Marin County Office of Education Learning Network 2023-24 Evaluation Report

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with support from *Leading for Children* staff

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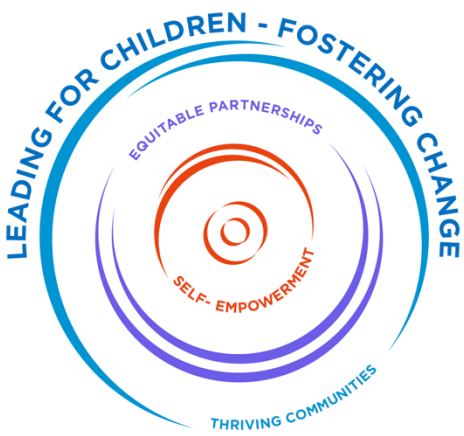
Context for this Report

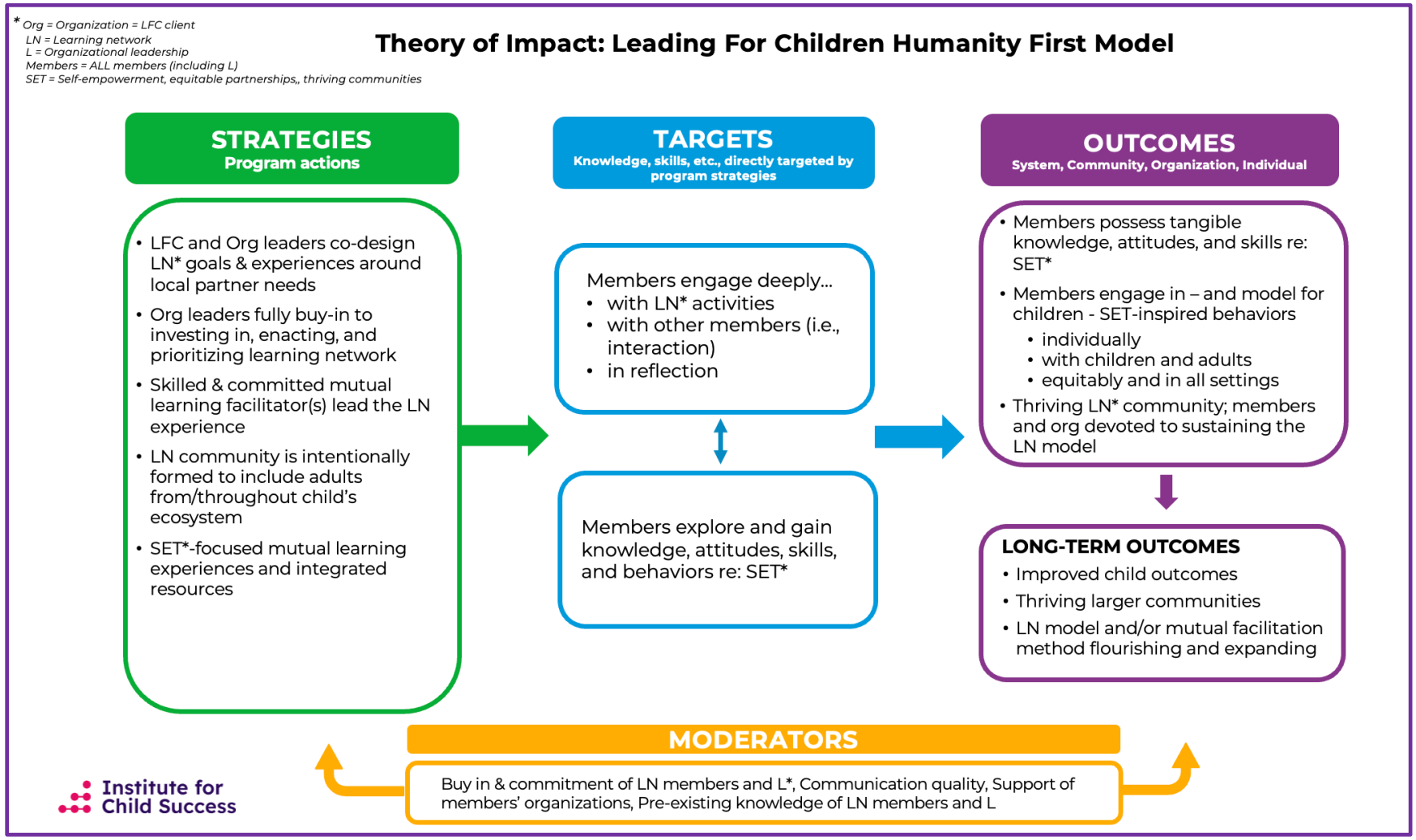
In 2023-24, Leading for Children (LFC) leadership and staff were thrilled to work with the Marin County Office of Education (MCOE) for year three of a three-year partnership. LFC commissioned the Institute for Child Success (ICS) to design and conduct independent analyses for the 2023-24 MCOE Learning Network evaluation. This report by ICS focuses on outcomes of the MCOE *Mutual Learning Network: Optimistic Leaders in a Thriving Community.*

The partnership was rooted in LFC's Humanity First Model, an approach to creating equitable, thriving communities for children by prioritizing the overall well-being and relationships of the adults who care for and educate them. To implement the Model, LFC uses their Mutual Learning Method, a reciprocal process that ensures every voice is heard and ideas are shared equitably. The Mutual Learning Method empowers individuals to value their own knowledge and perspective while appreciating the wisdom of others. By listening, asking questions, and sharing insights, everyone is enriched. Mutual learning occurs within a 'Learning Network' that brings together all the adults in children's lives (including families, educators, program staff, program leadership, and community stakeholders). The Learning Network utilizes the two tools of the Humanity First Model — the *Five Commitments of Optimistic Leaders* and the *11 Simple Rules for Thriving Communities* — to provide a shared language and resources for cultivating leadership skills and understanding the elements of thriving communities. Combining the Mutual Learning Method with the use of the two Humanity First Model tools (5 Commitments and 11 Simple Rules) results in impact centered around self-empowerment, equitable partnerships, and thriving communities. The meaningful, long-term, community change expected from the implementation of the Humanity First Model is depicted in LFC's Learning Network Theory of Impact (TOI; Figure 1), below. The TOI consists of strategies, targets, outcomes, and moderators.



The MCOE Learning Network aimed to create an exemplary learning community that nurtures, educates and empowers staff, children, and families. Between September 2023 and June 2024, 56 MCOE staff representing diverse roles came together for mutual learning experiences, with the goals of cultivating leadership skills, self-empowerment, shared responsibility, and more equitable relationships among the adults who care for and educate the children within their community.

Figure 1. LFC Humanity First Model Theory of Impact



Evaluation Purpose & Design

Evaluation Purpose

LFC commissioned the Institute for Child Success (ICS) to design and conduct independent analyses for the 2023-24 MCOE Learning Network evaluation.

LFC was interested in exploring the extent to which the Learning Network experience brings about positive, tangible change in Learning Network members and in members' interactions with others. Measures utilized in the evaluation focused on the targets and immediate outcomes noted in the TOI (Figure 1) as they represent aspects of Humanity First Model and form the foundation for improved child outcomes.

LFC was interested both in 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. This report uses the Humanity First Model's critical outcomes of emotional regulation, self-empowerment, and awareness of one's own impact to frame results.

Evaluation Design & Methods

LFC conducted a mixed methods evaluation. LFC used quantitative approaches to explore change over time and qualitative approaches to solicit detailed examples of specific kinds of impact. Throughout 2023-24 Learning Network activities, LFC staff collected formative data (summaries and informal feedback from members). In the spring of 2024, LFC collected summative data (retrospective survey, interviews, and peer conversations between members) about members' perceptions of their 2023-24 Learning Network experience and self-reports about how their thinking, behavior and relationships changed over the course of their Learning Network experience.

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

Formative, ongoing data collection

LFC facilitators documented Learning Network interactions through documentation summaries of each convening and shared these summaries with members to reinforce learning, represent members' voices, and provide members with lasting documentation of mutual learning conversations. For purposes of this evaluation, LFC staff reviewed these documentation summaries to gain insight into key conversation topics during Learning Network convenings. LFC also intermittently administered pulse surveys to gain insight into members' emotions and behaviors in their day-to-day interactions with adults and children.

Summative, spring 2024 data collection

LFC staff administered all spring 2024 measures. Some data collection (peer conversations as well as summaries of convenings and some pulse survey administrations) occurred in the context of Learning Network convenings, whereas other data collection was on members' own time (i.e., Learning Network survey, some pulse surveys) or during an agreed-upon time with LFC staff (i.e., interviews).

