# SUPPORTING REGIONAL COORDINATION AND COLLABORATION BY LEVERAGING ESSA IN NC

**State Consultant Meeting**

**February 13, 2020**

NORTH CAROLINA
DCDEE
Division of Child Development and Early Education

EducationCounsel
Policy | Strategy | Law | Advocacy

Public Schools of North Carolina
State Board of Education
Department of Public Instruction

NORTH CAROLINA
Head Start
STATE COLLABORATION OFFICE

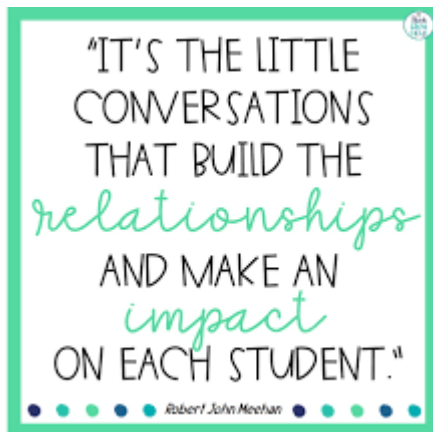Smart Start

NC
Early Childhood
FOUNDATION

# Agenda Overview

- Welcome and Introductions
- Relationship Building
- Overview of the Day
- Understanding the Requirements and Opportunities
- Looking Back and Panel
- Lunch
- Brainstorming Your Role: Like Positions and Regional Teams
- Learning From One Another: Small Group Report Out
- Next Steps

# Welcome!

*Why this meeting, now?*

Build Relationships



"IT'S THE LITTLE CONVERSATIONS THAT BUILD THE *relationships* AND MAKE AN *impact* ON EACH STUDENT."

