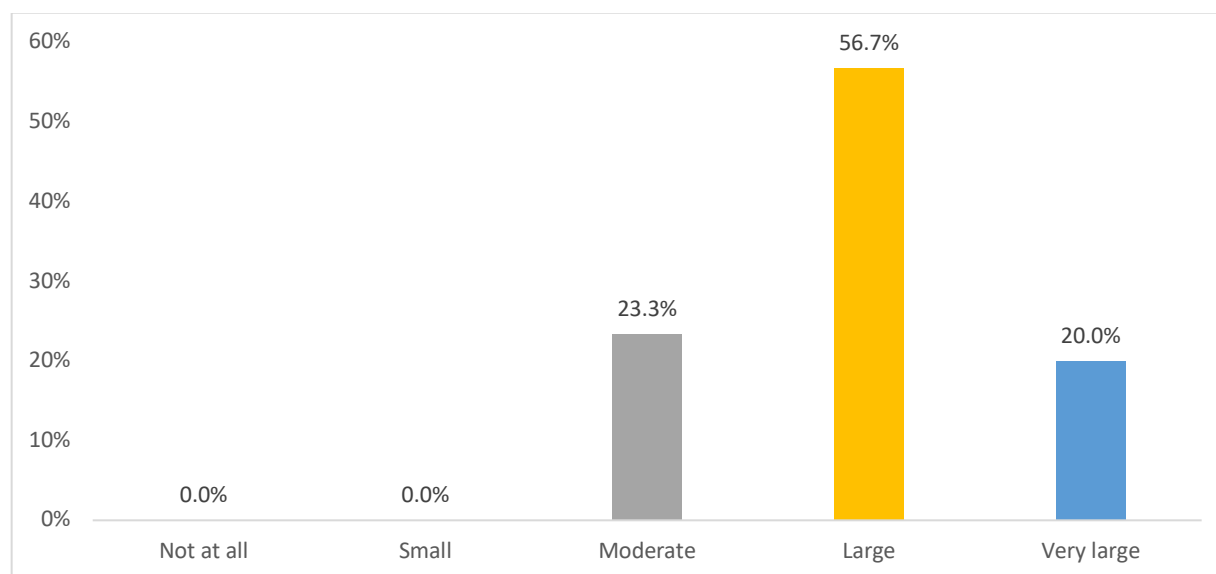
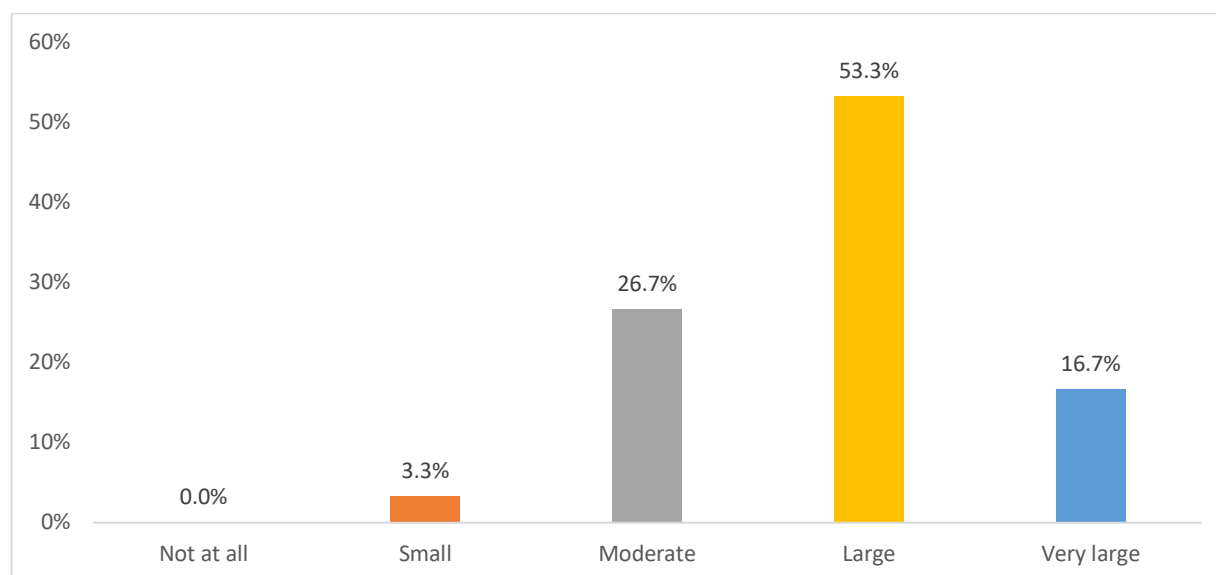


Figure 11. Extent to which members believe they contribute to how their community thrives (n=32)



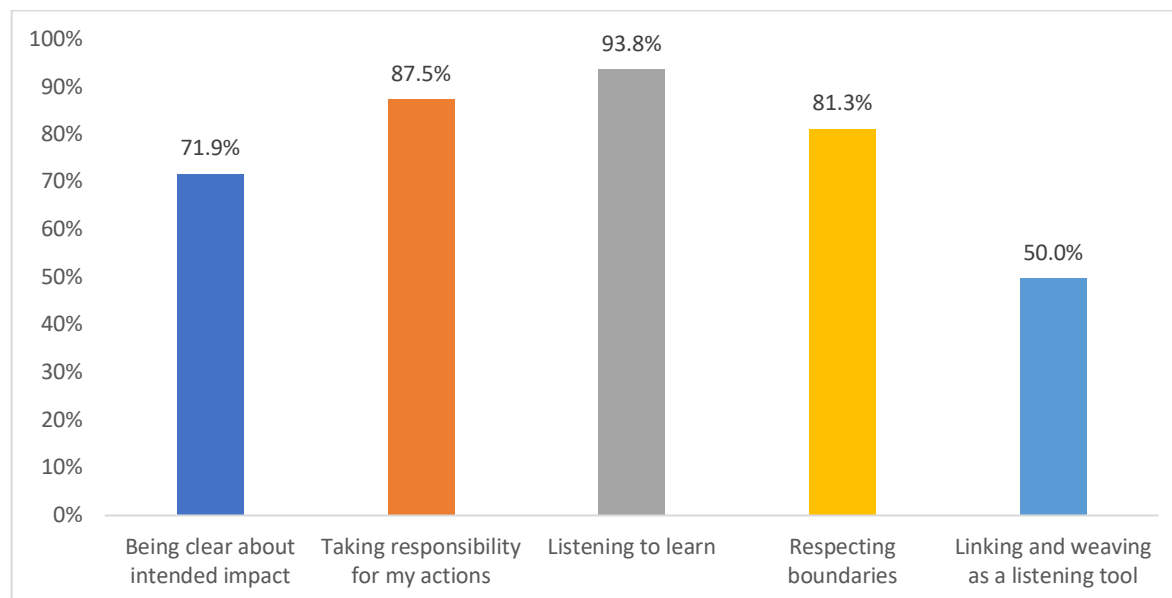
What Learning Network concepts did members learn and put into practice?