Table 1. MCOE Learning Network Evaluation Measures

Measure & Content	Invited Respondents	Format	Timeline
Documentation Summaries (Appendix A) LFC facilitators summarize each convening	(Group-level) Learning Network members attending convenings	Narrative	Full Learning Network experience
Learning Network Survey (Appendix B) • Demographics • Adult outcomes • Prerequisites for child outcomes	All Learning Network members	SurveyMonkey	June, 2024
Pulse Survey questions (Appendix C) Frequency and examples of emotional regulation with others	All Learning Network members	SurveyMonkey	Monthly, March - May 2024
Peer Conversations (Appendix D) Personal examples about impact of Learning Network experience on the Learning Network member and whether & how Humanity First Model concepts are showing up in workplace or communities	Learning Network members attending May, 2024 convening	Zoom breakouts DURING meetings (recorded)	May, 2024
Interviews (Appendix E) Whether & how (specific examples) Humanity First Model concepts are showing up in workplace or communities	Subset of Learning Network members	30 min Zoom with LFC staff (recorded)	May-June, 2024

Spring 2024 measures included:

- **Learning Network Survey** (Appendix B). The purpose of this survey was to document member demographics and self-reported standing or growth on outcomes. LFC administered it as a *retrospective posttest*[1] near the end of the Learning Network experience (i.e., June 2024). LFC expected Learning Network members to be familiar with

[1] This design is a recommended 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. For more detail, please see https://www.instituteforchildsuccess.org/pre-post-evaluation-design/ and https://www.instituteforchildsuccess.org/resources/resource/pre-post-evaluation-design/

all the Learning Network terminology such that they 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"). Other questions only asked how Learning Network members felt at the time of the survey. The survey included a mix of quantitative and qualitative questions.

Learning Network members could complete the survey online between June and July 2024. ICS summarized and graphed numerical and category-based responses. ICS and LFC reviewed open ended responses for particularly noteworthy member comments (particularly about effects on children).

- **Pulse Surveys** (Appendix C). Mutual learning outcomes develop over time as Learning Network members practice and incorporate Humanity First Model concepts, attitudes, skills, and behaviors into their daily activities. Pulse surveys were deployed to foster members' reflection on – and gather data about – members' application of the Humanity First Model and the effects of the Model in their lives.

  All members were invited to complete these very brief surveys. Pulse surveys were administered monthly between March and May 2024. Links to complete the survey were either sent via email or made available via QR code during in-person convenings.

- **Peer Conversations** (Appendix D). To gather open-ended, qualitative data at scale, LFC staff facilitated peer conversations. Following a StoryCorps[2] model, Learning Network members were asked to pair up and discuss questions posed by LFC staff while recording their conversation.[3] LFC designed this approach to result in rich data, examples, and testimonials that would help LFC and MCOE understand members' experiences and growth and improve the Learning Network experience. Simultaneously, LFC hoped the conversations would empower Learning Network members to further build community, self-reflect and recognize their growth.

  LFC invited all Learning Network members attending the MCOE Learning Network convenings 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 Senior Research Advisor.*") and assigned willing pairs of Learning Network members to breakout rooms to discuss the questions. Recordings were shared with ICS, then transcribed so that they could be summarized and so that LFC & ICS could flag particularly noteworthy comments, nuances, and testimonials.

- **Interviews** (Appendix E). 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 during their engagement with LFC. LFC's Senior Research Advisor worked with LFC Facilitators to identify potential interviewees and contacted Learning Network members to assess interest and schedule times for participation.

  Between May and June 2024, the Senior Research Advisor conducted 30-minute interviews over Zoom at a time convenient for the Learning Network member. She asked them to share observations on their implementation of LFC learnings, recognition of their strengths and intentions, communication with children and other adults, and impact on children. Recordings were shared with ICS, transcribed, and LFC and ICS reviewed the

[2] https://www.npr.org/series/4516989/storycorps

[3] If members encountered technical difficulties with recording, they were invited to take notes on their conversations and share them with the LFC team.

transcripts for particularly noteworthy comments, nuances, and testimonials and summarized findings into themes. This year, LFC was particularly interested in Learning Network members' sense of intentionality and agency, emotional regulation, and effects on children.

Summarization and Analysis

As noted, above, ICS and LFC analyzed each measure in a way befitting its content and, when appropriate, also graphically represented and narratively summarized data. ICS and LFC 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 Learning Network members' implementation of Humanity First Model concepts and members' relationships change over the course of the Learning Network experience? This report focuses primarily on how adults regulate their emotions, act with intention, and feel a sense of agency in their interactions with adults and children.
- How did Learning Network members perceive their 2023-24 Learning Network experience's impact, particular as related to children? How did members feel they modeled Humanity First Model concepts for children and what effects did they perceive on their interactions with children and on child behaviors and outcomes?

Results

This report presents results of quantitative and qualitative explorations of the effects of the Humanity First Model. Different Learning Network members' voices are represented by the different measures. The real-life examples and testimonials gathered through open-ended survey questions, interviews, peer conversations, and documentation summaries are immensely helpful to understanding the Model's impact on those doing early childhood work in Marin County.

Who Participated in This Year's Learning Network?

There were 56 MCOE Learning Network participants this year. All were invited to participate in Learning Network convenings (i.e., large and small group gatherings) and many did so regularly. Their voices are reflected in the documentation summaries as well as in any other measures they completed. Though we don't know the demographic breakdown of the entire Learning Network, we can extrapolate from the responses of the nine members who completed some or all of the 2024 Learning Network Survey. When asked to self-identify their role that best fits why they participated in this year's Learning Network; Figure 2), they selected primarily *Child Care Center/School Administrator* (38%), with educator roles (i.e., *Teacher or Childcare center/school staff or Home-based Care Provider)* accounting for an additional 51%. Approximately 77% of members reported interacting with children at least 4 days per week, with 44% reporting at least 6-7 days per week (Table 2) which is the same percentage reporting being caregivers to children under the age of 18 or living at home. Most of the nine members (78% of those completing the survey) reported being part of Learning Network activities for three years. Additional demographic data about the survey respondents appears in Appendix F.

Figure 2. Learning Network members' self-reported roles (n=8)

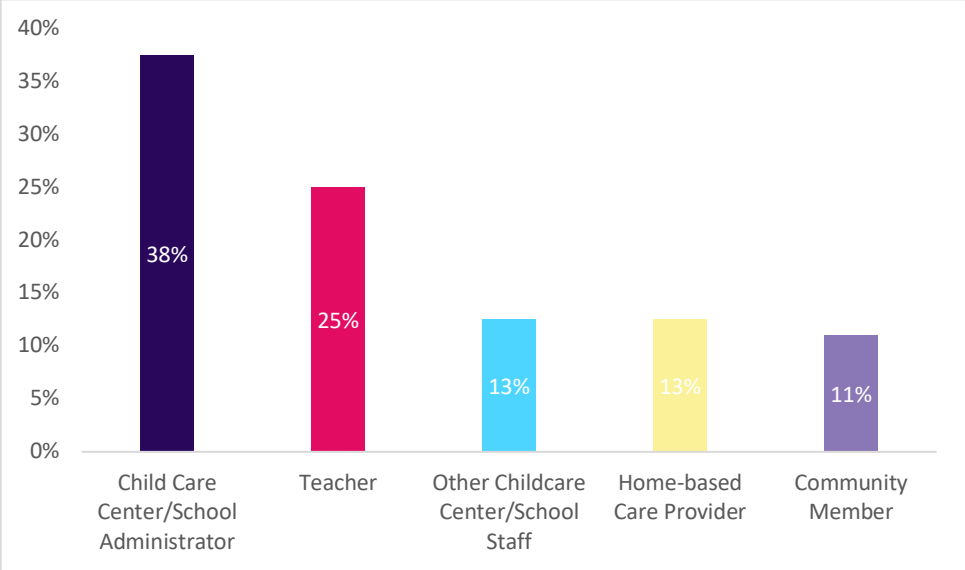


Table 2. How often Learning Network members interact with children (n=9)

	Frequency	Percent
6-7 days per week	4	44%
4-5 days per week	3	33%
1-3 days per week	1	11%
Seldom	1	11%
Total	9	100%

How Did Learning Network Members' Implementation of Humanity First Model Concepts and Relationships Change Over the Course of the Learning Network Experience?

In this section, we share findings regarding members' emotional regulation, self-empowerment, and awareness of their own impact. We asked members to endorse the specific skills, attitudes, and behaviors they gained from the Learning Network and to describe how often they applied these aspects before and after their involvement. Their responses reveal detailed experiences of their applications of their learnings from the Learning Network to their lives and relationships.

Regulating emotions

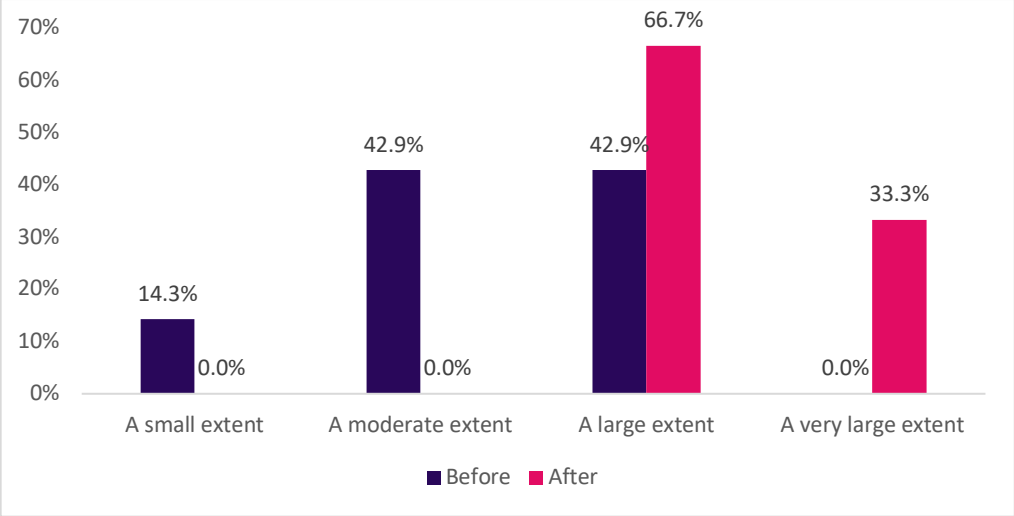
Qualitative insights were drawn from multiple data sources, including surveys, interviews, peer conversations, and convening summaries. Figure 3 presents commonly used phrases from these sources, specifically reflecting how members regulate their emotions in response to Learning

Network activities and beyond. The highlighted words represent the most frequently repeated terms, distilled from a comprehensive summary of all member responses.