Robert John Meehan

Understand Program Requirements

# Different Components of Early Childhood Education
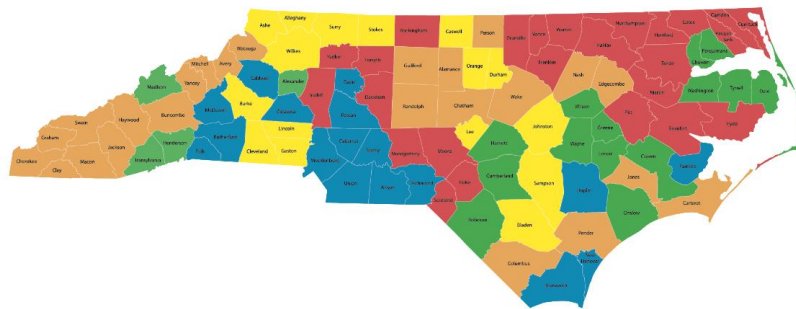


**Child care**
**Zero to School Age**



**Part B/C/619**
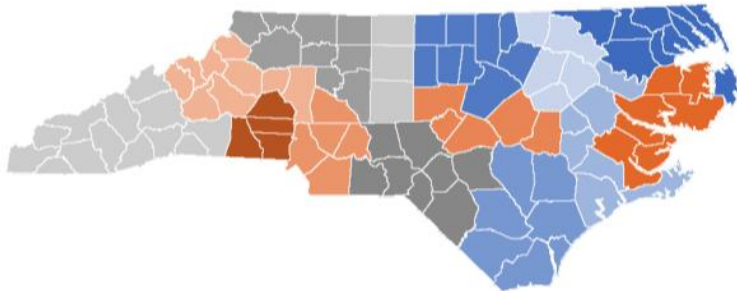


**Pre-K**
**Ages 4 to 5**



**Early Head Start-Zero and up**
**Head Start 3 to 5**

# Welcome!

*Different regions, same goals….*
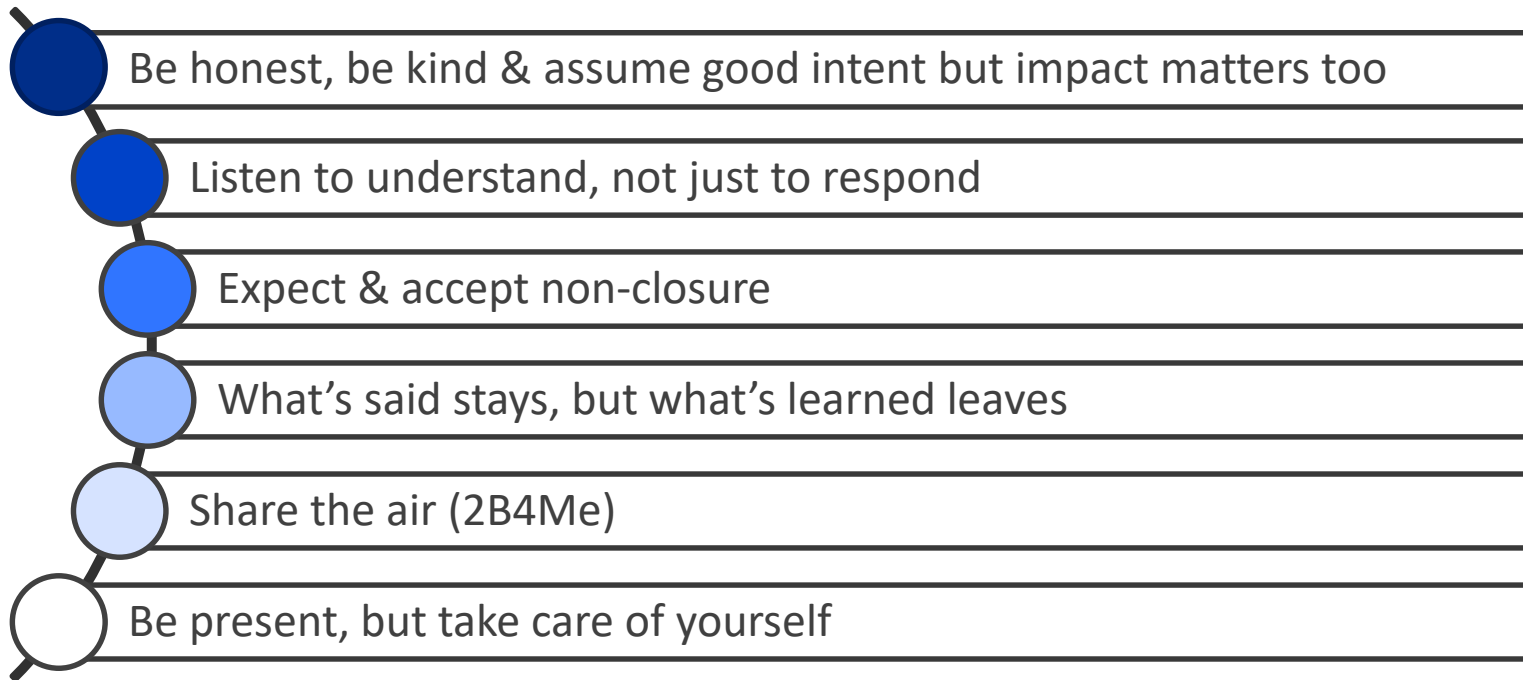
# Getting to Know You...

# Goals for the Day

- Continue to **build cross-sector relationships** and act as resources to support local collaboration.
- **Understand** requirements and opportunities across programs.
- Support **coordinated** early learning systems at the local level.
- Understand how this local coordination/collaboration work connects with other state initiatives
- Understand each other's roles and **recognize** opportunities to collaborate in order to achieve greater results than any one entity can achieve on its own.
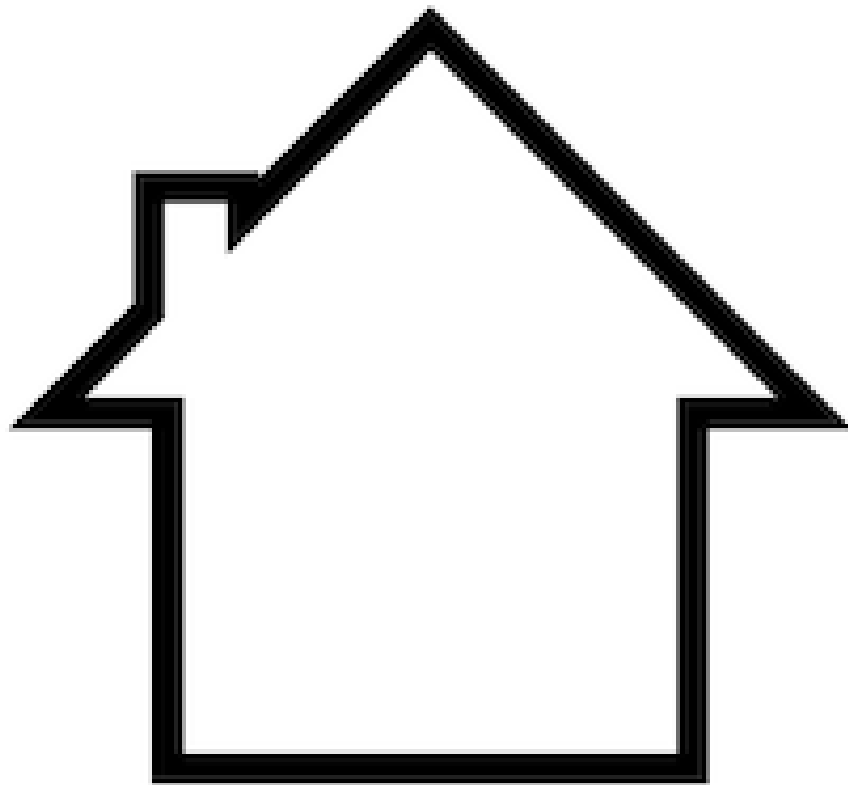- Develop strategies to **support** local collaboration.

