

# Early Childhood Action Plan

*October Workgroup Meeting*



**Learning & Ready to Succeed Workgroup | Oct 14, 2020 | 3-5 PM**

# Agenda

- 3:00 – 3:20 PM** Introductions, housekeeping, workgroup agreements & charter
- 3:20 – 3:45 PM** Review key findings from pre-read; Equity lens to data analysis
- 3:45 – 4:10 PM** Review 2025 target and biggest challenges/strengths to reach the target
- 4:10 – 4:40 PM** Group discussion
- 4:40 – 4:55 PM** Community engagement in the ECAP
- 4:55 – 5:00 PM** Closing

# Introductions

- Name
- 3 roles that you have (could be in your job, your family, or your community)



# Zoom Agreements



Mute your phone or computer when you aren't speaking.



Keep your cameras on as much as possible. Turn off when changing locations or speaking with someone off camera.



This session is being recorded.



"Rename" yourself with your preferred pronouns.

*Hover over your video, click the "..." in the top right corner and select rename. OR hover over your name in the "Participants" list, select "more" and rename.*

# November Meeting

- Rescheduling due to Veterans Day
  - Thursday October 12<sup>th</sup> 2:00 – 4:00 PM

# ECAP Vision

“ All North Carolina children will get a healthy start and develop to their full potential in safe and nurturing families, schools and communities. ”

# Durham ECAP Goals



# ECAP Workgroup Timeline

Inputs

Workgroup Activities

Outputs

1 Discover		2 Ideate		3 Iterate		4 Write & Release
Oct 2020	Nov 2020	Dec 2020	Jan 2021	Feb 2021	Mar – Jun 2021	
<ul style="list-style-type: none"> <li>Review Needs &amp; Assets pre-read</li> </ul>	<ul style="list-style-type: none"> <li>Review parent survey data</li> </ul>	<ul style="list-style-type: none"> <li>(Optional) support community engagement efforts</li> <li>Review recommendations inventory</li> </ul>	<ul style="list-style-type: none"> <li>(Optional) support community engagement efforts</li> </ul>	<ul style="list-style-type: none"> <li>Review the initial action plans</li> </ul>	<ul style="list-style-type: none"> <li>Writing and reviewing as needed</li> </ul>	
<ul style="list-style-type: none"> <li>Discuss Needs &amp; Assets Pre-Read</li> <li>Discuss 2025 targets</li> <li>Identify biggest strengths and challenges to meet each goal</li> <li>Determine next steps for community engagement</li> </ul>	<ul style="list-style-type: none"> <li>Review parent survey data</li> <li>Discuss root causes and write opportunity statements</li> <li>Define 2025 targets</li> <li>Start brainstorming strategies</li> </ul>	<ul style="list-style-type: none"> <li>Review and brainstorm recommended strategies</li> <li>Prioritize recommendations</li> </ul>	<ul style="list-style-type: none"> <li>Share 2025 targets highest priority recommendations with all workgroups</li> <li>Build initial action plans</li> </ul>	<ul style="list-style-type: none"> <li>Continue building out action plans</li> <li>Determine metrics &amp; goals for each recommendation</li> <li>Identify roles and responsibilities of partners in supporting ECAP implementation</li> </ul>	<ul style="list-style-type: none"> <li>Identify writers and reviewers to draft sections of the ECAP</li> <li>Begin drafting the ECAP</li> <li>Review and provide feedback on the draft ECAP</li> <li>Gather community input</li> </ul>	
<ul style="list-style-type: none"> <li>2025 targets that need updating</li> <li>Biggest challenges and strengths by goal area</li> </ul>	<ul style="list-style-type: none"> <li>Updated 2025 targets</li> <li>Opportunity statements</li> <li>Initial ideas</li> </ul>	<ul style="list-style-type: none"> <li>Highest priority strategies by workgroup</li> </ul>	<ul style="list-style-type: none"> <li>Initial action plans</li> </ul>	<ul style="list-style-type: none"> <li>More detailed action plans for presentation to the Board of County Commissioners</li> </ul>	<ul style="list-style-type: none"> <li>Written Early Childhood Action Plan</li> </ul>	

# Workgroup Agreements

- Respect every individual and idea
  - Value all workgroup participants' ideas and insights.
- Speak plainly
  - Avoid acronyms and jargon.
- Work towards consensus
  - "Even though the decision might not be exactly what we want, I can live with it and publicly support it."
- Share space and focus on equity. Listen.
  - Recognize privilege, creating space for diverse opinions and backgrounds. Support shared access to resources, opportunities, power, and responsibility.
- Work collectively
  - Be guided by our shared passion for our young children in Durham.
- Transparency and inclusion
  - Communicate openly and invite differing perspectives.
  - **Note:** All meetings will be recorded and available on a public website for review.