Figure 3. Word cloud resulting from qualitative responses for regulating emotions

Regulating emotions is a critical practice emphasized throughout Learning Network activities. The practice is expected to be particularly powerful for early childhood providers as it directly impacts their ability to create a supportive and nurturing environment for young children. When providers can manage their own emotions effectively, they are better equipped to respond to children's needs with patience and empathy. This fosters children's sense of security and trust. Members' responses suggest that many increased the degree to which they regulate their emotions. In the retrospective survey, we asked members to what extent they regulated their emotions in their work and/or life before and after participating in the Learning Network (Figure 4). Whereas all respondents answered small, moderate, or large extent before the Learning Network, **all reported regulating their emotions to a large or very large extent after the Learning Network.** The Humanity First Model experience seems to have greatly improved members' emotional regulation. Below, we further highlight the recurring themes of pausing and being present, psychological safety, and strengthening well-being.

Figure 4. Extent to which Learning Network members regulate their emotions before and after the Learning Network (n=7 "before," n = 6 "after")



Pausing and being present

Members repeatedly noted the value of calm reflection to gain awareness of emotions and automatic responses. By pausing to be present, they were able to cultivate a stronger sense of self-awareness, as well as stronger relationships. Thinking about pausing as a way to be more intentional in interactions with others, a member shared, ***"Take the moment, stop, and be conscious of what you want to achieve, or what you want in this relationship. And take a moment to think, or rethink. In that case you stop and avoid the reaction. You do something because you are conscious that is the best in that moment."*** In addition to shifting the way individuals perceive themselves and their interactions, pausing and being present can indirectly influence others to regulate their emotions. A member commented on developing a practice of inviting others into a space of co-regulation: ***"Can you help me for a little bit and just take a deep breath and you decompress yourself? That's another thing that we have been practicing."***

Psychological safety

The Humanity First Model prioritizes creating a space that is safe for each member and where all voices are heard equally. A common theme in members' interviews and open-ended survey responses was the experience and impact of this psychologically safe space. Members commented on the value of a space to express their emotions with the knowledge that the team is there for support: ***"Take your own space, because we know these are just the emotions. Once the emotions are done, they are going to be out of that emotion. It's going to be okay. Take your time. We can have a meeting and let people know, we are in a team. We can talk openly."*** As individuals experienced this space of safe partnerships, they also arrived at new levels of self-awareness. A member reflected on her growing knowledge that it takes time for her to feel comfortable interacting openly, but when she does, she feels seen and heard by others: ***"It takes me time, but I know that I have to go out of my shell to learn more. I can express myself."***

Strengthening wellbeing

A common theme in interviews with members was the sense that, over years of engagement with the Humanity First Model, Mutual Learning Method, and tools for self-reflection and equitable interactions, they built a community that is supportive to the wellbeing of all. A member shared that: ***"You feel more confident and less stressed, and if the others can use the same tools, we make a strong team."*** The member who had shared about how mutual learning helped her come out of her shell also reflected on how her increased emotional awareness translates to her interactions with children. She shared a message of emotional acceptance: ***"Sometimes it also takes children time to come out of their shells, but we let them explore. It's okay to be mad. We're going to be okay at the end of the day, we are going to be okay."***

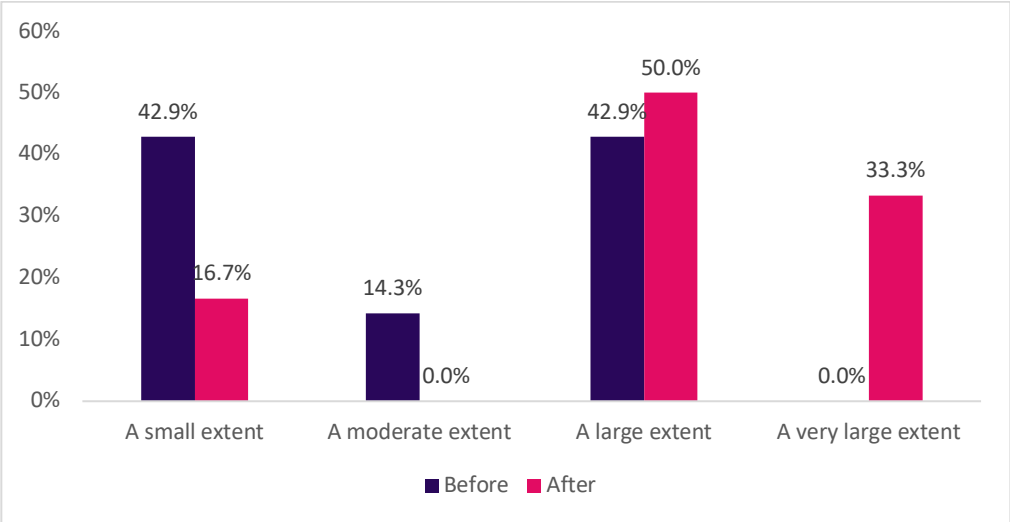
Self-Empowerment

Qualitative insights on member attitudes were drawn from multiple data sources, including surveys, interviews, peer conversations, and convening summaries. Figure 5 presents commonly used phrases from these sources, specifically reflecting how members view aspects of self-empowerment in response to Learning Network activities and beyond. The highlighted words represent the most frequently repeated terms, distilled from a comprehensive summary of all member responses.

Figure 5. Word cloud resulting from qualitative responses for self-empowerment

When early childhood providers feel empowered, they are more likely to take initiative, make informed decisions, and advocate for the best interests of the children in their care. Self-empowerment is a core mindset that is continuously built upon during Learning Network sessions. In the retrospective survey, we asked members to what extent they feel empowered in their work and/or life before and after participating in the Learning Network (Figure 6). Similar to the pattern for regulating emotions, all respondents reported feeling empowered to small, moderate, or large extent before the Learning Network, but **nearly all reported feeling empowered to a large or very large extent after the Learning Network.** Below, we further highlight the recurring themes of intentionality, confidence, and belonging.

Figure 6. Extent to which Learning Network members feel empowered before and after the Learning Network (n=7 "before," n=6 "after")



Intentionality

Intentionality refers to the process by which individuals identify a desired outcome and set out the steps for achieving that outcome. Self-awareness is a key component of intentional action,

and mutual learning supports members in developing deeper understanding of their thoughts, reactions, and motivations. In interviews, members reflected on the personal and interpersonal benefits of intentionality. One shared how self-awareness supported more purposeful engagement with others: ***"Think before you reply, and how you can learn how to take care of yourself. Think about how your day went, how you can solve the problems or the challenges you have, and how you can grow from that experience."*** Another reflected on shifts in her reactions to conflict and how intentionality helped her identify paths forward: ***"I know I can slow down when an issue arises. Especially when you get caught up with a difference of opinion. As an example, we work with different personalities. That has taught me to slow down, listen, reflect about my intentionality about the outcome. Before, I used to be very defensive."***

Confidence

The practice of setting intentions and observing the outcomes of their actions can lead Learning Network members to develop greater confidence in their abilities. In a peer interview, a member shared how intentional communication made her feel more able to form effective partnerships with families: ***"I feel more confident when I speak to the parents, with the families that come for the first time to my child care. The relationships that I have between me and the families have improved greatly because I am more able to have a two-way relationship and two-way communication."*** Not only did members develop their confidence in reaching out to others for communication, they also developed their self-awareness as to their personal boundaries and their confidence in reinforcing these boundaries. A member shared: ***"There are some limits. You can say no if you're not comfortable. The main thing is respect."*** The concept of respect is deeply intertwined with members' perceptions of their increased confidence. Their ability to act confidently according to their intentions derives from the respect they received from other members of their mutual learning group, and their growing sense that they deserve respect across all their interactions.

Belonging

Members highlighted how mutual learning helped them connect with others from diverse backgrounds and to discover common intentions and motivations. Key to this ability to establish feelings of belonging was the group's shared experience of psychological safety, as a member explained: ***"I feel belong in the group and safe. I feel free to express myself. I experienced different things, and I can share it with confidence."*** In a peer interview, a member shared how: ***"I tried to set the example when dealing with newcomers and their families. I not only try to guide them, but making them feel included, heard, and I try to empower them in any way I can."*** As this example demonstrates, members were motivated to extend the sense of belonging that they personally experienced to others in their early learning ecosystems. Not only does this highlight increased self-empowerment in actively creating the environments members hope to see in the future, but it also suggests a ripple effect of mutual learning impacts, in which belonging for all will become the norm in early learning communities.