Besides asking whether members are engaging in behaviors and contributing to positive environments “now,” we wondered whether they would say they learned new behaviors through the Learning Network experience. All Learning Network members reported learning new behaviors through the Learning Network that now show up in their work or lives (i.e., 81.3% strongly agreed and 18.8% somewhat agreed). Again, members highly endorsed most sampled behaviors with all but one (“Linked and weaving as a listening tool” at or above 71.9%.



Importantly, almost 94% reported they now “listen to learn” — a major practice used in LFC Learning Network experiences (Figure 12).

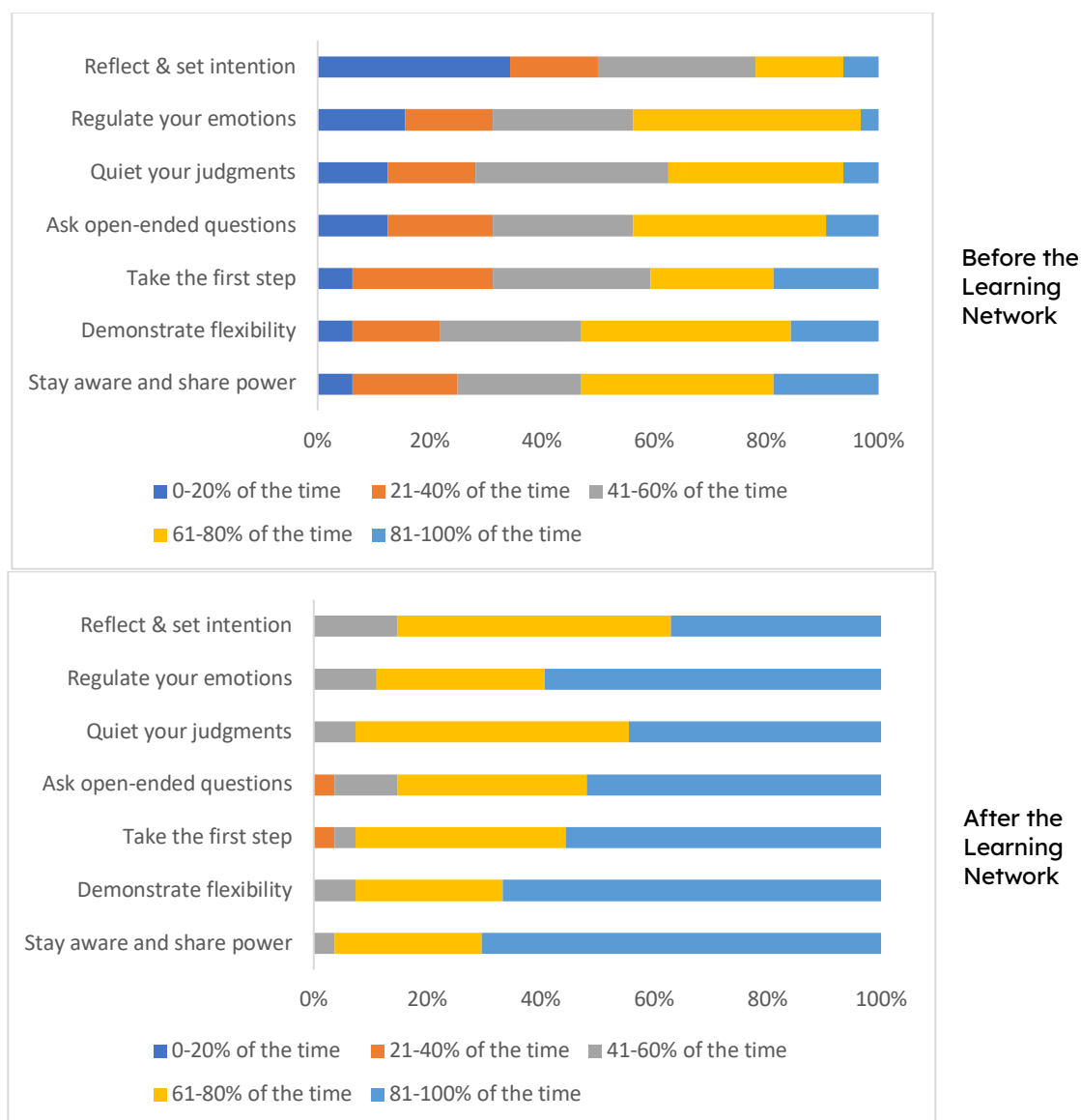
Figure 12. Behaviors in which members report actively engaging in work and/or life after the Learning Network (n=32)



How do members assess their behaviors before and after the Learning Network?

The data in Figure 13 reveals tremendous shift in how members interacted with others before and after their participation in the Learning Network. Before the Learning Network, across all the actions, less than 55% of the respondents acted these ways 61% to 100% of the time. In contrast, after the Learning Network, 85% or more of the respondents consistently engaged in the actions at a similar frequency. Interestingly, no participant reported engaging in these behaviors less than 21% of the time after the Learning Network. These findings show remarkable change in behaviors in how respondents interacted with others before and after their participation in the Learning Network. Interestingly, participants engaged the most frequently (i.e., 61% to 100% of the time) in “staying aware and sharing power” both before (53.1%) and after (96.3%) the Learning Network.