# Meeting Norms

- Be honest, be kind & assume good intent but impact matters too
- Listen to understand, not just to respond
- Expect & accept non-closure
- What's said stays, but what's learned leaves
- Share the air (2B4Me)
- Be present, but take care of yourself

Working Together

# Understanding the Requirements and Opportunities

- Data and Records Sharing
- Coordinating Services and Communication
- Transition
- Professional Development
- Curriculum and Instruction
- Family Engagement
- Services for Children with Disabilities
- Facilities and Transportation
- Additional Opportunities

**Education**Counsel
Policy ı Strategy ı Law ı Advocacy

# Data and Records Sharing

| DPI | Head Start | DCDEE | Smart Start |
|---|---|---|---|
| • Systematic procedure for receiving records<br>• Data sharing between Part B and Part C (charter, agreement, committee) | • Procedure for transferring program records<br>• Procedure to share information on service area and selection priorities | • NC Pre-K database systems<br>• Child Care Regulatory Database – quarterly regulatory reports – number of children in quality environments<br>• NC FAST for Subsidy – maintain waiting list and spending coefficients – each county must spend at 92%; Monthly expenditure reports<br>• Market Rate Study for Subsidy | • Provide NCPC output and outcome data on funded programs to inform program management and quality improvement<br>• Provide data to CCR&R lead agencies to provide one report to DCDEE for work specific to child care centers<br>• Practice data-driven decision making to address the needs of children in the local community |

# Coordinating Services and Communication

| DPI | Head Start | DCDEE | Smart Start |
|---|---|---|---|
| • Establish channels of communication<br>• CDSA/LEA catchment area transition plans<br>• IEP team members per IDEA requirements (parents can invite community partners) | • Establish channels of communication.<br>• Communications for developing continuity of developmentally appropriate curricular objectives.<br>• Increase participation of underserved populations.<br>• Additional services to meet the needs of working families | • NC Pre-K program must establish and maintain a NC Pre-K Advisory Committee<br>• CCDF/Subsidy regulations emphasize coordination with programs such as Head Start, state-funded prekindergarten, and school-age programs to expand continuity of care | • Shared leadership on NC Pre-K Advisory Committee<br>• Engage community stakeholders to develop and maintain a long-range strategic plan for services to children and to address community assets and needs through a data driven decision making process<br>• Work with community partners to collect data and analyze programmatic impact on children and families |

# Transition

| DPI | Head Start | DCDEE | Smart Start |
|---|---|---|---|
| • Title 1 Preschool must have a transition plan<br>• Catchment area transition plans for early intervention/early childhood special education<br>• Joint transition-related training | • Establish transition policies and procedures | • State Agency Collaboration on Early Childhood Education / Transition from Preschool to Kindergarten Session Law 2017-57, Section 11B.2.(d)<br>• NC Pre-K programs develop and implement written transition plan<br>• 90 day transition plan for CCDF assistance | • Based on community needs and strategic planning, plan may outline activities to fund and engage in collaborations that enhance transition between child care centers and LEAs |

