Welcome & Introductions   **10:00-10:05**

Sanam Jorjani, Co-Director, Oakland Literacy Coalition
Jethro Rice, Literacy Coordinator, Oakland Literacy Coalition
- Participation Guidelines, Tools, and Zoom Reminders
- Why use the Early Development Instrument?

Workshop - Early Development Instrument   **10:05-10:55**

Keith Welch, Research Analyst, Early Childhood, OUSD
Trisha Barua, Policy Analyst, Oakland Smart and Strong
- What is the EDI? 2020 Overview
    - Scope and response 2017-2020
    - Community engagement for 2020

- Digging into the Domains - Gaps and Strengths
    - Improving Social Emotional Domains
      Skills that build Social Competence
    - Room for growth in Language & Cognition
    - Using the EDI Dashboard

- **Exploration** - Using the EDI in your context   **10:55-11:10**
    - Breakout Rooms- Reflection- what stood out for you?
      Choose breakout room and rename yourself by room number.
      Use Breakout room working documents on the next page.
      Questions to consider

    - Take it back to the room: report back from several groups   **11:10-11:15**

- Q&A   11:15 -11:25

Closing   **11:25-11:30**

Please complete the exit feedback form!

PRESENTATION ACTIVITIES AND RESOURCES

Check-in and Introductions

Breakout Room 1: Program Content

Breakout Room 2: Program Delivery

Breakout Room 3: Collaborate

Breakout Room 4: Advocacy

EDI Info-Sheet

EDI Dashboard

Meeting Evaluation

Check-in & Introductions

Please sign in and introduce yourself!

Name	Organization	Email (if you want to share with the group)	What data would be most useful to know for your programming?
Sara Rizik-Baer	Tandem	sara@tandembayarea.org	Data that helps us to focus our content and services in Oakland. What is the content and service that would be most useful for children and families moving forward?
Drew Sokol	Aspire	dsokol@aspireeducation.org	Where in the East Bay (by age group and specific schools) Community Reading Buddies would be most impactful
Maria Hassel	Bananas	maria@bananasbunch.org	Data by zip code where families and child do not have access to early literacy and learning programs, by age.
Rebekah Wilson	Children Rising (Succeeding by Reading)	bekah@children-rising.org	Data that helps us to know where to focus our literacy programming with 1st and 2nd graders in OUSD who are not at grade level- what key areas might need more focus
Priya Jagannathan	OSSS	priya@oaklandsmartandstrong.org	Info directly from community members and early childhood educators' perspectives - how does this data resonate with them? What data points are missing?
Michaela Ellis	Fairyland	michaela.ellis@fairyland.org	What resources are available for active and engaging literacy activities that still uphold distant learning models? Where are the gaps in early literacy?
Lani Mednick	Education For Change	amednick@efcps.net	What have we learned from this measure that

			can impact students and their families? What can be shared with teachers and leaders to support their practice?
Yolanda Romo	Tandem	yolanda@tandembayarea.org	What resources are available to families and educators to help promote literacy?
Tracey Black	Oakland Head Start	tblack@oaklandca.gov	Using meaningful data with teachers and families to support children's school success.
Tania Camacho-Pineda	Tandem, Partners in Early Learning	tania@tandembayarea.org	What programming is most useful for families, educators, and children? What other orgs are doing similar/different programming in the same areas?
Kenneth Kuchman	Bernard E. & Alba Witkin Charitable Foundation	kkuchman@witkinfoundation.org	Early childhood literacy.
Kyra Mungia	Office of Oakland Mayor Libby Schaaf	kmungia@oaklandca.gov	-disaggregated data (race, SES, language, geography, etc.) -trends from 2017 to 2020 -What are the barriers to access/success at a systems-level that should be addressed?
Sanam Jorjani	OLC	Sanam@oaklandliteracycoalition.org	What does the data tell us about where we need to advocate and push for resources? Where are there gaps in services?
Sarah Chao	City of Oakland Head Start	schao@oaklandca.gov	
Pat Toney	Oakland Public Library	ptoney@oaklandlibrary.org	Areas where caregivers need access to

			education resources and books
Laura Cabral	Safe Passages	lcabral@safepassages.org	Data survey of Oakland parents focused on family demographics, child development, parent well-being, and community engagement
Vicky Chen	Children's Fairyland	vicky.chen@fairyland.org	Gaps; effective literacy programs
Rebecca Schmidt	OLC	rebecca@oaklandliteracycoalition.org	
Janis Arnerich	New Teacher Center	jarnerich@newteachercenter.org	What data is available to support our work coaching OUSD ECE teachers ?
Melissa Luc	New Teacher Center	mluc@newteachercenter.org	I am eager to see the data and how this might inform my work with educators and leaders in OUSD Early Childhood.
Bernadette Zermeno	SEEDS/CARES	bernadettez@caresforlearning.org	

Please complete an [online feedback form](#)**!**

Breakout Room 1:

Data for Program Content- To inform your program curricula and program needs. This group contains practitioners who are looking for guidance on what skills to prioritize for the focus of programming content. This may also guide what professional development may be needed for staff.

Spend a moment to reflect on any new learning or surprising information from the presentation. You can use this page as a working document for any highlights of your discussion. Try to focus on actionable steps that you can take for using the data. The overall framing for this discussion can be- **How could you use these data to inform programming or strategic planning?** Choose one person to report out key takeaways (time permitting).