Figure 13. Members' assessment of how they acted when interacting with others before and after the Learning Network (n=32)

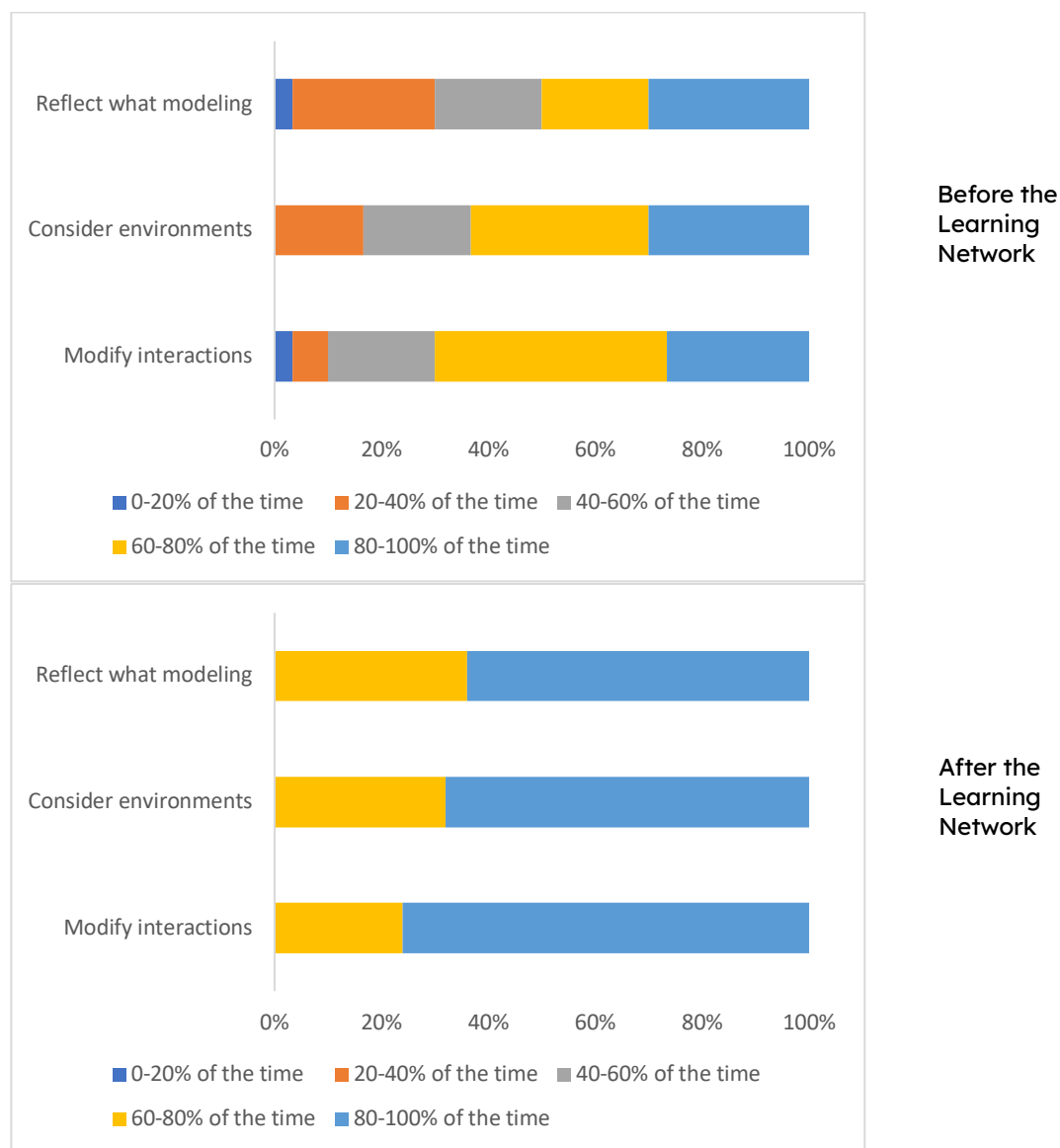


Questions focused on members' changes in action related to children revealed particularly impressive changes. Specifically, we asked how often (i.e., what % of time) – when interacting with children – members (a) pause to reflect on the emotions and behaviors they were modeling for children, (b) pay attention to the emotional and physical environments they created for children, and (c) modify their interactions with a child to help them feel seen and heard before and after the Learning Network.

Notably, there were sweeping changes in members' reflections on how often they enacted child-focused concepts before and after the Learning Network (Figure 14). These even more dramatically showed the pattern seen in more general concepts. It is worth highlighting that none of the respondents enacted all three child-focused concepts for less than 60% of the time after the Learning Network (bottom of Figure 14). This stands in stark contrast to the situation before

the Learning Network (top of Figure 14) when many members selected categories representing below 60, 40 and even 20% of the time.

Figure 14. Members' reflections on how often they enacted three important Learning Network child-focused concepts before and after the Learning Network (n=32)



Thoughtful reflection and the literature suggest these are positive changes and that children experiencing such environments and supports have better outcomes. That all members now say they do these three critical actions more than 60% of the time suggests real change is occurring in ways that directly impact children's daily lives and, perhaps, their entire lives.



What did members say about S.E.T. behaviors?

Qualitative responses regarding S.E.T. behaviors emerged from the surveys, interviews, peer conversations, and convening summaries. Below, we highlight the recurring themes of active listening, equitable relationships and applying learning.

Active listening. In interviews and open-ended survey responses, members referenced increased active listening behavior, focusing on making space for another's perspective, asking questions, and responding with intention. As a member expressed in a peer interview, "Now, I'm an active listener. I'll take in what's coming at me, listen to it, and then go ahead and actively listen, pause, reflect, and either respond or not respond." A survey respondent expanded on this idea, suggesting that pausing and listening behaviors not only support more balanced interactions, but also how they support personal wellbeing: "I am a better listener and I pause and think before I speak. I pay better attention to my own needs." In a formal interview, a member offered a further dimension of active listening behavior, reflecting on the way that others' perspectives inform her own development of ideas: "I hear other people and what they pull upon; I take their [perspective], and pull it into mine." Across these observations, members indicate an interplay between intentional, active listening, self-awareness, and ongoing learning.

Equitable relationships. Members also noted how the equitable space of the Learning Network offered them a model for balancing power and supporting more effective teamwork. An interviewee highlighted how her Learning Network experience demonstrated new methods for encouraging collaboration across her team: "I've been talking to my staff and saying, 'everybody is unique.' Everybody has something good, and everybody has something we are not strong at. We need to think, listen to each other, and see how we can build a good team." Another interviewee highlighted how, in her team's work across multiple sites, they are applying equitable communication practices they learned through the Learning Network: "I think that we very intentionally have made it more of our practice in the last couple of months, as we're trying to collaborate with another department and bring them into this work also."

Applying learning. A major category arising from qualitative data was the active application of new information gained in the Learning Network experience. Members noted multiple ways that the Learning Network served as a model for them in their behaviors and interactions. This ranged from changes within teams — like specifically using LFC's Five Commitments of Optimistic Leaders framework in team conversations — to personal shifts in use of language, collaborative problem solving, and intentionally incorporating reflective practice into daily life. A survey respondent highlighted active application of LFC frameworks with other adults, drawing a connection to ultimate impacts on children: "I hope the modeling I do around how I practice the Five Commitments and 11 Simple Rules impacts the adults I work with, and therefore impacts their own interactions with children." This indicates the wider significance of behavioral shifts, as members' modeling of more reflective, intentional, and equitable behaviors leads to changes in relationships across the child's ecosystem.

