COORDINATING LOCAL PLANS TO SUPPORT ESSA IMPLEMENTATION
WELCOME!
Meeting Goals

• Understand the strategic planning processes required for Local Education Agencies, Head Start, Smart Start, health care providers, and other community early childhood organizations and initiatives.

• Understand how these planning processes can align to achieve greater results than any one entity can achieve on its own.

• Create common understandings of the three focus areas: family engagement, transitions, and professional development.

• Identify a common area to strengthen and a shared strategy using at least one of focus areas.

• Continue to build cross-sector relationships.

• Continue to use the Every Student Succeeds Act to support coordinated early learning systems at the local level.
Agenda

9:30-9:50 Welcome and Introductions

9:50-10:10 Who Is In the Room?

10:10-10:45 Leveraging Our Collective Work to Support Transitions, Family Engagement, and Professional Development

10:45-12:00 Setting the Stage: Understanding Our Community

12:00-12:45 Lunch

12:45-1:30 Setting the Stage: Strategic Plans and Areas of Focus

1:30-3:15 Developing a Problem of Practice

3:15-3:30 Next Steps, Evaluation and Closing
Our Role

Support collaboration across the birth-through-eight system so that each child has an opportunity to fulfill his or her potential.

Support you in developing and updating your strategic plans and meeting submission requirements.

Support you in informing the development local ESSA plan.
Looking Back!

• Early learning and K-12 leaders participated in webinars and attended presentations to learn about the early learning opportunities in the Every Student Succeeds Act.
• 80 district and two charter 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.
• Teams used NC Pathways to Grade-Level Measures of Success Data.
• Tool shared with template language for early learning activities 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)
Those who attended the regional meetings report seeing a clear impact on their ongoing work.

95% said that attending the regional meeting impacted their work.

86% said that their ESSA plan would include birth through eight strategies.

Looking Back!

Looking Forward: 79 Districts to Attend 2019

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<th>Alamance-Burlington School System</th>
<th>Edgecombe County Schools</th>
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Norms

• Assume the best of each other.
• Ask questions for clarity.
• Keep your focus in the room.
• Learn from each other.
• Share with each other.
• Have fun!
Would You Rather...

Would you rather own a private jet or have the ability to teleport like in Star Trek?

Would you rather speak to a huge crowd or hold a snake?

Would you rather always be 10 minutes late or always be 20 minutes early?

Would you rather be completely invisible for one day or be able to fly for one day?

Would you rather be able to teleport anywhere or be able to read minds?
Leveraging Our Collective Work

Local agencies and organizations are already doing this work – just usually not together.

- Smart Start Local Partnerships develop strategic plans in response to community needs and submit an Annual Submission of Activities to the North Carolina Partnership for Children.
- LEAs submit annual ESSA plans to the Department of Public Instruction and they are required to engage early learning leaders.
- Head Start Grantees create strategic plans with program and school readiness goals that are updated annually for continuous improvement.
- Community organizations develop strategic plans for approval by their Boards of Directors and for grants.
ESSA is a Vehicle to Strengthen Systems

• The Every Student Succeeds Act (ESSA) provides significant flexibility to states and local education agencies to create and support birth to third systems, policies, and programs.
• Early childhood investments are an allowable use of funds throughout ESSA and allow for planning around improving access and quality, aligned professional development opportunities, and enhanced family engagement and supports, especially for families who are homeless, for children with special needs, and for families with children learning English.
• ESSA recognizes that the educational continuum for young children starts at birth and includes a variety of partners outside of schools, with a focus on Head Start programs.
• Through its district plan, the LEA can create a coordinated approach to early childhood at the local level.
• LEAs also have various requirements within ESSA to support early childhood, and better coordination with local partners will create new opportunities for children and families.
Using ESSA to Coordinate in North Carolina

9. Support Coordination and Integration of Services in Early Childhood Education Programs (SEC 1112(b)(8))

Recommendation: Include any/all efforts by the district to coordinate services for young children with community providers.