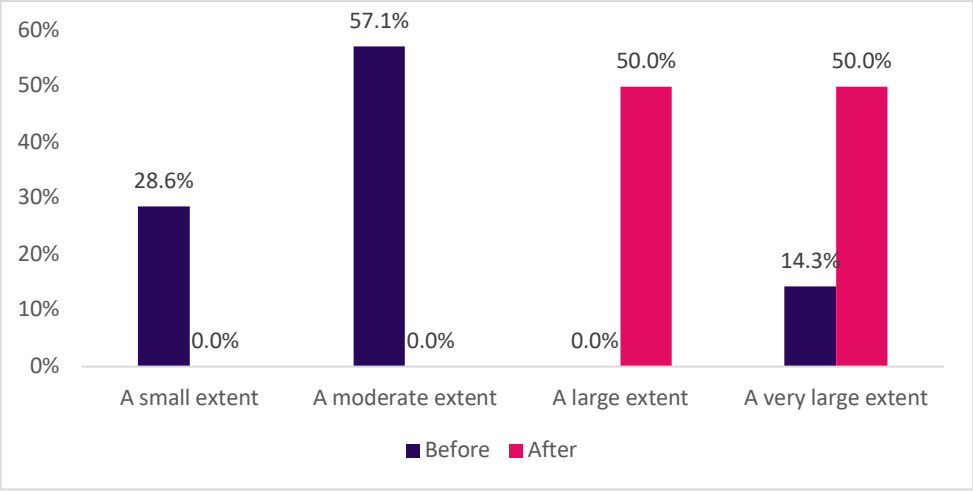
Awareness of own impact

Qualitative insights on member attitudes were drawn from multiple data sources, including surveys, interviews, peer conversations, and convening summaries. Figure 7 presents commonly used phrases from these sources, specifically reflecting how members view awareness of their own impact in response to Learning Network activities and beyond. The highlighted words represent the most frequently repeated terms, distilled from a comprehensive summary of all member responses.

Figure 7. Word cloud resulting from qualitative responses for awareness of own impact

Awareness of one's own impact and power is critical to fostering equitable relationships. It is especially vital for early childhood providers because it enables them to recognize how their actions, words, and behaviors influence the children in their care. This awareness promotes intentionality in provider interactions, thus increasing the likelihood that providers model positive behaviors, communicate effectively, and create an inclusive and respectful environment. The Learning Network has significantly increased members' awareness of their ability to foster equitable relationships in both professional and personal settings. In the retrospective survey, we asked members to what extent they stay aware of their own impact and power to foster equitable relationships before and after participating in the Learning Network (Figure 8). After the Learning Network, all respondents reported being aware of one's own impact to a large or very large extent, whereas nearly all respondents had reported only small or moderate extent before the Learning Network. This suggests an impressive effect of the Learning Network experience on members' feeling of impact. Below, we further highlight the recurring themes of active listening, activating curiosity and establishing shared understanding.

Figure 8. Extent to which Learning Network members are aware of one's own impact before and after the Learning Network (n=7 "before," n=6 "after")



Active listening

Across interviews, members reflected on how mutual learning had supported them in developing a practice of active listening, applying it in their daily interactions, and noticing the impacts on themselves and others. A member shared her ongoing commitment to active listening, highlighting the value of a nonjudgmental approach: ***"I'm going to practice listening. With open ears, an open mind."*** Another reflected on the process of learning to listen actively: ***"Listen deeply; be curious about and two-way relationship. Slowly, slowly. It's more relaxing than before, but it took some time. It took some time, but it works."*** While it took time to learn to listen actively, it led to tangible changes to relationships and a broader sense of wellbeing. Ultimately, active listening served as a key factor in transforming members' perspectives of those around them and their potential for wider impact, as a member reflected: ***"Compassion and empathy and listening can change the world."***

Activating curiosity

One of LFC's Five Commitments of Optimistic Leaders for Children – the call to activate curiosity – invites a nonjudgmental, learning-focused approach to individual thought processes and as well as being interested in others' perspectives, actions and behaviors. A step towards activating curiosity is to recognize areas of limited or insufficient knowledge. A member discussed this process and its impacts: ***"Another thing was to be curious because I usually don't ask many questions, but I understand that is important because it's the way you want to know about what's going on with the family or with that kid and how you can support better."*** Activating curiosity encourages more equitable interactions by prompting deep reflection and exploration into actions and their consequences. As a member reflected: ***"We need to activate our curiosity. Why do you think this is happening? I tried to talk to this person and she reacted in a way I wasn't expecting. I said, 'Why do you think that happened?'"*** By considering the reasons behind an occurrence and inviting others into this space of questioning, activating curiosity supports common understanding among diverse groups of people.

Establishing shared understanding

As members took part in the Learning Network experience, they developed a common set of expectations for interactions and communication. A member noted how a further benefit of psychologically safe environments is a sense of shared group understandings of norms and preferences for engaging with one another: ***"Always give the opportunities for people to feel comfortable, so that they feel we are on the same page."*** Highlighting a further dimension of shared, psychologically safe communication, another member shared: ***"It makes you free to express yourself and listen to what the others say or feel about the same thing."*** Extending this commitment to equitable communication beyond the mutual learning space, members also observed how they could strengthen relationships with families by applying similar expectations for communication and commitment to shared understanding. Reflecting on interactions with a parent who had been difficult to engage, a member noted how establishing a shared expectation of transparency led to two-way interactions: ***"It's not that she doesn't want to talk to us. She's not feeling well; I can see she's having a problem…something is going on in her life. I learned last year, and LFC reinforced my approach to the family because it's the way we communicate with them."***

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

While the Humanity First Model is centered on how adults impact each other, it is also dedicated to showing how adults impact all people – regardless of age – and all environments in which they exist. Indeed, owning the impact one has is a central tenet of the Humanity First Model and was emphasized during group conversations. It was important to check that members recognize this. Thus, we surveyed members about whether they learned ways an adult can impact a child's learning environment, whether their Learning Network participation has improved their relationships and interactions with children, whether the children they work with have directly benefited from the member's participation in the Learning Network, and the extent to which the member contributes to the self-empowerment of children with whom they work. Whereas before the Learning Network, respondents reported that they contributed to the self-empowerment of children with whom they interacted with along every point in the scale, **after the Learning Network, all respondents reported contributing to the self-empowerment of children to a large or very large extent** (Figure 9). Through targeted questions in the retrospective survey (Figure 10), members (n=7) showed growth for all "best practices" as can be seen in the dramatically different endorsement of the two lowest (0-20%, 21-40%) and three highest options before and after the Learning Network.

Figure 9. Extent to which Learning Network members contribute to the self-empowerment of children before and after Learning Network (n=7 "before," n=6 "after")