How Did Members Perceive Their 2022-23 Learning Network Experience in Terms of its Impact on Children?

As LFC's past evaluation work has demonstrated, members' deepening engagement in the Learning Network model over time leads increasingly to change in members' networks of relationships — including within early learning teams, with families, and with children. While these qualitative shifts in the relationships and ecosystems surrounding children likely have an impact on their social emotional learning, directly measuring the Learning Network's impact on children's



daily lives, healthy development, and life trajectories is thus beyond the scope of this evaluation. Nonetheless, results presented above suggest that a foundation is being built that is expected to improve student outcomes over time. In addition to what has already been presented (Figure 14), we specifically asked members whether and about how they think their Learning Network experience is already positively impacting children with whom they interact.

Much of the Learning Network modeling and teaching is centered on how adults impact each other, but a significant portion is also dedicated to showing how adults impact all people – regardless of age – and all environments in which they exist. It was important to check that members recognize this. Thus, we asked members whether they learned ways an adult can impact a child’s learning environment (Figure 15), whether their Learning Network participation has improved their relationships and interactions with children (Figure 16), whether the children they work with have directly benefited from the member’s participation in the Learning Network (Figure 17) and the extent to which the member contributes to the self-empowerment of children with whom they work (Figure 18). In all cases, the answer was a resounding YES. Over 90% of members “strongly agreed” with three statements and on the fourth (regarding empowerment of children, Figure 18), members were split between “large extent” (53.3%) and “very large extent” (36.7%).

Figure 15. Members’ agreement that they have learned ways an adult can impact a child’s learning environment (n=30)

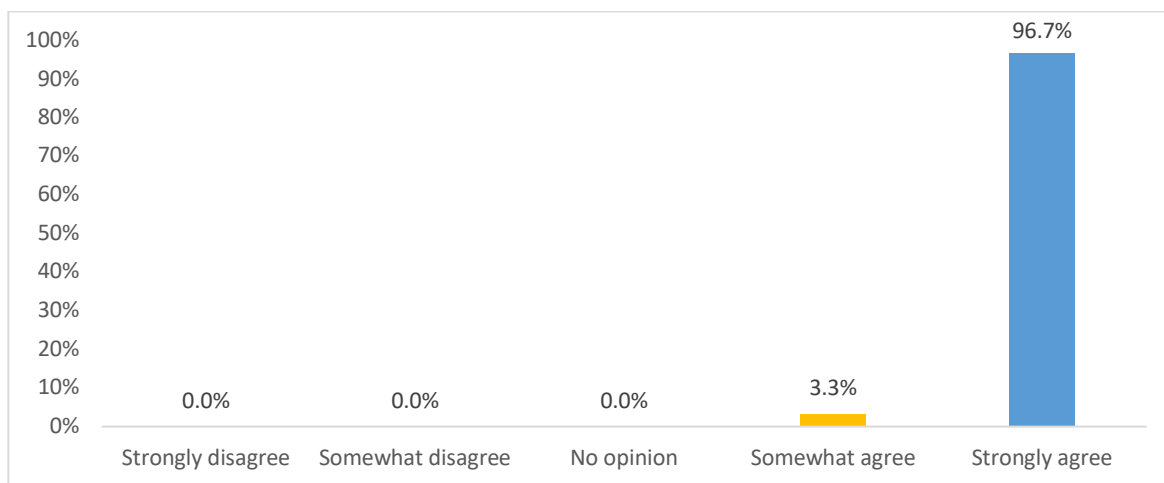




Figure 16. Members' belief that being a Learning Network member has improved their relationships and interactions with children (n=30)

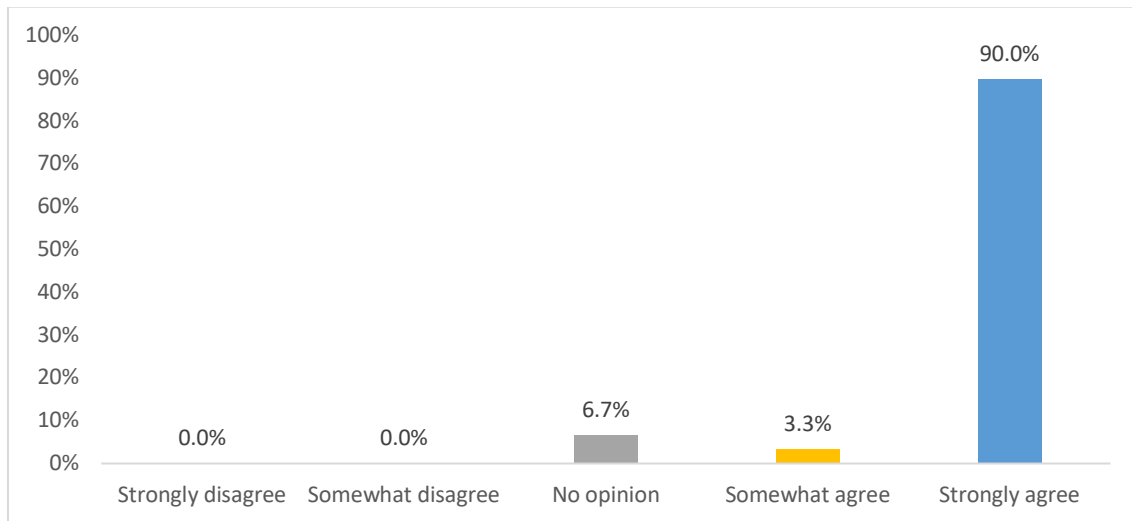


Figure 17. Members' belief that the children they work with have directly benefited from the member's participation in the Learning Network (n=30)

