



# Joint Meeting of Design Teams

Meeting 6  August 29, 2018

Welcome!







# Why We Are Here

To come to  
consensus on the  
Pathways Action  
Framework and  
begin the  
transition to  
implementation in  
service of our  
larger goal:  
All children  
reading on grade-  
level by the end of  
third grade.

# Our Work so far

## **Meeting 1** **June 2017**

Solution-oriented systems condition scans. Identified what to Keep, Change, Create and Chuck.

## **Meeting 2** **October 2017**

Racial equity training. Looked at root causes from an equity angle to add to our solutions. Data from parents was incorporated.

## **Meeting 3** **December 2017**

Brainstormed options and determined criteria for prioritizing Pathways strategies. Considered big matrices of possible strategies.



# Our Work so far

## Meeting 4

**March 2018**

Identified cross-team intersection points and prioritized Pathways strategies.

## Meeting 5

**June 4, 2018**

Identified which tactics Pathways should advance under each strategy. Started to understand from Design Team members what NC is already doing in these areas.

## Meeting 6

**Today**

Review draft of the Action Framework and hopefully come to consensus on it. Begin action planning: What are the first or next steps for proposed actions? Who are relevant actors to move actions forward?

# Today's **Meeting**

## **Morning**

Recap of Pathways process

Reflect on Pathways Equity Work

Review and react to the proposed

Pathways Action Framework

## **Lunch**

## **Afternoon**

Begin action planning

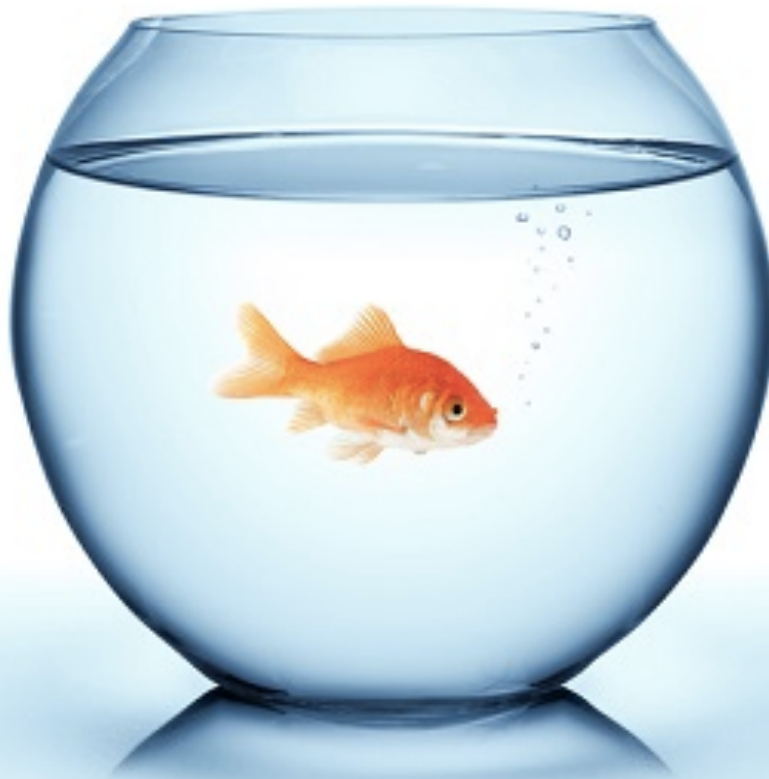
Gallery Walk

Reflections and next steps

Evaluation



# A Focus on **Equity**





# A Focus on Equity

- Design Team members incorporated language, tools and framework of a racial equity lens on work around strategies and tactics.
- Deeper consideration of issues surfaced and slowed the pace of work, resulting in more thorough analysis.
- The question, “What does this have to do with race?” became leading prompt to frame discussions.
- The racial equity lens became primary assessment tool for prioritizing.
- Majority of Design Team members found great value in the explicit not exclusive focus on racial equity.