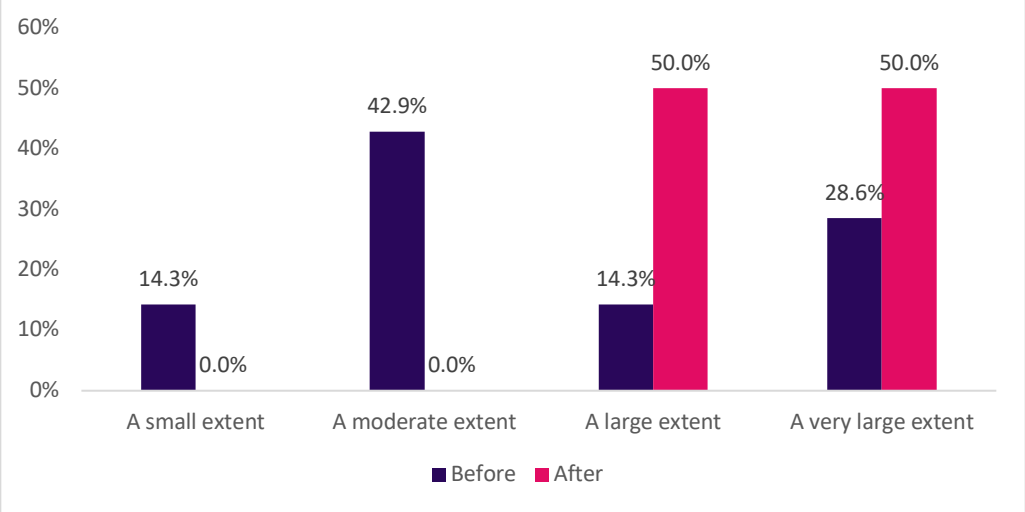
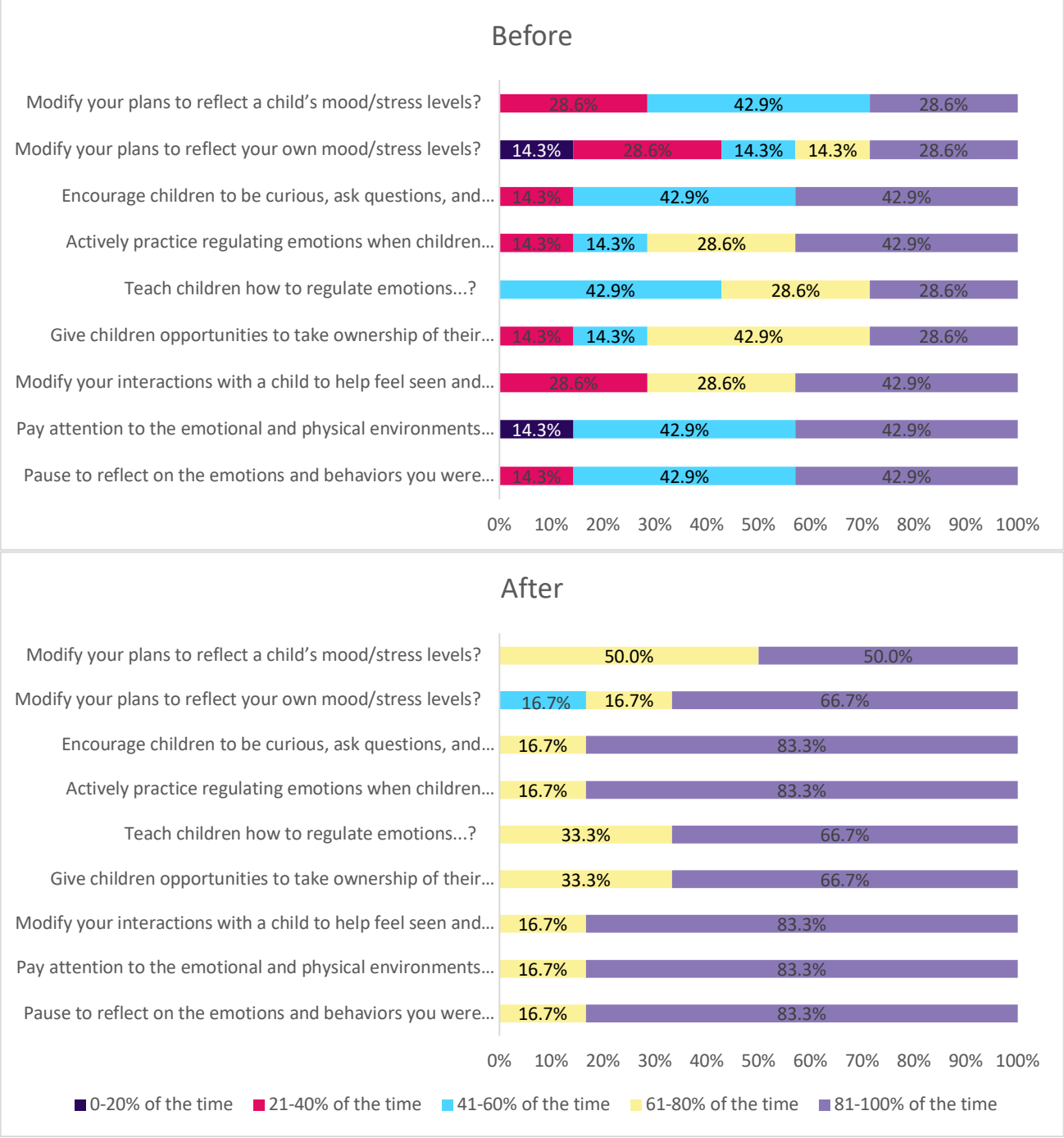


Figure 10. *How often Learning Network members implement "best practices" with children before and after the Learning Network (n=7 "before," n=6 "after")*



In the sections that follow, we further highlight the recurring themes of modeling for children, perspective taking, and ripple effects towards children that members have seen having impact or anticipate having impact. These qualitative responses from the surveys, interviews, peer conversations, and convening summaries illustrate the growth of Learning Network members in their interactions with children.

Modeling for children

Members reflecting on their mutual learning experience across all qualitative response opportunities emphasized their greater appreciation for their role as a model for children. One Learning Member noted in a peer conversation that ***"I model myself, that way I communicate with my coworkers, that way we talk with each other…even with the parents….that we need to be respectful, we need to be kind, and we need to treat people the way we want."*** They also considered the ways that each of their interactions has the potential to influence the wider environments where children learn. A member noted, for example, how children observe interactions among the adults in their lives: ***"What we do, how we treat our workers, how we treat our co workers, children are learning. We are the role models for them. How we communicate with each other, they know."***

Perspective taking

As members reflected in interviews on their interactions with children, they observed how the mutual learning experience supported them in understanding children's perspectives and making a practice of looking for – and responding to - the root causes of children's behaviors. A member noted her expanded perceptions of children's motivations: ***"They're not hitting because they want to hit. They hit it because they're exploring."*** Another member explained how, when working with a child with behavior challenges, taking a more holistic perspective on the child's experience led to significant behavior changes: ***"Children have different realities in their life and in their homes. He can play in groups now. I used different tools to make the relationship strong. He's learned how to pause a little bit, express himself."*** Mutual learning reinforced for members not only the importance of understanding how others' backgrounds and environments inform their current behaviors, but also the importance of meeting others in spaces of genuine, two-way communication. Members reflected in interviews how they applied this learning to their interactions with children: ***"With kids, I think a very good process is to observe and get close and then talk with them about what you observe. Then they can let you get in, in their play. When you get down at their level, they feel like, okay, I don't have to see up or looking up so intimidated for the big people."***

Ripple effects towards children

Members increasingly recognized the importance of relationships across the child's ecosystem for ensuring children's emotional safety and healthy development. The role of strong relationships between educators and families arose strongly from interviews, with one member explaining**: "*I think that helps because when they trust the person, where they're going to leave their children. They feel prepared when I have the connection with them."*** Another emphasized the importance of educator-family relationships in supporting children's emotional regulation: ***"Another thing is to build relationships with families, with children. We can teach them, even little ones, how to react to a problem. How can we guide them to resolve problems? They're not [the] problem; they get frustrated, and they're little and they're learning."***

The impact of Learning Network members being able to actively reduce their stress levels was highlighted as initiating a ripple effect on children and communities in one peer conversation: ***"Before, there was on teacher that – every time – [their stress] was high, like with anxiety [about] the many things to be done, running….[Then,] getting one thing at a time, getting***

relaxed, being clear, being trusted. That goes away and belongs with the children and the family. Creating better communities, definitely."

Impact on children

One member noted during a conversation with a peer that because ***"the children can see me being kind, present, positive, calm, honest, nonjudgmental, and treating them with respect when are are with me, this allows for my room to be a safe space for all and to build strong two-way relationships with all."*** That means another adult is connected with that child and is there as a true support system for them. Though they don't often articulate the specifics, many Learning Network members seem to just know they're making an impact: ***"I mean, the fact that I'm in there and the children call my name from way across the playground. Now that they see me, [it's clear that] somehow in their little lives and the very small moments that I'm there, I have made an impact, you know?"***

At times, Learning Network members were able to name specific impacts they had already noticed, for example, ***"Teachers are constructing it and parents can feel it. They can feel the difference in the kids' behavior. Like, we give them the words, 'Ok, if someone is hitting you or you don't like something, use our word: Please stop. Don't hit me.' And [parents say] 'Oh, our kids are doing this. You are teaching them this early…"*** The impact isn't limited to the current moment or even school year as one Learning Member noted in a peer conversation, ***"Those are skills that not only benefit them right now when they are young, but for the future."*** Another said something similar: ***"I look at it as foundation building, right? That we're building a foundation of experience for children and families and that has the opportunity to continue on after they're no longer working with us."***

Conclusion

In sum, our findings revealed that the MCOE 2023-24 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 emotional regulation, healthy ways of coping with stress, self-empowerment, staying aware of one's impact and power, and applying these concepts when interacting with children. 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

From these evaluation results come a number of recommendations for MCOE as Learning Network members and their colleagues continue their journey to support the early learning community in mutual learning experiences and equitable partnerships:

- Apply lessons already learned while continuing to engage in Humanity First Model work with LFC.

- Continue to explore and deepen the understanding of members' experiences of perspective taking and balancing power across different cultures and backgrounds. One way to do this will be to encourage Learning Network members to lean into opportunities for self-reflection both during Learning Network gatherings and through the retrospective survey and pulse surveys. Such reflection is a keystone of the Humanity First Model and, when formally documented, is a powerful means of recognizing and communicating shared and unique experiences so that the larger Learning Network can learn from them.
- Minimize miscommunication and difficulties of balancing power across roles by aiming to consistently practice the Humanity First Model even when LFC facilitators are not present. Consciously attend to power dynamics and the implications they have for people's effectiveness.
- Continue to engage in reflection to observe and document 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.

References

Jablon, J. R., & Parks, N. (2023). *11 simple rules to create thriving communities for children.* BookBaby.

Jablon, J. R., Parks, N. & Ensler, N. (2023). *The five commitments of Optimistic Leaders for children.* BookBaby.

West, A., Madariaga, P., & Sparr, M. (2022). *Reflective supervision: What we know and what we need to know to support and strengthen the home visiting workforce* (OPRE Report No. 2022-101). Office of Planning, Research, and Evaluation; Administration for Children and Families; U.S. Department of Health and Human Services.

APPENDICES

Appendix A:

Sample Learning Network Documentation Summary

Documentation Summary
Marin County Thriving Communities
Whole Group 6, Convening 11
March 12, 2024

Objectives

As a result of our convening, we:

- Reflected on how you use self-awareness to be intentional and effective in communications
- Gained a deeper understanding of the role communication plays in mutual learning.
- Considered how your thoughts, experiences, biases, etc. impact communication

1. Set Intention

   Pausing to be present and cultivate self-awareness supports intentional and effective communication.
   We took a moment to allow ourselves to be present.