Examples of coordination might include:

- Participating in local early learning committees (such as NC Pre-K, Smart Start Partnerships, Head Start boards or advisory committees, etc.) in order to improve access to high quality services for all children birth to five.
- Providing resources to increase access to high quality services in partnership with community providers (either in the community or in schools) for all children birth to five, including:
  - Classroom-based instructional programs.
  - Blended programs and/or dual enrollment in school-based and community-based programs.
  - Salaries and benefits for teachers and other staff.
  - Home visiting programs.
  - Extended day programs in Head Start or community-based child care programs.
  - Professional development for early childhood professionals who serve Title I eligible children, including providers in non-school settings.
  - Support services, such as nutrition, vision, dental, and counseling services.
  - Screening and diagnostic assessment.
  - Summer enrichment programs for young children and their families that are part of a larger strategy to support young children.
  - Full working day and year-round programs in coordination with local early childhood programs.

- Identifying and supporting opportunities for joint professional development with community early childhood partners.
- Creating formal transition plans at each school, including:
  - Create or adopt a transition self-assessment tool that meets the needs of the district (see for example New York State's tool to assess the Effectiveness of Transitions from Prekindergarten To Kindergarten, Massachusetts self-assessment tool, or Illinois Birth Through Third Grade Self-Assessment and Action Planning Guide).
  - Create or expand summer programs to give children a school experience.
  - Identify and convene local providers to design and develop transition plans that convey joint expectations across settings, help to share information on what children know and are able to do, and create opportunities for partnership, collaboration and innovation.
  - Hold a spring or summer kindergarten seminar.
  - Develop a list of questions to help school and district leaders identify existing transition practices and supports for children moving from early childhood programs into school, and for students moving between kindergarten, first, second and third grades. The answers to these questions should be used to develop action plans.
Strategic Plans and Areas of Focus

What is in the CCIP?

- Family Engagement
- Transitions
- Professional Development
- Home Visiting
- Supports for K-3
- Other
Looking Forward: Focus Areas

1. Family engagement
2. Professional development
3. Transitions

In a 2018 survey, regional meeting attendees identified these three areas for greater focus in 2019.

Areas align with state priorities, including the NC Pathways to Grade-Level Reading, Birth to 3rd Grade Interagency Council, the Preschool Development Grant, the Early Childhood Action Plan and more.
Focus Areas: Family Engagement

Child and family serving systems are family-driven and equitable and serve children in the contexts of families and communities. Systems deeply engage with and learn from families by supporting families in advocating for their children and requiring child and family systems and programs to use strategies that intentionally engage and learn from families, and connect those strategies across systems and programs.
North Carolina’s children, especially those with the most roadblocks to opportunity, have well-trained, high-quality, diverse birth-through eight teachers and school leaders.

Professional development for birth through third grade teachers and administrators is aligned and supports all aspects of children’s development, including literacy and language development, cognition, approaches to learning, physical well-being and social-emotional development.

Opportunities for birth-through-third grade teachers, and for child care center directors and principals, to learn together.
Focus Areas: Transitions

All young children birth through age 8 and their families are engaged and supported as they transition between home, early care and education programs, and schools. Early care and education programs and schools collaborate so that they are ready to support all children effectively and engage with families and each other within the context of the community to plan transitions that meet the diverse needs of all children and families.
Data Sources

What Am I Looking At?

PIR/Head Start data
County Health Report
CCSA Child Care Fact Sheet
Chronic Absence Data
Low Birthweight Data
Retention Data
Family Engagement Fact Sheet

Professional Development Fact Sheet
Data Resources
Pathways Measures Fact Sheet
ESSA – Early Learning – And Equity

- Children who are homeless
- Children from language minority households
- Children in protective services
- Children with special needs
- Children living in communities with schools in improvement status
Setting the Stage: Understanding Our Community

- How many low birthweight babies are born in our community and how does that data vary by race/ethnicity?
- What percent of children are meeting third grade reading proficiency goals?
- Where are the gaps in the child care system in your community?
- At what rate are prekindergarten aged children suspended or expelled?
- How many children are served by each pre-kindergarten funding stream? (Title I, Head Start, NC Pre-k, etc.)