# A Focus on Equity

- Integrate the racial equity lens into strategic planning efforts of our own agencies.
- Interrogate the tools and materials we use in our work.
- Use the analysis to improve parent-teacher relationships.
- Use as a lens through which to assess partnership and organizational culture.
- Be intentional about how structural racism impacts outcomes.
- Use the racial equity framework with our own families.
- Use as a tool to keep ourselves accountable in our work.

# A Focus on **Equity**

## Draft Pathways Racial Equity Statement

Pathways celebrates the individual and community strengths and assets of children and families of color. We also recognize that historical and current laws, policies and practices – both official and unofficial – have created and maintained a reality where children and families of color often do not have access to opportunities equal to their white peers. Making sure that all our children and families have high quality child care and early education, well-funded and effective public elementary schools, high quality health care and well-paying jobs that can support a family is the key to prosperity for all of us . . .



# Equity Statement Reflection

1. Read the draft racial equity statement on your own.
2. Choose a scribe to take notes on the discussion. We will collect one worksheet from each table.
3. Discuss with your table:
  - *What resonates with you from this statement?*
  - *What are you wondering about in this statement?*

# Proposed Pathways Action Framework

Expectation 1: Systems are Family-Driven and Equitable.

Expectation 2: Systems Serve Children in the Contexts of Families.

Expectation 3: Education System is Accessible and High-Quality.

Expectation 4: Social-Emotional Health System is Accessible and High-Quality.

# Recap of Community Feedback

The Action Framework reflects community priorities. Examples include:

- Authentically engage with parents.
- Recruit, professionally prepare and retain a well-qualified workforce.
- Affordable high quality early care and education.
- Address social-emotional health and learning in schools. Infuse early childhood mental health competencies throughout the family and child serving systems.





# Proposed Pathways Action Framework

Expectation 1: Systems are Family-Driven and Equitable.

Expectation 2: Systems Serve Children in the Contexts of Families.

Expectation 3: Education System is Accessible and High-Quality.

Expectation 4: Social-Emotional Health System is Accessible and High-Quality.

**Consensus.** Even though the decision may not be exactly what I want, I can live with and support it.



# Reactions to **the Framework**

Does the Framework reflect our equity lens?

If achieved, would it make an impact on third grade reading?

This Framework will be presented as the work of the Design Team.  
Can you support it?





# Moving Forward

How could you imagine using this Framework?

What is one immediate action you or your organization or agency could take?



# About Implementation

Pathways Partners will take pieces of the Framework to implement.

NC Child has applied for funding to start to implement social-emotional health pieces.

NCPC is exploring work on community resilience.

NCECF is raising funds to convene a Policy and Practice Action Team.

Pathways aims to convene a Data Advisory Council. DHHS is looking to NCECF to continue to lead and convene on data advocacy.

# Beginning to implement the **Framework**

You'll be working at the Area level of each Expectation to identify:

- From what your group knows, what are the **3 first, or next, steps** that are actionable, concrete & precise?
- Who are the **target populations** and **primary actors** for each of the steps you propose?



# First/ Next Steps Template

**For each Action area:**

**Step 1:** Is there a clear equity lens already articulated in this Action?

**Step 2:** What specific populations should NC's first (or next) steps on this Action target?

**Step 3:** Consider the information provided from the Design Team and Pathways Partner surveys.

**Step 4:** Brainstorm any additional steps for this Action.

**Step 5:** Fill in the template:

Steps	Rationale	Target Populations	Possible Actors
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# Example: Universal PreK

## EXAMPLE: Transitioning to Implementation Worksheet

Scribe's name: \_\_\_\_\_

### Instructions:

- Assign each Area (the italicized subtopics under each Expectation) to a subset of your Expectation Team.
- Complete one of these worksheets for each Action under your Area.