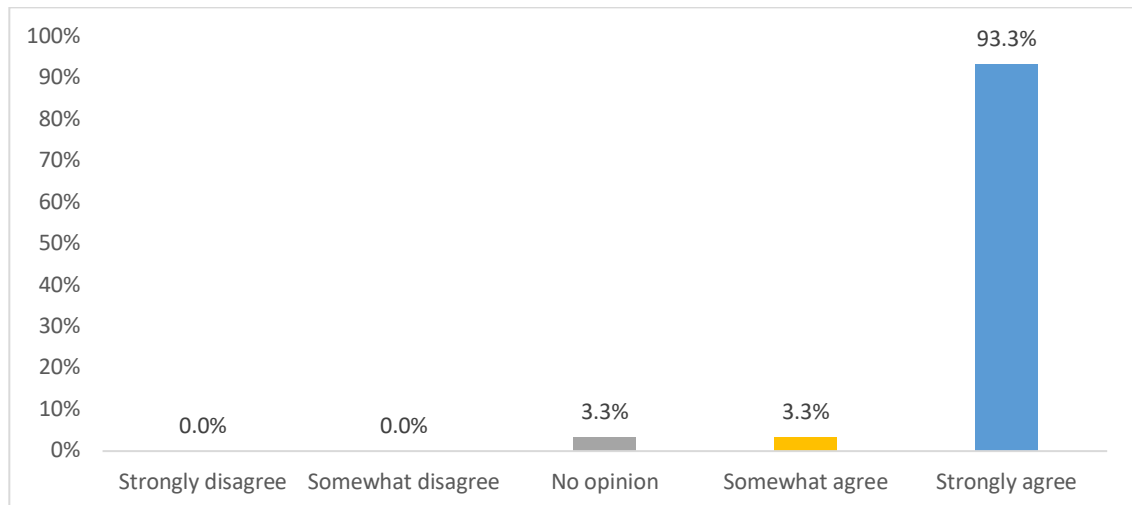
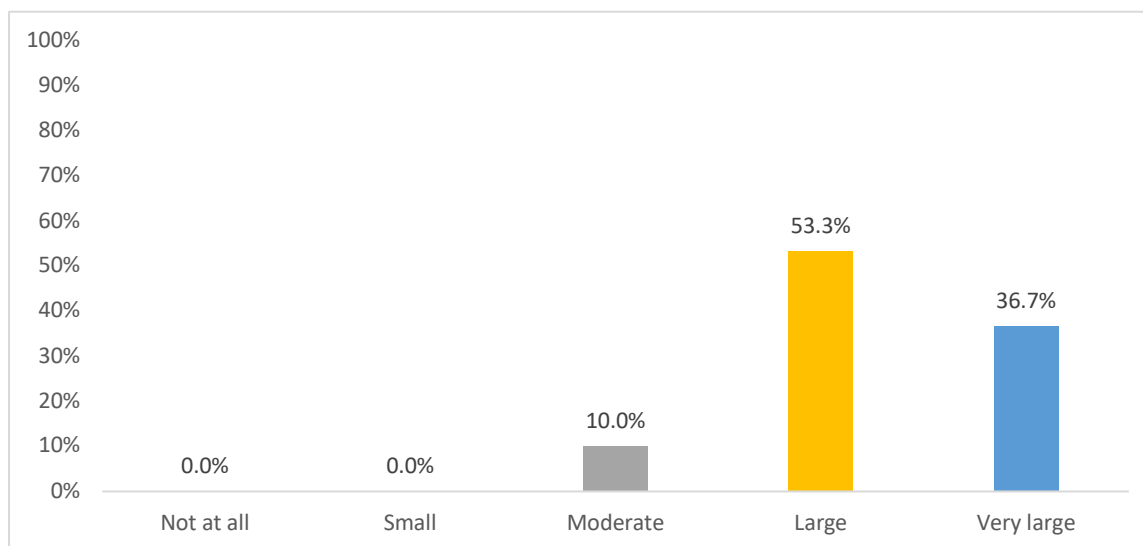


Figure 18. Members' belief about the extent to which they contribute to the self-empowerment of children with whom they work (n=30)



What did members say specifically about children?

Qualitative responses regarding S.E.T. behaviors emerged from the surveys, interviews, peer conversations, and convening summaries. Below, we highlight the recurring themes of empowering self and children, modeling behaviors, and continuous learning.

Empowering self and children. Across qualitative responses, members expressed underlying knowledge that the learning environment and practices they experienced through the Learning Network set the stage for them to model self-empowerment and equitable relationships for children. Members observed how the Learning Network supported them to draw connections between their individual self-awareness, reflective practice, and wellbeing affected their interactions with children. An interviewee shared, “Your ability to care for yourself impacts how you interact with children and how you care for them. And to be given a space that allows you to spend time reflecting on yourself and your practice — I think that change has to come from within first.” In an open-ended survey response, a member reflected on the role of self-awareness in interacting with children and how this impacts the environments children experience: “I pay more attention to what I model to children and I try to have an inviting and interesting environment, as well as respectful.”

Modeling behaviors. In addition to the attitudes developed through the Learning Network, members reflected on their new skills and ways to model them for children. A peer interview response reflected a member’s recognition of the connection between the skills practiced in the Learning Network and the impact these skills can have on the classroom environment: “[Children] learn from us by watching us. When we are regulated and when we are present, it helps them to do the same. It’s all about listening and being there for them. Then, they trust you.” An open-ended survey response further explored how attention to the behaviors and skills developed through the Learning Network provide a framework for engaging more intentionally with children: “My voice, my tone, my eye contact, my intention, my active listening, activating their as well as



my curiosity, really listening and asking specifically what they need from me instead of assuming I'm giving it."

Continuous learning. Members additionally spoke to their ongoing learning process as a critical component of the environments, experiences and relationships they create for children. As a member shared in an open-ended survey response, "I realized we never stopped learning when dealing with kids. I thought I was doing my best, but interacting and listening to other people's experiences, helped me to grow emotionally, and made me realized how our own actions can influence our kids' lives forever. Every kid is a different world, we need to be more resilient and emotionally prepared to deal with them." Qualitative responses suggest that members gained increased recognition of their role in the networks of relationships that surround children, and that they see this collection of relationships as key to healthy interactions, relationships, and environments for children. Speaking to the "ripple effect" of change in adult-adult and adult child relationships, and interviewee explained, "It impacts not only the kids. This program has impacted the teachers and staff too, because it rolls off me and rolls onto them."

Conclusion

In sum, our findings revealed that the Learning Network experience led to positive tangible changes in members and members' interaction with others. Using quantitative approaches to explore change over time and qualitative approaches to solicit detailed examples, we explored members' possession of tangible knowledge, attitudes and skills related to self-empowerment, equitable partnerships, and thriving communities and the extent to which members engage in – and model for children – related behaviors. Main recurring themes included self-reflection, empathetic perspective-taking, sharing power, and empowering children through modeling positive behavior. While the Learning Network focused on members' roles regarding their work with children, positive effects were observed within members' organizations, families, and communities as a ripple effect of the experience.