2. Mutual Learning

   Staying open to mutual learning, it can lead to stronger partnerships with colleagues and other adults in the community.

   "If we make it an intention and practice and practice, you can have success." Yolanda

   As we reviewed the documentation summary from our last convening (February 13), we highlighted something related to communication that stood out for each of us. In breakouts rooms, we shared our interest and why. Once we returned to our whole group conversation, the following ideas were shared:

   Listening and Noticing

   - The themes of listening and not interrupting
   - Listening without the need to respond. Hearing without giving feedback.
   - Noticing that culture and upbringing impacts the ways we communicate.
   - Noticing how we share space with children: giving children the chance to speak as we listen.
   - Noticing when it is our turn to speak and our turn to listen.

   Impact

   - Refining Communication and Nurturing Relationships go together. We cannot have one without the other. To nurture our relationships, we must be willing to refine our

communication and when we refine our communication, it contributes to the nurturing of our relationships.

- Practicing reframing the way we think about things.
- Assessing the environment to determine the level of transparency we should have in our communication.
- Be open to feedback and think before we speak.
- Create a space where we hear every voice, with children and adults.
- Our decisions about communication affect our relationships.

3. Exploration

Understanding how we communicate as leaders can help us strengthen professional and personal relationships, create productive environments, and provide a model for children of equitable partnerships.

"Think before we talk." Nidia

We thought about what the words "refine communication" means to us. We then thought about what refining communication might look like in our day-to-day. The following thoughts were shared:

Awareness and Intention

- Express facts without hurting others.
- Will my message be clear and concise?
- Slow down, don't go so fast, so we can refine communication.
- Read three times before sending.

Awareness of others

- We change what we are sharing depending on who we are talking with.
- Noticing how a person thinks and talks and adjusting how we respond. One person might consistently say "everything is wrong" and another "everything is wonderful" and another is emotional.
- Noticing other peoples' nonverbal messages and being intentional about our own.

Equitable partnerships

- Taking turns - listen actively and express thoughts.
- "Now you can listen. And now I can listen."

Ripples

- Modeling to children.

When we read Judy's story on p. 65, we noticed how Judy and Miss Augusta managed a difficult situation.
We thought about our own experiences with communication that felt difficult. Here are some skills that we use to communicate in honest, open, trusting, two-way relationships:

- Don't take it personally.
- Be open to feedback.
  Think "why are you saying that?"
- Ask "how can we improve this."
- Be aware that we come from different perspectives.

Here is a story that was shared:
When a parent comes to you saying "you're not helping with potty training! We can say "why are you thinking that?" "How can I help you better?" "Tell me more?"
When parents tell you something not so good, when you say "tell me more," they relax.

When we practice curiosity, we create trust, honesty, openness, and two-way relationships.

4. Take Action
   Having purposeful, open, equitable conversations can create opportunities, break down barriers, and build strong teams and communities.

   We ended our convening by making a commitment to practice refining communication.

Appendix B:

Learning Network Survey

2024 Leading for Children Learning Network Survey [POST]

Thank you for taking the time to complete this survey on your Learning Network experience. Your responses will offer insights 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. Email (please use the same email you use for all LFC communications):

* 4. Please select which Learning Network you are a member of:

- ◯ Arkansas State University Childhood Services
- ◯ Catherine Hershey Schools
- ◯ Marin County Office of Education

5. How long have you been participating in Learning Network activities?

- ◯ 11 months or fewer
- ◯ 1 year
- ◯ 2 years
- ◯ 3 years

6. How familiar were you with LFC before participating in Learning Network activities?

- ◯ Not familiar at all
- ◯ Somewhat familiar
- ◯ Familiar
- ◯ Very familiar

7. What is your age?

- ◯ 18-24
- ◯ 25-34
- ◯ 35-44
- ◯ 45-54
- ◯ 55-64
- ◯ 65+
- ◯ Prefer not to say

8. What is your gender?

- ◯ Male
- ◯ Female
- ◯ Non-binary
- ◯ Prefer not to say

Other (please specify)

9. What is your race? (Select all that apply.)

- ☐ White
- ☐ Black or African American
- ☐ American Indian or Alaska Native
- ☐ Asian
- ☐ Hispanic or Latino
- ☐ Native Hawaiian or other Pacific Islander
- ☐ Prefer not to say

Other (please specify)

10. What is your income level?

- ◯ Under $15,000
- ◯ Between $15,000 - $29,999
- ◯ Between $30,000 - $49,999
- ◯ Between $50,000 - $74,999
- ◯ Between $75,000 - $99,999
- ◯ Between $100,000 - $150,000
- ◯ Over $150,000
- ◯ Prefer not to say

11. Are you a parent and/or caregiver to a child or children who are still living at home or under 18?

- ◯ Yes
- ◯ No

12. In what field are you employed?

13. Please select the role(s) you identify with. (Select all that apply.)

- ☐ Family Member
- ☐ Parent/Caregiver
- ☐ Community Member
- ☐ Child Care Center/School Administrator
- ☐ Instructional Coach
- ☐ Teacher
- ☐ Other Child Care Center/School Staff
- ☐ Home-based Care Provider
- ☐ Medical/Mental Health Professional

Other (please specify)

14. Which of the following roles best fits why you are a participant in this year's Learning Network activities?

- ◯ Child Care Center/School Administrator
- ◯ Instructional Coach
- ◯ Teacher
- ◯ Other Childcare Center/School Staff
- ◯ Home-based Care Provider
- ◯ Parent/Caregiver/Family Member
- ◯ Community Member
- ◯ Medical/Mental Health Professional

Other (please specify)

15. On average, how often do you interact with children personally and/or professionally?

- ◯ Seldom
- ◯ Every couple of weeks
- ◯ 1-3 days per week
- ◯ 4-5 days per week
- ◯ 6-7 days per week

2024 Leading for Children Learning Network Survey [POST]

16. **For the following questions, please indicate how each of the statements describe you <u>before</u> and <u>after</u> the Learning Network.**

When in personal and/or professional settings, how often do/did you…

	Before the Learning Network	After the Learning Network
Acknowledge your strengths?		
Feel that your efforts are appreciated and valued?		
Set intentions and act with agency?		
Advocate for yourself?		
Make decisions and have influence over them?		
Own responsibility for your decisions and actions (good and bad)?		

17. When in personal and/or professional settings...

	Before the Learning Network	After the Learning Network
To what extent do you feel empowered?		

18. **For the following questions, please indicate how each of the statements describe you before and after the Learning Network.**

When in personal and/or professional settings, how often do/did you…

	Before the Learning Network	After the Learning Network
Feel that your work is a major stressor in your life?		
Feel that your personal life is a major stressor in your life?		
Identify indicators of specific emotions?		
Feel that you have healthy ways to cope with stress?		
Feel confident handling difficult personal/professional situations?		
Have adequate support during a stressful time?		
Respect boundaries (your own and those of others)?		

19. When in personal and/or professional settings...

	Before the Learning Network	After the Learning Network
To what extent do/did you regulate your emotions?		

20. **For the following questions, please indicate how each of the statements describe you and your interactions with other adults and children <u>before</u> and <u>after</u> the Learning Network.**

When interacting with other adults and children in personal and/or professional settings, how often do/did you...

	Before the Learning Network	After the Learning Network
Pause to reflect and set an intention for the interaction?		
Notice and give credit to the strengths of others?		
Notice when and how your strengths showed up in your interactions with others?		
Collaborate with others?		
Use an inclusive vocabulary?		
Ask open-ended questions to invite further exploration, to learn more about the person's perspective, and ask for clarity?		
Take the first step to make interactions work and to repair relationships?		
Demonstrate flexibility in responding to different communication and work styles?		

21. When interacting with other adults and children in personal and/or professional settings...

	Before the Learning Network	After the Learning Network
To what extent do you stay aware of your impact and power to foster equitable relationships?		

22. **For the following questions, please indicate how each of the statements describe you and your interactions with other adults and children <u>before</u> and <u>after</u> the Learning Network.**

When interacting with other adults and children in personal and/or professional settings, how often do/did you...

	Before the Learning Network	After the Learning Network
Slow down your thoughts so you can hear another's?		
Listen to learn rather than just to respond?		
Notice and identify your emotions before, during, and after an interaction?		
Notice and quiet your judgements in an interaction?		
Feel that your thoughts and ideas were heard and respected by others?		

23. When interacting with other adults and children in personal and/or professional settings...

	Before the Learning Network	After the Learning Network
How often do you actively regulate your emotions?		

24. **For the following questions, please indicate how each of the statements describe you and your interactions with children before and after the Learning Network.**

When interacting with children in personal and/or professional settings, how often do/did you…

	Before the Learning Network	After the Learning Network
Pause to reflect on the emotions and behaviors you were modeling for children?		
Pay attention to the emotional and physical environments you created for children?		
Modify your interactions with a child to help feel seen and heard?		
Give children opportunities to take ownership of their activities (how to spend time, participate, play, etc.)?		
Teach children how to regulate emotions (e.g., talk about feelings or emotions; model by processing feelings out loud; read aloud about emotions or feelings)?		
Actively practice regulating your own emotions when children are present/where children are watching you?		
Encourage children to be curious, ask questions, and listen to each other?		
Modify your plans to reflect your own mood/stress levels?		
Modify your plans to reflect a child's mood/stress levels?		
Feel that you have enough support and/or resources to be successful?		