### Action 5.1: Increase access to preschool for three- and four-year-olds.

**Step 1: Is there a clear equity lens already articulated in this Action?** You will be considering how the equity lens can be added or further strengthened in the steps.      Yes      No

**Step 2: What specific populations should North Carolina's first (or next) steps on this Action target?** Who do you most need to keep in mind as you suggest first or next steps for this action? Examples of target populations could be children of color, families of children with disabilities, rural child care providers, educators of color, or low-income families.

### **Target Population(s):**

Children with disabilities, children of color, children from low-income families



# Example: Universal PreK

**Step 3: Consider with your group the information provided from the Design Team and Pathways Partner surveys, including:**

- What is NC already doing on this topic?
- What are some first/next steps NC should take?

**Step 4: Brainstorm with your group any additional first/next steps you want to consider for this Action.**

**Step 5: Fill in the template below to suggest three first/next steps NC could take to move towards this Action:**

- List the step.
- Note your rationale – why would you recommend this step?
- Note which specific population(s) that step targets.
- Note who could be the responsible actor(s) for that step.

# Example: Universal PreK

<b>Steps</b> <i>Reminder: How can the equity lens be added or strengthened in the steps?</i>	<b>Rationale</b>	<b>Target Population(s)</b>	<b>Possible Actors</b>
1. Develop guidance for and prioritize Title I dollars being used for birth-to-five strategies, including pre-k for children living in neighborhood that feed into Comprehensive Support and Improvement Schools' as defined under the Every Student Succeeds Act as the lowest performing five percent of Title I schools.	High quality pre-k is an evidence-based strategy to improve child outcomes and support third grade reading proficiency.	Children from low-income families and children of color, who are over-represented in Title I high poverty) schools	DPI – Office of Early Learning  DPI – Federal Program Monitoring  HHS - Division of Child Development and Early Education  Governor's Commission on Sound Basic Education

# Example: Universal PreK

2. Target expansion dollars to children living in neighborhood that feed into Comprehensive Support and Improvement Schools' as defined under the Every Student Succeeds Act as the lowest performing five percent of Title I schools.	High quality pre-k is an evidence-based strategy to improve child outcomes and support third grade reading proficiency.	Children from low-income families and children of color, who are over-represented in Title I high poverty) schools	Business leaders advocated for pre-k expansion.  Legislators
3. Complete study to identify the percentage of children with special needs that meet NC PreK's current eligibility requirements of an identified developmental disability and/or chronic health condition and the percentage being served, to understand the barriers families with children with special needs face to accessing NC PreK, and to recommend how to expand access and address barriers.	Children with disabilities often do not have access to preschool, given their level of need. They are a population that would particularly benefit from preschool, and they are eligible under the current NC PreK eligibility criteria.	Children with disabilities	Disability advocacy groups such as the Arc of NC  HHS - Division of Child Development and Early Education  DPI - Office of Early Learning  Smart Start

# Full Expectation Team **Discussion**

Are there any questions or clarifications from the group about the proposal?

Are there proposed changes: edits, additions or deletions?

Are we comfortable sharing this with Pathways as next steps to consider for implementing this group of Actions?





# Gallery Walk

Celebrate!

Take in what is on the wall.

If you have any questions, clarifications or edits you'd like to be considered, please use sticky notes to add as you walk around.





# Reflections



# What's Next?

Before the October 18<sup>th</sup> stakeholder meeting, we will share with you:

- The Action Framework, after the Review Committee has done its work.
- The next/ first steps work completed today.
- An evaluation and meeting summary of today.
- An evaluation of the year-long Design Team process.

Pathways is also gathering an additional layer of family feedback for the Framework.