*What piece of data in the datasets keeps you up at night? Why?*
Setting the Stage: Understanding Our Community

- How does this data impact your day-to-day work?
- What else do you wish you knew?
- What else do you wish others (at the table, in the community) knew?

Given the data in our community, we can better support positive outcomes for children and their families by:_________________________
Given the data in our community, we can better support positive outcomes for children and their families by:

- Creating pre-kindergarten/kindergarten orientation/family engagement events
- Working with medical practitioners on common messages for child development
- Training teachers and other school staff to do home visits
- Working across sectors to develop common training on child development, common expectations, and share best practices and data
ENJOY YOUR LUNCH!
Strategic Plans and Areas of Focus

Separate Work, Same Goals!

No matter what we call it (strategic planning, goal setting, visioning, dream boards...) we are all working towards better outcomes for the children and families in our community...just using different lenses.
Different programs with similar goals and requirements creates opportunities to leverage resources, policies, and form aligned strategic plans for the community.
### Strategic Plans and Areas of Focus

The North Carolina Partnership for Children supports local partnerships by sharing a variety of strategic plan templates. Local partnerships determine what format best works for them.

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<thead>
<tr>
<th>Action Template</th>
<th>LEAs</th>
<th>Head Start</th>
<th>Smart Start</th>
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<tbody>
<tr>
<td>ESSA &amp; Early Learning Meeting</td>
<td>Source: Needs Assessment</td>
<td>Source: Planning Tool</td>
<td>Source: Program Planning</td>
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<tr>
<td>Problem of Practice</td>
<td>Plan Item</td>
<td>Goal</td>
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<td>Expected Outcome/Performance Measures</td>
<td>Performance Measure</td>
<td>Expected Outcome</td>
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<td>Progress Measures</td>
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<td>Data, Tools or Methods for Tracking Progress</td>
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<td>What Strategies Will Our Community Adopt to Make This Change?</td>
<td>Strategies/Activities</td>
<td>Action/Strategy</td>
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<td>Currently in agency/program workplan?</td>
<td>Who is responsible</td>
<td>Person(s) Responsible</td>
<td>Person(s) Responsible</td>
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<td>Person(s)/Agencies Responsible</td>
<td>Timeline/Target Date</td>
<td>Timeline</td>
<td>Fiscal Resources</td>
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<td>Resources for Implementation</td>
<td>Resources/Supports Needed</td>
<td>Financial Supports</td>
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<td>Status</td>
<td>Evidence of Completion</td>
<td>Evidence</td>
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## Strategic Plan and Areas of Focus

### Problem of Practice:
As a community, what is our vision for change? How can we improve transition, family engagement, and/or professional learning systems to better serve children and families?

### What Strategies Will Our Community Adopt to Make This Change?
What will be done, when, and by whom?

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Strategic Plans and Areas of Focus

What is in your strategic plan?

• What is the **vision/goal** of your strategic plan?
• What **population** is impacted by your strategic plan?
• What are the **strategies** in your strategic plan to achieve the goal?
• Where are there **common approaches**?
Moving to Aligned Strategic Plans!
Developing a Problem of Practice
Developing a Problem of Practice

Effective improvement projects begin by identifying an actionable Problem of Practice (PoP). At the surface level, this is as simple as defining why there is a need for improvement, who is involved, and how they will be impacted.
Developing A Problem of Practice

1. Develop a clear understanding of the need
2. Define the underlying reasons
3. Ensure consistent consideration of those involved

The Rennie Center’s Approach to Change Management
Develop A Clear Understanding Of The Need

- Is it something that is bothering you enough that your thoughts regularly return to it?
- Is it an issue that is not already on its way to being resolved?
- Is it an issue that does not depend on getting other people to change? In other words, can you affect the problem of practice by changing your own practice?
Define the Underlying Reasons

- Why is this issue a problem of practice for you? Why is it important to you?
- Have you examined the root causes?
- If you could take a snapshot of this problem of practice, what would you/we see?
- What have you done already to try to remedy the problem? What have been the results?
Ensure Consistent Consideration of Those Involved