25. **For the following questions, please indicate how each of the statements describe you and your interactions with other adults and children.**

As a Learning Network member, I have learned ways an adult can impact a child's learning environment, whether in personal or professional settings.

- ◯ Strongly agree
- ◯ Somewhat agree
- ◯ No opinion
- ◯ Somewhat disagree
- ◯ Strongly disagree

26. Being a Learning Network member has improved my relationships and interactions with children in personal and/or professional settings.

- ◯ Strongly agree
- ◯ Somewhat agree
- ◯ No opinion
- ◯ Somewhat disagree
- ◯ Strongly disagree

27. The children with whom I interact in personal and/or professional settings have directly benefited from my being in the Learning Network.

- ◯ Strongly agree
- ◯ Somewhat agree
- ◯ No opinion
- ◯ Somewhat disagree
- ◯ Strongly disagree

28. If applicable, please share specific examples.

29. Please rate the extent to which...

	Before the Learning Network	After the Learning Network
You contribute to self-empowerment for the children with whom you interact in personal and/or professional settings.		

30. If applicable, please share specific examples.

31. Please rate the extent to which...

	Before the Learning Network	After the Learning Network
You feel supported by others in your personal and/or professional life.		

32. If applicable, please share specific examples.

33. Since starting the Learning Network, to what extent have you experienced a shift in the culture of your workplace, home, or other settings?

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

34. If applicable, please share specific examples.

35. Since starting the Learning Network, to what extent have you experienced a shift in the level of trust amongst individuals in your personal and/or professional life?

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

36. Please share examples of how being in the Learning Network has impacted the way you view yourself.

37. Please share examples of how being in the Learning Network has impacted the way you interact with other adults.

38. Please share examples of how being in the Learning Network has impacted the way you interact with children.

39. Since joining the Learning Network, what are some concrete ways you contribute to equitable partnerships in your work, home, or larger community? (Select all that apply.)

- [ ] Recognizing my emotions and taking responsibility for how they affect others — both adults and children
- [ ] Understanding my needs in different interactions and communicating these to others
- [ ] Asking questions and learning about perspectives different from my own
- [ ] Making time to intentionally show up for others

40. Please rate the extent to which you see ripple effects of Learning Network concepts at your work, home, or larger community.

- ◯ A very large extent
- ◯ A large extent
- ◯ A moderate extent
- ◯ A small extent
- ◯ Not at all

41. If applicable, please share specific examples.

42. If you have other thoughts about this year’s Learning Network experience, please share with us here.

Please press "Done" if you are ready to submit the survey. If you wish to check or change your answers, please do so using the “Previous” button.

Thank you for completing the Learning Network survey.

If you have any questions about LFC's impact and evaluation, please contact Sarah Zawacki, Assistant Director of Impact and Outreach at szawacki@leadingforchildren.org.

If you would like to learn more about our approach, programs, resources, and publications, please visit our website: www.leadingforchildren.org.

Appendix C:

Pulse Survey Questions

Leading from Strength 2024-25 Pulse Survey

Thank you for taking time to respond to this brief survey. We estimate it will take no more than 5 minutes to complete, and your participation will provide an opportunity for continued reflection on your mutual learning experience.

Think about the past week. Did you notice times when you set an intention for an interaction?
Yes/No

How often?
0-20% of my interactions
21-40% of my interactions
41-60% of my interactions
61-80% of my interactions
81-100% of my interactions

If you're willing, please describe one example. Consider context, difficulty, effects, etc.

In the past week, did you notice times when you acknowledged your own strengths?
Yes/No

How often?
0-20% of my interactions
21-40% of my interactions
41-60% of my interactions
61-80% of my interactions
81-100% of my interactions

If you're willing, please describe one example. Consider context, difficulty, effects, etc.

In the past week, did you set intentions for your interactions with children?
Yes/No

How often?
0-20% of my interactions
21-40% of my interactions
41-60% of my interactions
61-80% of my interactions
81-100% of my interactions

If you're willing, please describe one example. Consider context, difficulty, effects, etc.

Appendix D:

Peer Conversations

LFC Peer Conversations

Peer conversations are an opportunity to reflect on your learning over the past year with other members of your mutual learning group. This is part of LFC's program evaluation, and your insights will help us to refine our methods and understand the impact of our work.

Your participation is optional, and all information collected will be kept anonymous and used for evaluation purposes only.

Peer Conversation Procedure

Please take 20 minutes to discuss the questions below in pairs or groups of three (approximately 5 minutes per question). We also ask that you record the conversation and share with LFC's evaluation team.

1. What is one way you've benefited from the LFC experience (for example: new skills, reduced stress levels, confidence, relationships, sense of community)? Can you share an example?

2. What is one thing you've started doing differently because of the LFC experience? Can you share how that has impacted your personal and/or professional life?

3. How might others benefit from what you've learned and experienced through your experience with LFC?

4. Do you think your engagement in LFC will improve children's lives (for example: learning, social skills, comfort, reduced stress levels, confidence, readiness for the future)? Can you share an example?

If you've finished these and we haven't come back to the group, feel free to talk about any other effects and impacts.

Sharing Your Notes or Recording File with LFC

Set up audio recording for the conversation (instructions below). If you prefer not to record the conversation, feel free to write notes from your conversation.

Record on Zoom (preferred option)	Record using computer's recording app (if Zoom recording does not work.
1. An LFC facilitator will give you permission to record locally to your computer. 2. When you enter breakout rooms, decide who will record the conversation. The recording will be saved to your individual computer. 3. The recording will become available after the meeting ends.	1. Open computer's audio recording app. (On Mac, this is called Voice Memos. On Windows, Voice Recorder.) 2. Press the record button at the beginning of the conversation. 3. End the recording at the end of the conversation and share the saved files.

Appendix E:

Interviews

Formal Interview Questions

Introduction

1. Can you describe your current role and your background in early learning?
2. Would you like to describe your motivation to take part in LFC's Mutual Learning Network?
    - Now that you've been a member of LFC's programs, how would you describe LFC's approach?
3. What were your first impressions of the mutual learning space?
    - Describe your comfort level in the space. Did this change over time? Why or why not?
    - Was it similar or different from other learning experiences? How so?

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, listening to learn rather than to respond. Did the Learning Network support you with noticing and practicing these behaviors? If so, how?
    - Have you noticed any changes in your emotions?
    - Have you noticed any changes in your ability to regulate your emotions?
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 mutual learning supported you with this? If so, how?
    - Can you describe what happens when you acknowledge your strengths?
6. How about giving credit or acknowledging the strengths of others?
    - Can you share an example?
    - Would you say mutual learning supported you with this? If so, how?
    - What was the impact of this?
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 mutual learning supported you to see way that you influence children's wellbeing? If so, how?
9. As a result of your mutual learning engagement, 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 F:

Demographic Information

Figure 1. MCOE member length of participation in Learning Network activities (n = 9)

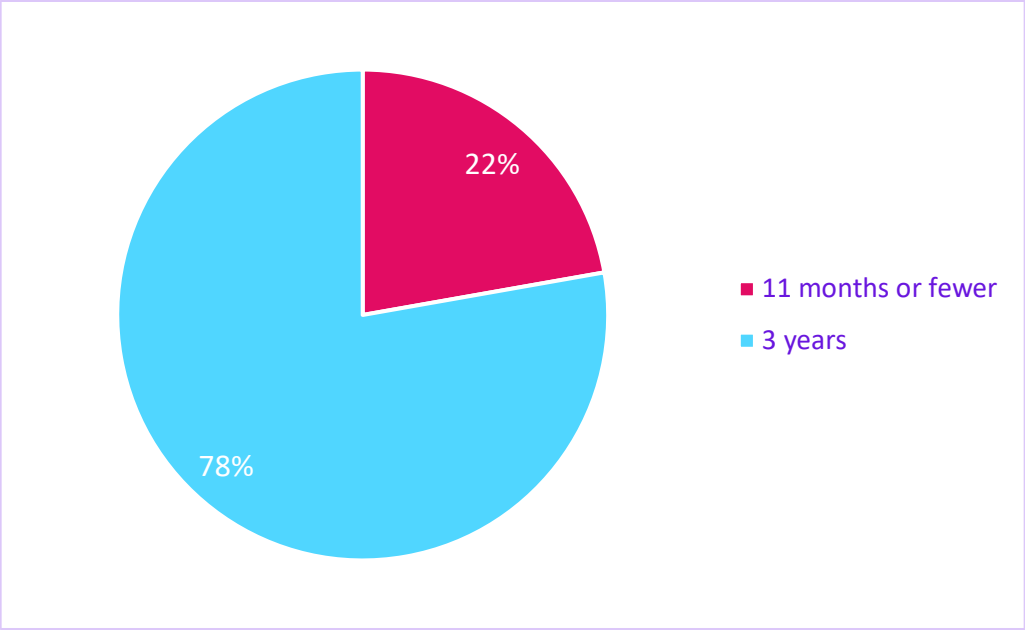


Figure 2. Breakdown of Learning Network members by age (n = 9)