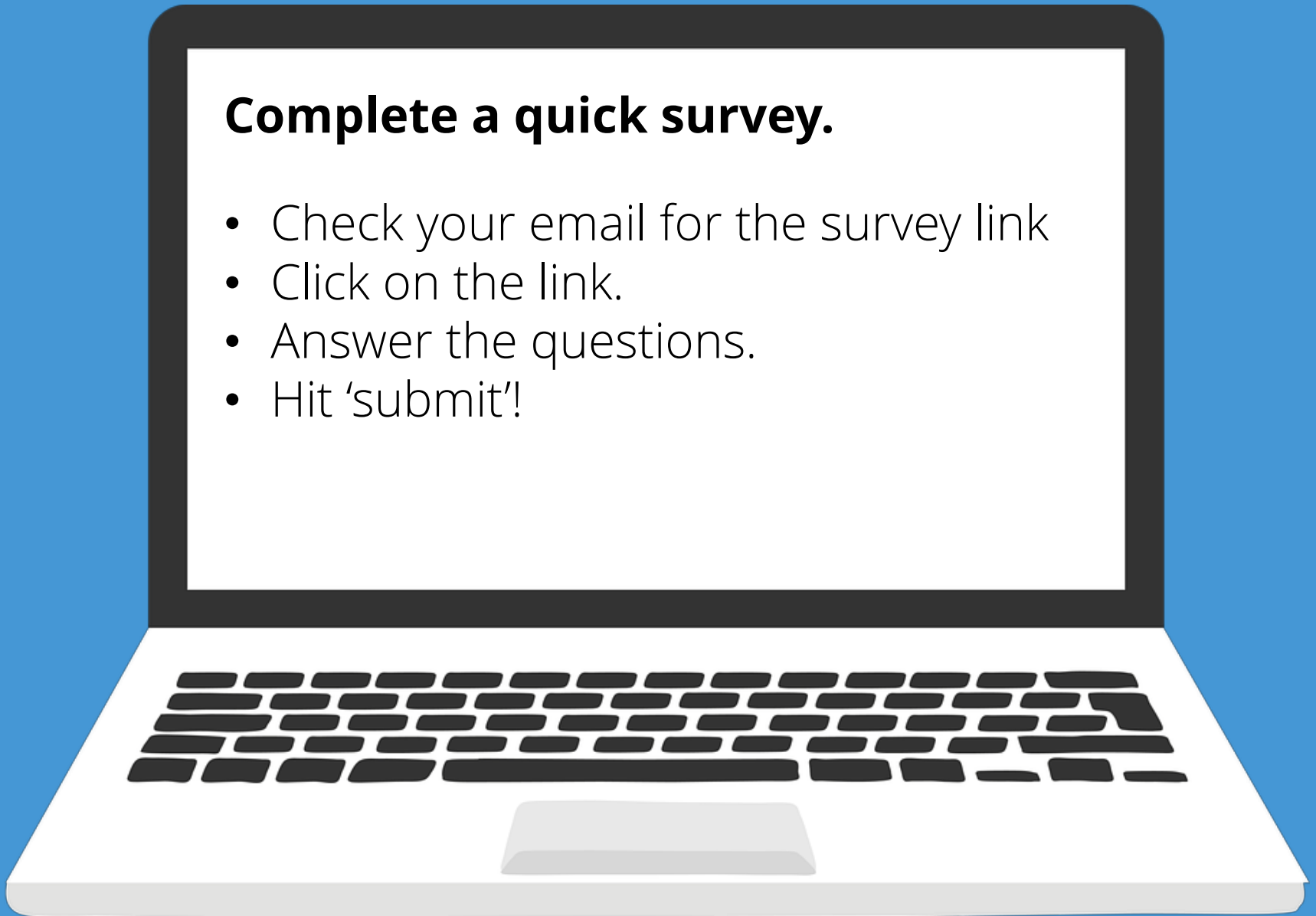
On October 18<sup>th</sup>, some Design Team members will be asked to present the work.



# EVALUATIONS

## **Complete a quick survey.**

- Check your email for the survey link
- Click on the link.
- Answer the questions.
- Hit 'submit'!





Thank  
You

See you on October 18!

