ESSA Early Learning Office Hours: Coordinating Local Plans
Presenters

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NCDPI

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NC Head Start Collaboration Office

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Agenda for Today’s Office Hours

• Welcome and Introductions
• Review: ESSA Early Learning Regional Meetings and Problems of Practice
• Examples of Successful Collaborations
• Strategic Planning Requirements (Head Start, Smart Start, ESSA)
• Planning for Collaboration
• Questions
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.
Poll

Did you attend a regional meeting?
Review: Regional Meetings and Problems of Practice

- Identified commonalities in design among the strategic plans for various programs.
- Discussed strategic planning processes in common terms to generate understanding of common approaches.
- Created a community-wide Problem of Practice to address big issues around family engagement, professional development, and/or transitions.
- Developed an aligned strategic plan approach to implement strategies to address Problem of Practice.
Review: Regional Meetings and PoPs

- 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...?
Problems of Practice

Develop a district-wide transition plan to ensure positive and successful transitions for families and preschool children entering K, in order to identify and increase school readiness and social skills.

Create for our community what quality, culturally responsive family engagement looks, feels like. To ensure families participate productively in quality EC experiences.

How to reduce suspensions in Preschool – third grades?

Increase identification of children 0-5 not currently enrolled in formal care.

There is no strong and effective system for providing support and early intervention to young children who have challenging behaviors and mental health issues.

Incorporate and create a culture in the 4-8 age span that welcomes and encourages positive parent interactions leading to increased engagement and stronger parent relationships.
Collaboration leads to community success!

Carla Garrett
Title I Preschool Consultant
NCDPI

Karen McKnight
Director
NC Head Start Collaboration Office
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.
Strategic Plans across Programs

<table>
<thead>
<tr>
<th>Action Template</th>
<th>LEAs</th>
<th>Head Start</th>
<th>Smart Start</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESSA &amp; Early Learning Meeting</td>
<td>Source: Needs Assessment</td>
<td>Source: Planning Tool</td>
<td>Source: Program Planning</td>
</tr>
<tr>
<td>Problem of Practice</td>
<td>Plan Item</td>
<td>Goal</td>
<td></td>
</tr>
<tr>
<td>Expected Outcome/Performance Measures</td>
<td>Description</td>
<td>Objective</td>
<td></td>
</tr>
<tr>
<td>Progress Measures</td>
<td>Performance Measure</td>
<td>Expected Outcome</td>
<td>Data, Tools or Methods for Tracking Progress</td>
</tr>
<tr>
<td>Strategies Our Community Will Adopt to Make This Change</td>
<td>Strategies/Activities</td>
<td>Action/Strategy</td>
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<tr>
<td>Currently in agency/program workplan?</td>
<td>Person(s)/Agencies Responsible</td>
<td>Person(s) Responsible</td>
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<tr>
<td>Resources for Implementation</td>
<td>Who is responsible</td>
<td></td>
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</tr>
<tr>
<td>Status</td>
<td>Evidence of Completion</td>
<td>Evidence</td>
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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.
Consolidated Comprehensive Improvement Plan (CCIP)

Carla Garrett
Title I Preschool Consultant
NCDPI
North Carolina CCIP Home

Wake County Schools (622) Regular Local School District - Wake County - 2019

**Announcements**

**CONSOLIDATED APPLICATION - LEAs and Charters ONLY** (5/6/2019)

The 2019-20 Eligible Schools Summary Report (ESSR) deployment is now complete, and available within your respective PowerSchool instances to begin entering data. For new charter schools in the 2019-20 School Year, or for those LEAs opening new schools in 2019-20, you must wait until after EOY, some time in mid-late July, to allow for the EDDIE data refresh.

ALL LEAs and charters in North Carolina report these data, regardless if the school receives Title I, Part A funds. The ESSR Module in PowerSchool collects the total number of children enrolled in the school(s), the total number of low-income children, the Title I program that will be operated during the 2019-20 school year, and Community Eligibility Provision (CEP) participation. Please note that there are no changes from the previous years’ collections.