Name	Organization	Where does Data show up in your work?	What other information beyond the EDI would you like to know?
Rebekah Wilson	Children Rising (Succeeding by Reading)	Student reading level at the beginning and end of the year	How external factors vs. programming are influencing the results and declines we are seeing in literacy readiness
Michaela Ellis	**Children's Fairyland**	-Who is attending ED Programs offered -Reading Levels	How will the EDI will be measured moving forward keeping in mind the context for our students?

			(COVID, distance learning models)
Janis Arnerich	**New Teacher Center**	Frequency of coaching and coaching focus	Can OUSD preschool attendance and sites be isolated?
Bianca Meza	**Jumpstart - Saint Mary's College**	Internal data: pre/post assessment gains in oral language skills among children who participate in Jumpstart. Viewing external data to determine where to continue to focus our efforts in training the college students who implement the Jumpstart curriculum with partner schools.	

Breakout Room 2:

Data for Program Delivery- To address gaps and better reach the most under resourced students. This group contains practitioners who are using the data to inform for who and where programs are delivered. This includes program leaders and staff that are looking to make sure resources are going to students with the highest needs.

Spend a moment to reflect on any new learning or surprising information from the presentation. You can use this page as a working document for any highlights of your discussion. Try to focus on actionable steps that you can take for using the data. The overall framing for this discussion can be- **How could you use these data to inform programming or strategic planning?**   Choose one person to report out key takeaways (time permitting).

Name	Organization	Where does Data show up in your work?	What other information beyond the EDI would be useful?
Tania Camacho-Pineda	Tandem, Partners in Early Learning	Programming, Interest, Need (language, programs, time)	What other orgs are working in the area-bring different programming experiences for families/educators/and students
Maria Hassel	Bananas	Everywhere! Program Impact, Need, Interest. Availability and access to programs we design.	How other partners are using the EDI.
Yolanda Romo	Tandem, Partners in Early Learning	Programming and delivering resources for families and educators	How to use the EDI as a baseline guide to support ELL's
Jethro Rice	OLC	Data guides which schools we prioritize for book distribution and other programming.	Other measures that include whole language learning would be useful, including native language ability. More understanding on the

			drivers for the decreases- how did early learning support change for kids in the past three years.

Breakout Room 3:

Data for Collaboration- To create partnership between orgs to build on each other's work to support school readiness.

Think through ways to work together from an understanding of the gaps and strengths highlighted by EDI research. How can we reinforce consistent and effective strategies together?

Spend a moment to reflect on any new learning or surprising information from the presentation. You can use this page as a working document for any highlights of your discussion. Try to focus on actionable steps that you can take for using the data. The overall framing for this discussion can be- **How could you use these data to inform programming or strategic planning?** Choose one person to report out key takeaways (time permitting).

Name	Organization	Where does Data show up in your work?	What other information beyond the EDI would be useful?
Keith Welch	OUSD		
Priya	OSSS	Maybe we could have a common	

Jagannathan		language that is strengths-based and positive that we can forward to our community that partners across sectors (ie library, fairyland, ousd, etc) could use. Focusing on positivity of diversity of families	
Vicky Chen	Fairyland	Get the word out in this new time and space. Because we just reopened, we're rethinking things. Thinking about sliding scale. Get the word out to communities for partnership. They have literacy programs such as: toddler story time, virtual field trips, etc. Want to involve more literacy supports, such as new curriculum development. Online fairyland - celebrity story time (e.g. Kamala Harris) that will go into digital library. EDI could be helpful for curriculum development. They put everything on social media and their newsletter.	Resources for the families in each neighborhood
Carmen	SEEDS/Cares	Keep communicating the data positive.	
Pat Toney	Oakland Public Library	Think about how to better support the red areas	Map libraries
Kim Shipp	OHA		

Breakout Room 4:

Data for Advocacy-To build community partnerships and advocate for more funding or policy changes. This includes organizations that work with families directly to advocate for more funding and policy changes. This may also include funders and development staff that use data for fundraising for increased resources

Spend a moment to reflect on any new learning or surprising information from the presentation. You can use this page as a working document for any highlights of your discussion. Try to focus on actionable steps that you can take for using the data. The overall framing for this discussion can be- **How could you use these data to inform programming or strategic planning?** Choose one person to report out key takeaways (time permitting).

Name	Organization	Where does Data show up in your work?	What other information beyond the EDI would be useful?
Laura Cabral	**Safe Passages**	**The data tools are repetitive. They don't address the root causes of systemic inequities. How do we make a plan to fill these gaps?**	**We need to identify the gaps with the tool because we can't work with the tool if its incomplete. The questions/critiques in the chat - we need to address these critiques.** **A lot of Latino students are second/third generation, and that distinction matters when it comes to disaggregating data, esp. Re: assumptions around DLL demographics. See First 5 report/survey on preschool teacher bias against Black and Latino students.**
Kyra Mungia	**City of Oakland**		

Kim Shipp	**City of Oakland - Housing**		**Consider the challenges of students who are living in public housing -- do teachers have enough context on where/how students live? How does this inform the data collection? Is the EDI inclusive of these sort of indicators of the material conditions of how students live? How is the tool going to be adjusted/adapted in the context of COVID?**
Austin Land	**UC Berkeley, Public Policy**		**All data we collect will be incomplete. Collecting ASQ data, collecting ACES data -- EDI can help us connect community level experiences. The data is so high level that it doesn't allow for root cause analysis. What the EDI can do - it is neighborhood specific.**
Pat Toney	**OPL**		