- Has the team built buy-in for an actionable and impactful problem of practice?
- Have all partners been consulted or included?
- Do all stakeholders have a meaningful role in the interventions?
Problem Statement: Ensuring positive and successful transitions for children and families from early childhood settings to school can positively impact the school experience for both children and families. Research indicates that positive transition experiences are associated with increased family engagement during kindergarten, enhanced social skills in children, and higher academic performance in math, language, and literacy in kindergarten and beyond. A focus on the transition experience can also help ensure that all children receive the supports they need to be successful, including early intervention, language supports, wrap-around services and other resources.
Problem Statement: Child and family serving systems are family family-driven and equitable and serve children in the contexts of families and communities. Systems deeply engage with and learn from families by supporting families in advocating for their children and requiring child and family systems and programs to use strategies that intentionally engage and learn from families, and connect those strategies across systems and programs. Implementing intentional, aligned, and coordinated family engagement strategies that reflect the strengths and needs of all families will help ensure that children are supported wherever they are in the community.
Developing A Problem of Practice

Aligning Professional Development Systems to Create Common Expectations

Problem Statement: Research on effective P-3 (preK through third grade) educational systems suggests that joint professional development between early care and education teachers and K-3 teachers is important for aligning standards, curricula and assessments, aligning instructional practices to ease transitions, and sharing effective practices between the two sectors. Professional development for birth through third grade teachers and administrators is aligned and supports all aspects of children’s development, including literacy and language development, cognition, approaches to learning, physical well-being and social-emotional development and includes opportunities for joint learning across early childhood and school settings.
Developing a Problem of Practice

Probing Questions

• What’s another way you might...?
• What do you think would happen if...?
• What sort of an impact do you think...?
• What criteria did you use to...?
• What is the connection between...and...?
• What would have to change in order for...?

Developing a Problem of Practice

Think about something that has not yet been resolved

What have YOU done?

Identify a specific question or statement that your group can attend to.

Don’t worry about trying to define a perfect PoP

Be specific
Reflection Questions
## Creating an Action Plan and Aligned Strategies

### Problem of Practice:
As a community, what is our vision for change? How can we improve transition, family engagement, and/or professional learning systems to better serve children and families?

### What Strategies Will Our Community Adopt to Make This Change?
What will be done, when, and by whom

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<tr>
<td>Example: Develop a district wide transition plan for children from preschool to kindergarten</td>
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1. Within 30 days, convene planning team to identify core components of transition plan  
2. Within 90 days, create guidance for transition planning, including recommended activities, timelines, and key actors  
3. By the summer, work with community leaders to implement guidance  
4. Within the first quarter of new school year, evaluate transition planning and improve as needed | | | | | Improved transitions will also improve teaching and learning practices, as well as strengthen coordination across schools and early childhood programs and better support families. |
Creating A Problem of Practice

In the next 5 years, develop a systematic, collaborative, data-driven process of high quality professional development involving community organizations and individuals who have an impact on the development and well-being of children aged birth to eight. Progress Measures: (TK Pilot)

- 15 days - Nickey and 4th grade share with school principals
- 30 days - PK teachers come together with work of Early Intervention

Vision: Reach all children 0-5 years of age not in a formal childcare setting.

Strategies: Develop partnerships and collaborations with all community touchpoints, working through the existing GetSeti-S Collaborative, starting September 2019 with the new fiscal year initiatives.

Progress Measures: Shared local data of K Profile of incoming
Reflection Questions

What will be different when the aligned plan is implemented in your community?
Norms

• Assume the best of each other.
• Ask questions for clarity.
• Keep your focus in the room.
• Learn from each other.
• Dream big (plan more than a meeting).
• Have fun!
Sharing our Problem of Practice
www.surveymonkey.com/r/2019-ESSA-Meetings
NEXT STEPS
What Happens After the Regional Meetings?

• Teams meet regularly to complete the action plan.
• We will provide detailed internal agendas to support your collaboration. Each meeting will be designed to achieve a defined objective.
• We will host regular office hours for teams that to address questions and provide technical assistance.
• We will share template language for strategic plan.
THANK YOU!