# Professional Development

| DPI | Head Start | DCDEE | Smart Start |
|---|---|---|---|
| • Joint transition-related training | • Joint training of staff on topics such as academic content standards, instructional methods, curricula, and social and emotional development<br>• Coordinate program technical assistance | • NC Pre-K teachers participate in professional development consistent with the level of education and type of educator licensure required for employment<br>• All teachers participate in professional development consistent with the level of education and type of educator licensure required for employment<br>• All teachers develop and implement professional development plans<br>• Participate in public/private collaborative efforts to offer professional development | • Ensures direct service providers are trained and certified in a range of evidence-based or evidence-informed programs/models<br>• Implement, or partner to implement, CCR&R activities to fund training of child care staff, NC PreK staff, etc. |

# Curriculum and Instruction

| DPI | Head Start | DCDEE | Smart Start |
|---|---|---|---|
| • Link educational services provided by with the services provided by local Head Start agencies<br>• Provide evidence-based practices and specially designed instruction for children with IEPs | • Link services provided with educational services, including services relating to language, literacy, and numeracy, provided by schools<br>• Curricula are aligned with the HHS Head Start Child Outcomes Framework and state early learning standards | • NC Pre-K approved curriculum that aligns with the NCFELD (comprehensive, evidence-based and with a reading component)<br>• Use child assessment information to tailor instruction to the individual needs of each child<br>• Any early childhood program that serves 4-year-olds must have an approved curriculum (comprehensive, evidence-based)<br>• Quality Points may be counted if early childhood environment has a curriculum for other age groups (other than 4-year-olds) | • Based on community needs and strategic planning, plan may outline activities related curriculum implementation and supports |

# Family Engagement

| DPI | Head Start | DCDEE | Smart Start |
|---|---|---|---|
| • Hold meetings involving parents, kindergarten or elementary school teachers, and early childhood education teachers to discuss the developmental and other needs of individual children<br>• Title 1 Preschool must involve families in meaningful ways in the education of their child, with a goal of shared decision-making<br>• IEP team family participation and engagement | • Outreach to parents and teachers to discuss the educational, developmental, and other needs of individual children<br>• Develop and implement a family outreach and support program<br>• Enhance educational and developmental continuity and continuity of parental involvement between HS and schools<br>• Caregivers understand the importance of involvement in a child's academic success and the instruction and other services provided by the school | • NC Pre-K programs develop written family engagement plans consisting of strategies designed to develop partnerships with families that promote shared decision-making opportunities<br>• Limited family engagement rules for child care facilities (parent handbook, etc.) | • Engage community stakeholders, including families, to develop and maintain a long-range strategic plan for services to children and families and ensure services meet their needs |

# Services for Children with Disabilities

| DPI | Head Start | DCDEE | Smart Start |
|---|---|---|---|
| • Requirements under Individuals with Disabilities Education Act (IDEA) | • Work with schools providing IDEA services to develop procedures for:<br>  o referral and evaluation<br>  o service coordination<br>  o promotion of service provision in the least restrictive appropriate setting<br>  o transition | • Document agreements with other community agencies regarding the provision of services to young children with disabilities<br>• Developmental day rules included child care rules<br>• Priority selection for children with disabilities in NC Pre-K | • Based on community needs and strategic planning, may fund programs/services that support children with disabilities |

# Facilities and Transportation

| DPI | Head Start | DCDEE | Smart Start |
|---|---|---|---|
| • Based on IEP for children with identified disabilities | • Coordinate the provision and use of facilities, transportation or other programs. | • NC Pre-K programs develop written transportation plan<br>• Any child transported by child care program must have written transportation plan | • Based on community needs and strategic planning, may fund transportation in the community |

# Additional Opportunities

- Services for children and families experiencing homelessness
- Dual language learners
- Enrollment
- School Improvement

# Getting it Done

*Coordination Among State Partners*

- Early Childhood Action Plan
- Preschool Development Grant
  - Transition to Kindergarten
  - Family Engagement
  - Common Application Project
  - Data
  - Professional Development
- Leandro Ruling

# Looking Back at 2018!

- Early learning and K-12 leaders participated in webinars and attended presentations to learn about the early learning opportunities in ESSA.
- 82 cross-sector teams attended regional meetings and developed shared commitments for birth-through-third grade strategies in their local work.
- 5 teams representing 7 districts received ongoing intensive support.
- Created Toolkit for districts to use to include early learning strategies in CCIP.