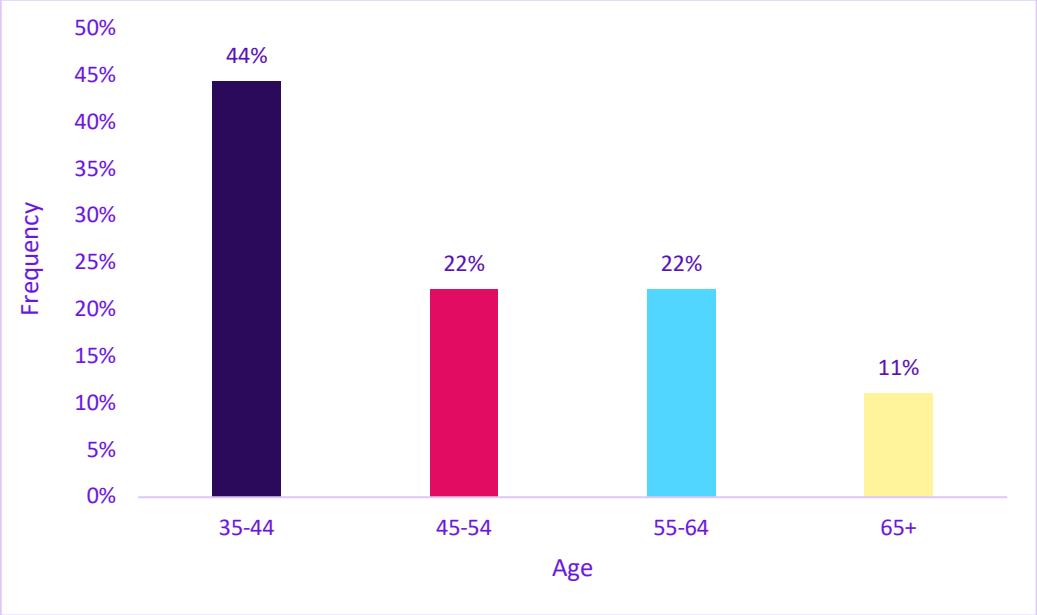


Figure 3. Breakdown of Learning Network members by race (n = 9)

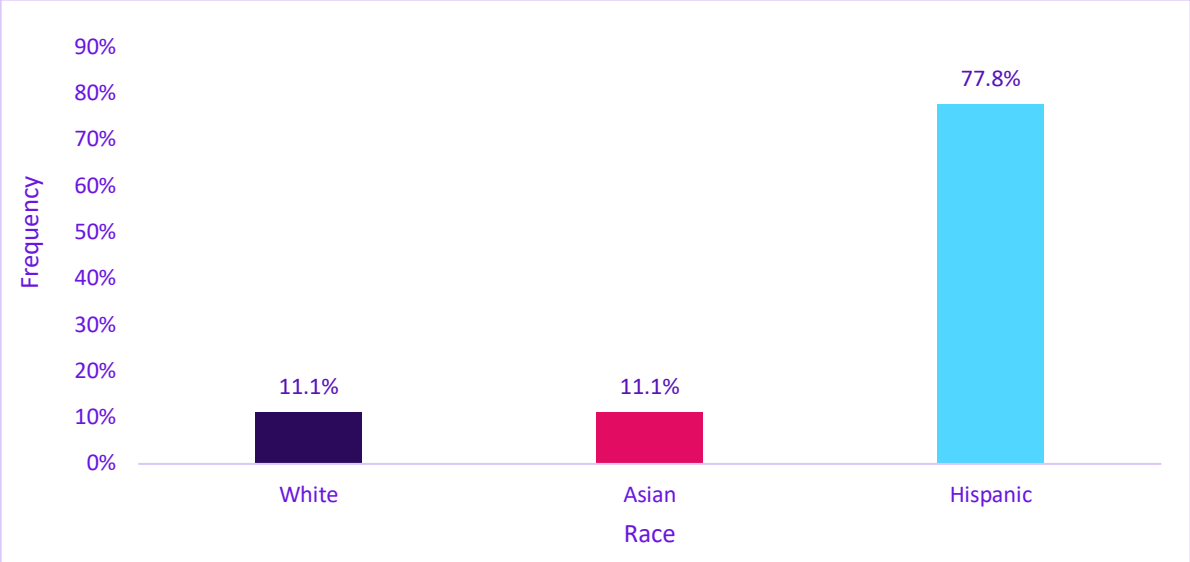


Figure 4. Breakdown of Learning Network members by income (n = 9)

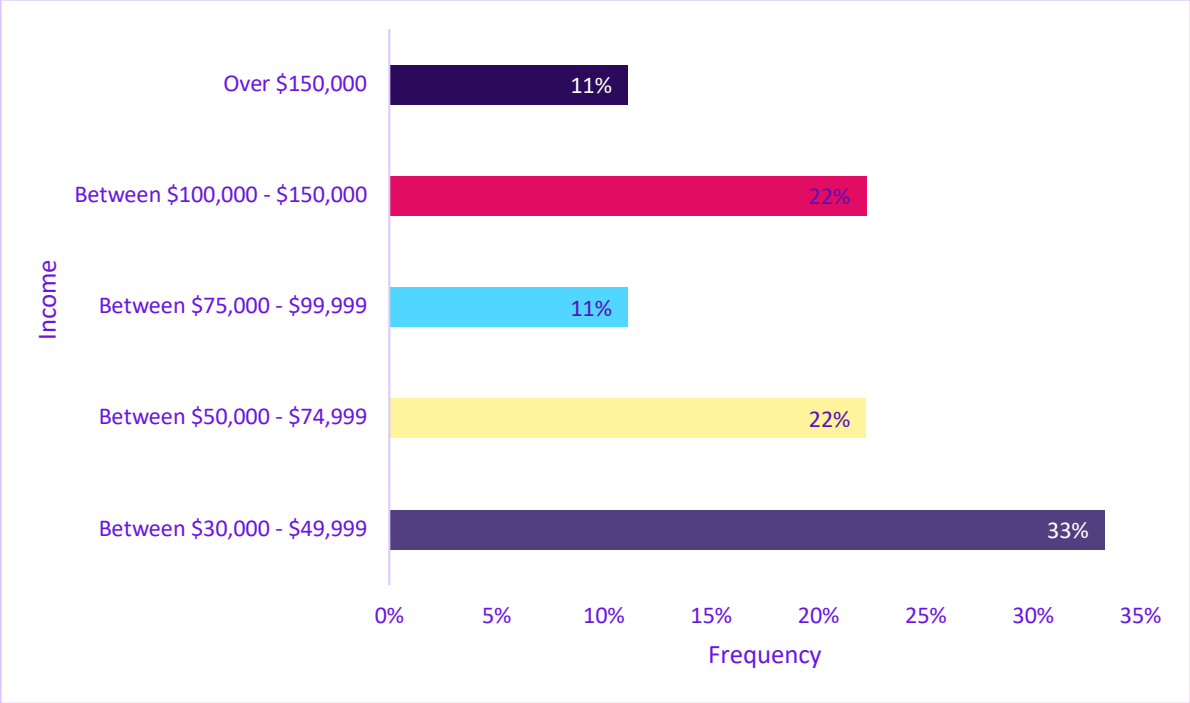
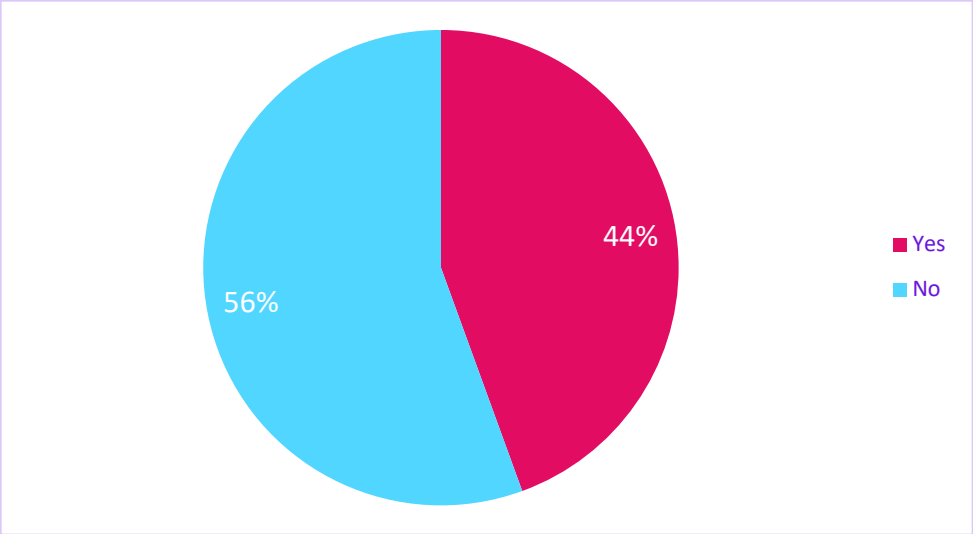


Figure 5. Breakdown of Learning Network members who are a parent and/or caregiver to a child or children who are still living at home or under 18 (n = 9)



Appendix G:

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.

info@instituteforchildsuccess.org (864) 287-8063