Recommendations for Continued Learning

As MCOE continues to support the Marin County early learning community in mutual learning experiences and equitable partnerships, we recommend attention to the following areas for continued learning:

- Deepen the understanding of members' experiences of perspective taking and balancing power across different cultures and backgrounds
- Continue to track the behaviors that members practice as a result of Learning Network engagement and how they model these for children
- Observe how attitudes, skills, and behaviors develop across networks of adult relationships



APPENDICES

Appendix A: Sample Learning Network Convening Summary

Appendix B: Learning Network Survey (including Pulse Survey questions)

Appendix C: Peer Conversations

Appendix D: Interviews

Appendix E: Resource List

Appendix F: About ICS



Appendix A:

Sample Learning Network Convening Summary



Marin County Thriving Communities Learning Network
Large Group Convening 10 — Documentation Handout
June 6, 2023

As a result of our convening today we:

- examined the impact of this learning network on our personal and professional lives.
- Understood the impact of engaging in actionable learning
- set intention for facilitating actionable learning with children, families, and colleagues.

I. Becoming Present

When we are present, we are aware of our internal experiences and can respond with intention. Together, we considered how we would like to show up to our conversation.

II. Mutual Learning: Reflecting and Listening

Activating curiosity helps us to listen to make connections and continue learning.

We conducted peering interviews to share with one another how our Thriving Communities has made a difference. Here are the peer interview questions that we were invited to discuss:

- Describe some ways that being a part of the Learning Network has led to a change in attitudes that show up in your personal and professional life.
- Describe some ways that your engagement in the Learning Network leads to more equitable partnerships with your colleagues.
- Describe some ways that through the Learning Network, you have gained new skills that show up in your work and/or life.
- How do you see your experiences in the Learning Network impacting children in your work and/or life?

After our individual conversations we shared some of our experiences and insights. Here are a few:

- We noticed that we have had parallel experiences
- We are models for each other
- “I’ve grown to be a better human being by being more thoughtful and caring.”
- “I’m breaking out of my shell.”

III. Exploration: Being Intentional about Creating Respectful Environments

We further our own empowerment when we engage in learning experiences that are actionable.

- *We shared the words, phrases and ideas that came to mind when we think of actionable learning experiences. The following insights were shared:*
 - *Actionable means to “put into place”*
 - *Actionable experiences are useful and practical*
 - *Learning needs to be meaningful to the individual. This includes adults and children.*
 - *When we are actionable, we are motivated to do the things that we set out to do.*
 - *“Actionable” is a multi-faceted diamond word. We can recognize it as a practice.*
 - *In order to be intentional, there has to be a plan and purpose.*
 - *In our learning community we practiced curiosity, we practiced being good listeners and respectful. These are the qualities that help to create a thriving community.*
 - *“Leaders must take ACTIONABLE steps in order to foster and facilitate an environment where employees feel secure and valued not only as an employee, but as a human being.” Serenity Gibbons*
 - *These are things we have the opportunity of learning and practicing every day.*
 - *This word closes the book. We start with being intentional, then we put into action all that we learned. When we act, that is when things change.*

IV. Application – Creating Actionable Learning Experiences

We can strengthen learning and contribute to the communities we are part of by facilitating actionable learning.

- *How can you be intentional about creating actionable learning experiences for children and families with colleagues?*

“If we can re-create the environment we created in this class, using curiosity, intentional, if we can mimic that in our life and workplace, we are off to a good start.”



Appendix B:

Learning Network Survey

(including Pulse Survey questions)

Learning Network Survey Questions 2022-23

Drafted in collaboration with the Institute for Child Success

Delivered through Survey Monkey

May 02, 2023 Version

Thank you for taking the time to complete this survey on your Learning Network experience. Your responses will offer insight into the impact of Learning Networks. Please note that all survey responses and personal data will be kept confidential, and the completion of individual questions and the entire survey is completely voluntary.

We estimate the survey will take 15-20 minutes.

1. First Name:
2. Last Name:
3. Please select which Learning Network you are a member of
4. How long have you been participating in Learning Network activities?
 - ☐ 11 months or fewer
 - ☐ 1 year
 - ☐ 2 years
 - ☐ 3 year
5. Please select the roles(s) that you identify with? (select all that apply)
 - ☐ Education Administrator, Coach, or Staff Member
 - ☐ Teacher
 - ☐ Child Care Center Staff
 - ☐ Home-based Care Provider
 - ☐ Parent/Family Member
 - ☐ Community Member
 - ☐ Community Leader
 - ☐ Medical/Mental Health Professional
 - ☐ Other
6. How often do you interact with children on a weekly basis?
 - ☐ 6-7 days per week
 - ☐ 4-5 days per week
 - ☐ 2-3 days per week
 - ☐ 1-2 days per week
 - ☐ Every couple of weeks
 - ☐ Seldom

For the following questions, please indicate how each of the statements describe you and your interactions with other adults and children before participating in Learning Network activities.

7. When interacting with others, how often did you pause to reflect and set an intention for the interaction?
☐ 0-20% of the time ☐ 21-40% of the time ☐ 41-60% of the time ☐ 61-80% of the time ☐ 81-100% of the time
8. When interacting with others, how often did you actively regulate your emotions (e.g., pausing to process emotions before reacting)?
☐ 0-20% of the time ☐ 21-40% of the time ☐ 41-60% of the time ☐ 61-80% of the time ☐ 81-100% of the time

9. When interacting with others, how often did you quiet your judgements (e.g., listening to learn rather than listening to respond)?

☐ 0-20% of the time ☐ 21-40% of the time ☐ 41-60% of the time ☐ 61-80% of the time ☐ 81-100% of the time

10. When interacting with others, how often did you ask open-ended questions to invite further exploration, to learn more about the person's perspective, and ask for clarity?

☐ 0-20% of the time ☐ 21-40% of the time ☐ 41-60% of the time ☐ 61-80% of the time ☐ 81-100% of the time

11. When interacting with others, how often did you take the first step to make interactions work and to repair relationships?

☐ 0-20% of the time ☐ 21-40% of the time ☐ 41-60% of the time ☐ 61-80% of the time ☐ 81-100% of the time

12. When interacting with others, how often did you demonstrate flexibility in responding to different communication and work styles?

☐ 0-20% of the time ☐ 21-40% of the time ☐ 41-60% of the time ☐ 61-80% of the time ☐ 81-100% of the time

13. When interacting with others, how often were you aware of your impact and power, and chose to share power with others' equitably?

☐ 0-20% of the time ☐ 21-40% of the time ☐ 41-60% of the time ☐ 61-80% of the time ☐ 81-100% of the time

14. To what extent did you give credit to your strengths?

☐ Not at all ☐ A small extent ☐ A moderate extent ☐ A large extent ☐ A very large extent

15. To what extent did you give credit to strengths of others?

☐ Not at all ☐ A small extent ☐ A moderate extent ☐ A large extent ☐ A very large extent

<For Questions 15-17, show questions only if they responded that they work with children OR skipped that question>

16. When *interacting with children*, how often did you pause to reflect on the emotions and behaviors you were *implicitly* modeling for children?