# Commitments Made!

- **71%** said that their team was **working to implement the commitments** identified at the regional meeting.

- Common Themes from Survey
  - Transitions
  - Partnerships
  - Data tracking and sharing
  - Professional development
  - Parental Involvement
  - Improve Literacy
  - Screening
  - Curriculum and standards alignment
  - Pre-K accessibility (5)

# Looking Back at 2019!

- 79 cross-sector teams attended regional meetings and developed goals and strategies to align strategic plans.

- Created resources including Coordination Guidance and updated CCIP Toolkit.

- Held webinars for developing MOUs, using collaborative action planning agendas and using CCIP toolkit.

- Held Office Hours for teams to sign up.

- Held MOU meetings for teams to learn about requirements and work with partners to update or develop MOUs.

# Aligning Strategic Plans

Transition-38%

Family Engagement-14%

Professional Development-11%

Social-emotional learning-13%

Collaboration-23%

# Follow Up Evaluation

**Those who attended the regional meetings report seeing a clear impact on their ongoing work.**

### *2018*

- **95%** said that attending the regional meeting **impacted their work**.
- **86%** said that their ESSA plan would **include birth through eight strategies**.

### *2019*

- **77%** said that attending the regional meeting impacted their work.
- **74%** said their teams were working to address the problem of practice and use the strategies they identified at the regional meeting.

# What Was the Value of the Work?

- Increased understanding of the state's focus on birth through age eight literacy and learning.
- Helped to get the conversation going and pulled all of the stakeholder groups together - some of whom I had never met or worked with.
- The discussions at the meeting helped me with a Pre-K through 12 perspective, which is a shift from a K-12 perspective.
- Helped our ESSA Team have a better understanding of the purpose for this initiative, gave us direction, and provided us with time to meet and discuss how early learning is working in our county. We created goals and strategies for improvement.  It was very helpful with getting all of the key players in one room to have those necessary conversations. Decision makers/school leaders were present, which helped.
- Two programs collaborated to reach a larger population of children in our county.
- This event helped clarify opportunities and brought people together to collaborate around the support of early childhood education. It is often difficult to meet with people who are not directly in one organization and this provided that opportunity.
- Presenters gave us the tools to begin to develop plans and made us think strategically about how to develop them.
- Receiving important district data to identify problem of practice is beneficial in our work as we develop our strategic plan for the next cycle.
- The ESSA Early Learning meeting provided a great opportunity for teams from various districts to work together and to also note what other districts are doing on behalf of children and families.
- Having the opportunity to hear from my colleagues that they share the same challenges as me was encouraging. We are not alone on this great work.

# Getting it Done

*Stories of Success*

## Tabitha McCallister

Director of Head Start/Early Head Start
Salisbury Rowan Community Action Agency

## Karla Carpenter

Preschool Coordinator
Hickory City Schools

## Deb Tibbetts

Executive Director
Smart Start of Transylvania County

## Gail Summer

Title III ESL Preschool Specialist
Hickory City Schools &
KidsREADyCatawba Coordinator

# Role Alike Groups

# Role Alike Groups

Think about what you heard today.

*What is your role?*

# Regional Groups

# Finding the Opportunities

- *What data do we have about young children in our community/region?*
- *Who are our partners in early childhood as we do our daily work?*
- *How are we currently spending funds?*
- *What are parents asking about in this community/region?*
- *What do we know about elementary schools most at risk of being in school improvement status?*

# Finding the Opportunities

*How Can We Work Together?*

- Data and Records Sharing
- Coordinating Services and Communication
- Transition
- Professional Development
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What Role do you play in a team?

Most jobs involve you working with other people – so employers love to ask this question in an interview. Most people want to say they're a natural leader (which is awesome) but there are other roles on a team too!

**The Initiator**
This is the person who starts to put plans into action! They take charge and start implementing other peoples' ideas!

**The Planner**
This is the person who makes sure everyone's voice is heard and that everyone is as happy as they can be with the problem solving process.

**The Peace Keeper**
This is the person who makes sure everyone's voice is heard and that everyone is as happy as they can be with the problem solving process.

Share Your Ideas!

# Next Steps

# Next Steps

- Find Friends (share your contact info!)
- Make a Plan (when is your next meeting?)
- Gather Information (what else do you need to know?)
- Take the Lead (how will you communicate together?)

# Closing

*Thank you!*