**2018-19 21st CCLC Competition has ended** (5/6/2019)

The 2019-20 21st Century Community Learning Centers (21CCLC) grant competition has ended. All completed applications submitted by the due date are currently under review for the Level 1 evaluation.

**21st CCLC - No competition conducted for 2019-20** (4/18/2019)

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**Reminders**

If you are having problems logging in due to NCID ISSUES*** (12/5/2018)

**If you are a NON-LEA** having problems with your NCID (expired password, locked out), contact DIT at 919.754.6000 or toll-free at 1.800.722.3946 for assistance. If you are an LEA/Charter, please contact your local NCID Administrator. **The CCIP Administrators do not manage NCIDs**, other than to authenticate you are who you say you are, and to make you "known" to the system.

"An LEA Plan Goal, Strategy, and Fiscal Resource..." Error (10/30/2018)

If you receive the error, "An LEA Plan Goal, Strategy, and Fiscal Resource must be defined" while trying to submit a funding application, you will need to go back into the Planning Tool and make sure you have a Goal, Strategy AND a Fiscal Resource for the grant in FY19. In the Planning Tool, click on Organization, then Expand All. In the Fiscal Resources table, for the Consolidated Application, you can click on an underlined grant already there and you can update the amount for the application year. If you don't see a grant:

1. Click on Create Fiscal Resource and choose the CORRECT grant in the pulldown list when selecting the Funding Application.
2. **For the 2018-19 Consolidated Application**, put an amount in 2019 for a particular grant.
3. **For the 21st Century Community Learning Centers - New or 21st Century Community Learning Centers** - New or 21st Century Community Learning Centers - New, try a different Fiscal Year.
Needs Assessment

1) Facilitate high academic achievement and growth for all students and reduce achievement gaps.
2) Enhance the quality of language services for English Learners.
3) Increase teacher and administrators' capacity for building and fostering learner agency, social and emotional well-being, digital literacy, and for embracing the 4 Cs to improve outcomes for students.
4) Support opportunities for increased family and community engagement

Description:
Support regular communication with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning)

Performance Measure:
Parent Survey

Fiscal Resources

<table>
<thead>
<tr>
<th>Grant</th>
<th>Notes</th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consolidated</td>
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<tr>
<td>Title IA</td>
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<td>$1,000,000</td>
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<tr>
<td>Consolidated Total</td>
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<td>$0.00</td>
<td>$1,000,000</td>
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<tr>
<td>Grand Total</td>
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5.4.1) Build capacity in school based personnel to support increased family and community engagement

Description:
Each school designates a family engagement representative to work closely with the principal and school improvement chair to ensure family and community engagement is embedded throughout school activities

- 4.1.1) Regional Family and Community Engagement Meetings
- 4.1.2) Utilize the Dual Capacity Framework to strengthen the quality of family and school partnerships
- 4.1.3) Provide professional learning for school leaders and Family Engagement reps
Head Start

Karen McKnight
Director
NC Head Start Collaboration Office
Every five years:
Establish long-term goals and measurable objectives
**Annually:** Review goals and objectives

- Conduct or update community assessment
- Evaluate progress through the annual self-assessment
- Create an action plan and budget that reflect goals
- Implement an action plan
- Respond regularly with course corrections
- Analyze progress and compliance through ongoing monitoring
Smart Start

Jenna Nelson
Program Officer: Early Care & Education
The North Carolina Partnership for Children, Inc.
Smart Start Legislative Requirements

- Engage in a community needs assessment and use data to inform decision-making.

- Engage stakeholders to develop and maintain a long-range strategic plan for services to children and families that meet identified needs.
What can your community do when you work together on an aligned plan?

Danielle Ewen
Principal
EducationCounsel
Collaboration Meetings

Goal: Revise problem of practice and develop an actionable implementation plan that includes all community actors.

- Meeting 1: Kicking Off Collaboration
- Meeting 2: Our Problem of Practice
- Meeting 3: Completing the Action Plan
- Meeting 4: Moving to Action!

