NC Pathways to Grade-Level Reading

**(Name of Community) Community Conversation Agenda**

**Goals for Statewide Provider Conversations**

This is an invitation from the NC Pathways to Grade-Level Reading to community providers serving children ages birth-to-eight to give voice to:

* the best of what supports us in, and what gets in the way of, our work to eliminate disparities among groups of children in the prioritized areas, and
* the best of what supports us in, and what gets in the way of, our work to help all children make progress in the prioritized areas.

It is our hope that participants will:

* see themselves as part of a powerful system that supports children and their families in achieving their dreams for future success
* are excited about the state-level Pathways work and understand how their feedback today and at the next meeting will inform the state-level process
* want to further explore how use Pathways to advance their local work

**Purposes of Today’s Meeting**

* To share our experiences and expertise and provide input to a statewide effort that is working to ensure that each child has the opportunity to be on track by third grade by aligning state and local policies and practices around child health and development, supportive and supported families and communities, and high-quality learning environments.

**Welcome and Overview**

**Pathways Presentation**

* How do you imagine the work of Pathways could support you in your role/organization?
* In what ways could Pathways support collaboration in your community around improving outcomes for children and families?

**Children in Our Community**

Introduction of data that offers one view of how children and families in your community are faring.

We know you bring incredible knowledge, including and well beyond this data, regarding disparities that exist because of structural (or systems level) racial inequity, as well as inequity around other identities. Right now, we want to develop a fuller picture of how different children and families are doing and ask why.

Table conversation to discuss the following questions:

1. What do you notice when you look at the data?
2. What kinds of disparities do you notice with regards to race and other groups that people belong to because of their social status, gender, income levels, or other key social demographic?
3. How does the data resonate with your direct experience with children and families? What other information would you add from your experience?

**Common Terms, Priority Outcomes, and Survey Information**

1. Policies: Federal, state and local legislative, administrative, department, program and/or funder policies, rules and regulations.
2. Practices: Practices that guide behavior, some of which might be driving good outcomes, and some of which might be obstacles to improving outcomes. Practices are the way we do things in families, communities, organizations, and the state.
3. Capacities: The skills and knowledge needed to implement policies and practices. (Capacity can refer to families, providers, community leaders, and others working with and/or shaping the environments in which children live.)

**Break**

**Generate Possibilities on Priorities**

There are three child outcome priorities for today’s discussion:

* + 1. Social-emotional health and development supports for children and their families,
		2. High quality early care and education for children from birth through age eight, and
		3. Regular attendance at preschool and the early grades.

Think back again to the data one more time. If we put into place these changes in policies, practices and capacities, how do they particularly meet the needs of the children who are experiencing racial and other disparities?

* Step 1. Look at your handout for your priority outcome and survey results. It also suggests a place to begin your first conversation. Consider if there are specific and actionable local policies and practices that would make a positive difference. Think about who, what and how. (If state policies pop up during discussion feel free to note them in the “state” section on your worksheet.)
* Step 2. Now note if there are specific and actionable state policies or practices that would make a positive difference.
* Step 3. Reflecting on these suggested policies and practices, what skills, knowledge or capacity building needs strengthening to get to a new future?
* Step 4: Are there specificlocal or statepolicies or practices we have in place today that we would want to shift or stop?

**Final Reflections**

**Closing and Gratitude**