☐ 0-20% of the time ☐ 21-40% of the time ☐ 41-60% of the time ☐ 61-80% of the time ☐ 81-100% of the time

17. When *interacting with children*, how often did you pay attention to the emotional and physical environments you created for children?

☐ 0-20% of the time ☐ 21-40% of the time ☐ 41-60% of the time ☐ 61-80% of the time ☐ 81-100% of the time

18. When *interacting with children*, how often did you modify your interactions with a child to best help them feel seen and heard?

☐ 0-20% of the time ☐ 21-40% of the time ☐ 41-60% of the time ☐ 61-80% of the time ☐ 81-100% of the time

For the following questions, please indicate how each of the statements describe you and your interactions with other adults and children after participating in Learning Network activities.

19. When interacting with others, how often do you pause to reflect and set an intention for the interaction?

☐ 0-20% of the time ☐ 21-40% of the time ☐ 41-60% of the time ☐ 61-80% of the time ☐ 81-100% of the time

20. When interacting with others, how often do you actively regulate your emotions (e.g., pausing to process emotions before reacting)?

☐ 0-20% of the time ☐ 21-40% of the time ☐ 41-60% of the time ☐ 61-80% of the time ☐ 81-100% of the time

21. When interacting with others, how often do you quiet your judgements (e.g., listening to learn rather than listening to respond)?

☐ 0-20% of the time ☐ 21-40% of the time ☐ 41-60% of the time ☐ 61-80% of the time ☐ 81-100% of the time

22. When interacting with others, how often do you ask open-ended questions to invite further exploration, to learn more about the person's perspective, and ask for clarity?

☐ 0-20% of the time ☐ 21-40% of the time ☐ 41-60% of the time ☐ 61-80% of the time ☐ 81-100% of the time

23. When interacting with others, how often can you stay focused and listen to the ideas of others throughout the duration of experience?

☐ 0-20% of the time ☐ 21-40% of the time ☐ 41-60% of the time ☐ 61-80% of the time ☐ 81-100% of the time

24. When interacting with others, how often do you take the first step to make interactions work and to repair relationships?

☐ 0-20% of the time ☐ 21-40% of the time ☐ 41-60% of the time ☐ 61-80% of the time ☐ 81-100% of the time

25. When interacting with others, how often do you demonstrate flexibility in responding to different communication and work styles?

☐ 0-20% of the time ☐ 21-40% of the time ☐ 41-60% of the time ☐ 61-80% of the time ☐ 81-100% of the time

26. When interacting with others, how often do you act with agency and share power with others equitably?

☐ 0-20% of the time ☐ 21-40% of the time ☐ 41-60% of the time ☐ 61-80% of the time ☐ 81-100% of the time

27. To what extent did you give credit to your strengths?

☐ Not at all ☐ A small extent ☐ A moderate extent ☐ A large extent ☐ A very large extent

28. To what extent did you give credit to strengths of others?

☐ Not at all ☐ A small extent ☐ A moderate extent ☐ A large extent ☐ A very large extent

<For Questions 29-31, show questions only if they responded that they work with children>

29. When *interacting with children*, how often do you pause to reflect on the emotions and behaviors you are *implicitly* modeling for children?

☐ 0-20% of the time ☐ 21-40% of the time ☐ 41-60% of the time ☐ 61-80% of the time ☐ 81-100% of the time

30. When *interacting with children*, how often do you pay attention to the emotional and physical environments you create for children?

☐ 0-20% of the time ☐ 21-40% of the time ☐ 41-60% of the time ☐ 61-80% of the time ☐ 81-100% of the time

31. When *interacting with children*, how often do you modify your interactions with a child to best help them feel seen and heard?

☐ 0-20% of the time ☐ 21-40% of the time ☐ 41-60% of the time ☐ 61-80% of the time ☐ 81-100% of the time

For the following questions, please indicate how often each of the statement describe you and your interactions with other adults and children at this time.

32. Being a part of the Learning Network has led to a change in some of *my attitudes* that show up in my work and/or life.

☐ Strongly Disagree ☐ Somewhat Disagree ☐ No opinion ☐ Somewhat agree ☐ Strongly agree

32a. *Follow up for agrees:* Which of the following attitudes do you have for your work and/or life now? (select all that apply)

- ☐ Reflection makes me more effective
- ☐ Setting intentions and thinking impact help me see myself as an agent of change
- ☐ Being open and flexible improves my work and life
- ☐ Respecting/honoring the dignity of myself and others guides my decisions
- ☐ Sharing power fosters more equitable communities

33. Through the Learning Network, I have gained *new skills* that show up in my work and/or life.

☐ Strongly Disagree ☐ Somewhat Disagree ☐ No opinion ☐ Somewhat agree ☐ Strongly agree

33a. *Follow up for agrees:* Which of the following skills do you use for your work and/or life now? (select all that apply)

- ☐ Identifying indicators of specific emotions
- ☐ Slowing down my thoughts so I can hear another's
- ☐ Being able to ask open-ended questions
- ☐ Developing an inclusive vocabulary
- ☐ Finding connections between multiple perspectives

34. Through the Learning Network, I have learned *new behaviors* that show up in my work and/or life.

☐ Strongly Disagree ☐ Somewhat Disagree ☐ No opinion ☐ Somewhat agree ☐ Strongly agree

34a. *Follow up for agrees:* Which of the following behaviors do you use in your work and/or life now? (select all that apply)

- ☐ Being clear about intended impact
- ☐ Taking responsibility for my actions
- ☐ Listening to learn
- ☐ Respecting boundaries
- ☐ Linking and weaving as a listening tool

34b. *Follow up for agrees:* Can you give an example of how new skills, attitudes, or behavior show up in your work and/or life? [open ended]

35. Please rate the extent to which you contribute to equitable partnerships *in your community*.

☐ Not at all ☐ A small extent ☐ A moderate extent ☐ A large extent ☐ A very large extent

36. Please rate the extent to which you contribute to how your community thrives.

☐ Not at all ☐ A small extent ☐ A moderate extent ☐ A large extent ☐ A very large extent

37. We would love to hear more about how being an Learning Network member has impacted the way you interact with other adults. Please explain or add context for you answers to questions 32-34. [open ended]

<For Questions 36-41, show questions only if they responded that they work with children OR skipped that question>

38. As a Learning Network member, I have learned ways an adult can have impact on a child's learning environment.

☐ Strongly Disagree ☐ Somewhat Disagree ☐ No opinion ☐ Somewhat agree ☐ Strongly agree