Our team has developed detailed internal meeting agendas that walk your group through a four-meeting process.
Meeting 1: Kicking Off Collaboration

- Introductions/role (15 mins)
- Identifying community needs and goals (1 hour)
  - Part 1. Visualization: What does a child look like who is ready to succeed in school?
  - Part 2: Group conversation
- Review the Problem of Practice (45 mins)
- Homework/Next Steps
Meeting 2: Our Problem of Practice

• Introductions/role (15 mins)
• Review PoP and adjust (15-30 mins)
• Complete the Community Action Plan Template (1-2 hours)
  • Part I: Overview of Strategic Plans by Program
  • Part 2: Developing a Community Action Plan
  • Part 3: Building Consensus
• Homework/Next Steps (10 mins)
Meeting 3: Completing the Action Plan

- Introductions/role (15 mins)
- Review Action Plan and Strategies (60 mins)
- Homework/Next Steps (15 mins)

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<tr>
<th>What Strategies Will Our Community Adopt to Make This Change?</th>
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<tr>
<td>What will be done, when, and by whom</td>
<td>What do you want to see happen from each strategy?</td>
<td>What activities will you conduct to implement the strategies and realize the outcomes?</td>
<td></td>
<td>The staff, technical assistance (both short-term and long-term), and financial resources allocated or needed to support this initiative</td>
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Meeting 4: Moving to Action!

- Introductions/role (15 mins)
- Review Action Plan and Strategies (60 mins)
- Celebrate and Next Steps (30 mins)
- Homework

What will be different when the aligned plan is implemented in your community?
Collaborative Action Planning:
Meeting Agendas

• Detailed agendas include information on:
  • Goals
  • Flow and timing
  • Facilitated activities
  • Roles and responsibilities
  • Logistical needs

Meeting 1: Collaboration 101

Agenda is designed for a 2 hour meeting, with a focus on small group work. Overarching goal of the day is to engage community providers and begin to develop a shared understanding of community needs and plan for future actions together.

Meeting goals:
1. Continue to build collaboration skills
2. Make progress on their commitments

Logistics:
• All tables need tear sheets and markers/pens
• Identify a facilitator in advance to help move conversations along and provide overview information from team work at regional meetings.
• Each table/group will need a notetaker.

I. Introduction (15 minutes)—
• Organizers will introduce the day, provide an overview of the agenda, and present the goals for the day.
• At each table, participants will introduce themselves with name, job title and organization.
• Proposed icebreaker: have each person share something they are proud of in their work with children over the last twelve months and why.
• Establish norms for the group, examples:
  o Assume the best of each other.
  o Ask questions for clarity.
  o Keep your focus in the room.
  o Listen from each other.
  o Dream big.
  o Have fun.
• Table groups should be no more than 5 people.

II. Identifying community needs and goals (1 hour)

Table groups will work together to understand community data and talk about what that means for their individual visions for children and families in their community.

Part 1: Visualization: “What does a school ready child look like?” (30 minutes) (This is a multi-stage group visualization exercise, see example of final product below.)
• Stage 1: In each group, have participants draw a picture of a child that they think is “school ready.” Have the group discuss what makes the child school ready, and through words and drawings, illustrate the picture to demonstrate what school readiness is (focus on adjectives to show school readiness.)
• After groups have drawn and described their picture, have them go back and brainstorm the kinds of data that matches the adjectives (for example: safe might equal low crime rates; school surveys demonstrating how children feel at school, etc.)
Polls

1. Will you convene a working group for collaborative action planning?

2. Will you facilitate the meetings?
Connect with Us

If you are interested in convening a group and/or facilitating these meetings in your community, email Mandy Ableidinger at Mableidinger@buildthefoundation.org and let us know what else we can do to support you.
How to Use the Chat Box
How to “Raise Your Hand”
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Senior Policy Advisor
EducationCounsel
Karen McKnight
Director
NC Head Start Collaboration Office
Carla Garrett
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NCDPI
Jenna Nelson
Program Officer: Early Care & Education
The North Carolina Partnership for Children, Inc.
Individual Virtual TA Sessions

• Review your MOUs and other agreements
• Ask questions about the coordination requirements
• Discuss strategies for continued collaboration
• Explore opportunities for including early learning strategies in your district ESSA plan
• Receive technical support on creating your aligned community action plan

Sign up here: https://tinyurl.com/y52n6n3b
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