39. Being a Learning Network member has improved my relationships and interactions with children.

☐ Strongly Disagree ☐ Somewhat Disagree ☐ No opinion ☐ Somewhat agree ☐ Strongly agree

40. The children I work with have directly benefited from my being in the Learning Network.

☐ Strongly Disagree ☐ Somewhat Disagree ☐ No opinion ☐ Somewhat agree ☐ Strongly agree

41. Please rate the extent to which you contribute to self-empowerment for *the children* you work with.

☐ Not at all ☐ A small extent ☐ A moderate extent ☐ A large extent ☐ A very large extent

42. We would love to hear more about how being a Learning Network member has impacted the way you interact with children. Please explain or add context for your answers to questions 5-9. [open ended]



Appendix C:

Peer Conversations

Peer Conversation Questions 2022-23

1. Describe some ways that being a part of the Learning Network has led to a change in attitudes that show up in your personal and professional life.
 - *Additional prompt, if needed:*
 - What's one thing you've started doing differently because of the Learning Network experience?
2. Describe some ways that through the Learning Network, you have gained new skills that show up in your work and/or life.
 - *Additional prompt, if needed:*
 - What skills have you found to be most impactful? Why?
3. Describe some ways that your engagement in the Learning Network leads to more equitable partnerships with your colleagues.
 - *Additional prompt, if needed:*
 - How might others benefit from what you've learned and experienced through the Learning Network?
4. How do you see your experiences in the Learning Network impacting children in your work and/or life?
 - *Additional prompt, if needed:*
 - How do you think that's improved children's lives (learning, social skills, comfort, stress levels, confidence, engagement, readiness for the future)?



Appendix D:

Interviews

Formal Interview Questions 2022-23

Introduction

1. I'm curious. Would you like to describe your motivation to take part in LFC's Mutual Learning Network? What did you know about it in advance?
2. What were your first impressions of the mutual learning experience?
3. Describe your observations of the Learning Network space/environment. (If follow up is needed, describe your comfort level in the space. Was it similar or different from other learning experiences? How so?)

SET-inspired knowledge, attitudes, skills, and behaviors

4. As you think about your day-to-day actions and behaviors, have you noticed any changes from before you took part in the Learning Network to now?
 - For example: pausing to reflect, regulating your emotions, and listening to learn rather than to respond. Did the Learning Network support you with noticing and practicing these behaviors? If so, how?
5. Think back over the several months – or even the past year... Can you give an example of a time when you acknowledged your own strengths? Would you say the Learning Network supported you with this? If so, how?
6. How about giving credit or acknowledging the strengths of others? Can you share an example? Would you say the Learning Network supported you with this? If so, how?
7. When you acknowledge your own strengths or the strengths of others, how do you think it might affect children's learning and development?
8. Can you name some ways that you effect change for children?
 - Has the Learning Network supported you to see way that you influence children's wellbeing? If so, how?
9. As a result of your engagement with the Learning Network, what, if any, changes do you notice in your relationships (personally or professionally)?

Community dynamics and change

10. What does it mean to you to share power? Do you feel that your understanding of power and sharing power has shifted or changed as a result of your engagement in the Learning Network?
11. How did you benefit from the Learning Network experience? What about other members of your Learning Network group?
12. What didn't go well in the past and got better because of the Learning Network?
13. Is there anything that didn't go well in the Learning Network experience? (e.g., Have you noticed challenges in implementing what you learned?)
14. How do you see the effects of the Learning Network rippling to your interactions with your family, in your workplace, with your community? What would you expect to be the short- and long-term impacts for children?
15. Is there anything you would like to add?



Appendix E:

Resource List

Recommended LFC Resources to Support Continued Learning

Five Commitments of Optimistic Leaders for Children

Self-reflection exercises and examples to help create an environment of nurturing relationships. You will be introduced to each of the Five Commitments and explore how you might express them through your personal identity, your interpersonal relationships, and your group interactions.



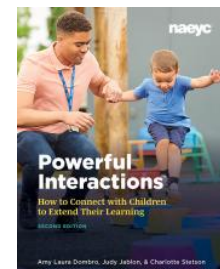
11 Simple Rules for Thriving Communities

A framework for communications to forge equitable partnerships for each other and for our children. These 11 Simple Rules will assist in establishing a shared vision of quality relationships and interactions, environments, and learning experiences.



Powerful Interactions

“In early childhood settings, children and teachers interact all day long. The benefits are enormous when even some of those “everyday” interactions become intentional, purposeful, and culturally responsive—in other words, Powerful Interactions®! With these three steps, you can embed Powerful Interactions in your daily work with children ages birth through 8”: Be present, Connect, & Extend Learning.



Effective Team Meetings: An Optimistic Leader's Guide

Transform team meetings that directly or indirectly support children's learning into meaningful professional development experiences for you and the colleagues on your team.



Leading For Children: <https://leadingforchildren.org/>

As the adults in children's lives, it's our responsibility to model for children the best of what it means to be human. Leading for Children has developed a groundbreaking mutual learning approach that brings together families, educators, and communities, because it takes all the adults in the child's eco-system. Mutual learning is equity in action. Our programs and resources support communities where all voices are respected and heard. Individuals increasingly see themselves as agents of change for children, and they cultivate equitable partnerships that create ripples of change across the early learning ecosystem.



At LFC, we support transformational relationships among all the adults in children's lives to ensure equity and excellence for them, now and in the future.



Appendix F:

About ICS



Institute for Child Success

Dedicated to the success of all young children.



Our Story

We are a team of early childhood researchers and applied policy experts. We support those who support young children and families: Practitioners, providers, policymakers, programs, foundations, and elected officials.

Our Mission

ICS advances human-focused and equity-centered policies, partners, and practices to transform systems that impact young children and their families.

What We Do

- Measurement & Evaluation Support
- Policy Research & Advocacy Support
- Professional Empowerment & Learning
- Strategic Finance Planning
- Systems Change

Our Impact

- Catalyzed over \$866 million in new investments for families and children
- Reached 16 million young children and families nationwide (9 million age 0-3) through IMPACT Measures Tool
- Improved assessment practices of over 1,250 practitioners
- Improved evaluation efforts of 50+ early childhood organizations
- Provided research and innovation support to dozens of US jurisdictions
- Partnered with leading early childhood organizations to advance the HRSA Early Childhood Developmental Health Systems: Evidence to Impact Center

Partner With Us

Are you a government agency, foundation, or nonprofit looking for smart public policies and advisement in early childhood development? Reach out to our team to learn about how partnering with ICS can help young children and families thrive.