# Shared Workgroup Charter

## ECAP Workgroup Charter: Learning & Ready to Succeed Workgroup

### ECAP Workgroup Charter: **Learning & Ready to Succeed**

#### *ECAP Workgroup Roles & Responsibilities*

The workgroup co-chairs and participants signed below agree to contribute based on the responsibilities of their role.

Co-Chairs	Participants
<ul style="list-style-type: none"><li>• Participate in monthly meetings: 1-hour co-chair meeting and 2-hour workgroup meeting (ideally at a computer to facilitate easier activity participate leveraging virtual tools)</li><li>• Commit 4-6 hours per month for meeting time, reviewing materials and planning</li><li>• Lead collaboratively and facilitate meetings</li><li>• Identify and champion additional opportunities for community engagement</li></ul>	<ul style="list-style-type: none"><li>• Actively participate in ~8 monthly 2-hour workgroup meetings (ideally at a computer to facilitate easier activity participate leveraging virtual tools)</li><li>• Complete pre-reads and material reviews in advance of meetings</li><li>• Identify and champion additional opportunities for community engagement</li><li>• Share learnings from ECAP with your communities and teams and bring their ideas back to the workgroup meetings</li></ul>

#### *ECAP Workgroup Timeline and Activities*

We hope to have a draft set of recommendations to submit to the County Commissioners by the end of February 2021. The Durham Early Childhood Action Plan will be released in June 2021.

The workgroup co-chairs and participants will participate in the following activities:

- Identify the strengths, challenges, and opportunities in Durham related to the goals of the NC ECAP;
- Set county-specific goals and targets based on the NC ECAP goals and targets;
- Recommend and prioritize strategies to strengthen the early childhood system in Durham to meet the goals and targets; and
- Create action plans to ensure recommendations are resourced and put into action.

# Agenda

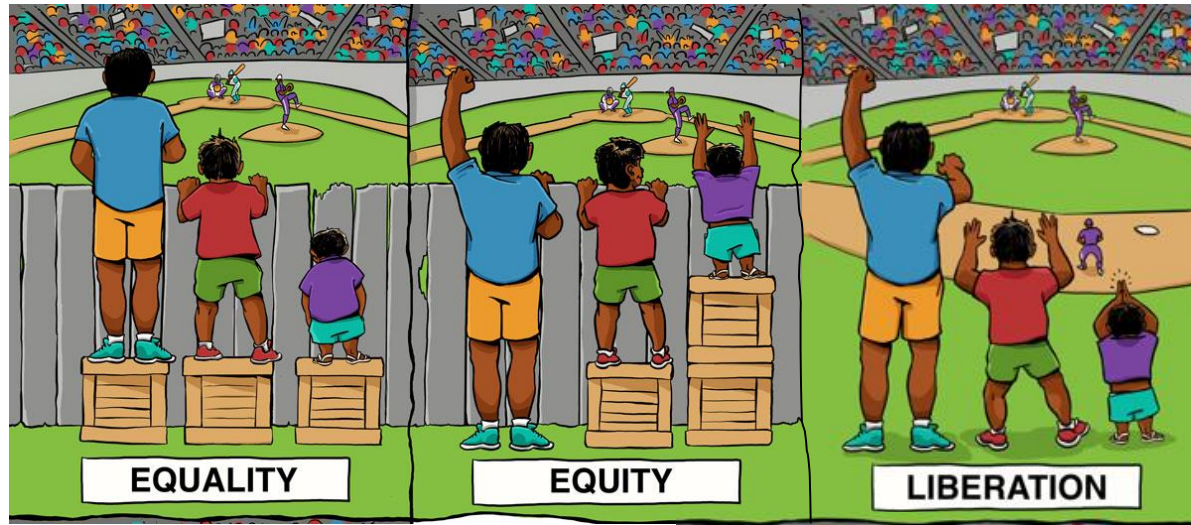
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4:55 – 5:00 PM	Closing

# Quick Reminder of Pre-Read Contents

- Data to report out on the ECAP 2025 targets and sub-targets for each of the three goals
- A summary of the strengths and weaknesses (identified at the launch meeting) to meet the ECAP goals
- An early childhood services inventory and summary of relevant cross-agency taskforces that already exist in Durham related to the Safe & Nurtured goals



# Equity Lens



# Equity Approach to the ECAP

- **October Meeting**
  - Recognize that early childhood outcomes are shaped by institutional racism and power relationships that benefit some and burden others based on racial or other social determinants.
  - Recognize the limitations where data have not been disaggregated by race and ethnicity.
  - Consider the implicit bias and/or cultural assumptions of measures.
  - Center the wisdom of people with lived experience (quantitative data won't be the only data we consider).
- **November Meeting**
  - Name the root causes of systemic challenges that result in these inequitable outcomes for Durham's young children.
  - Set targets that challenge us to alleviate early childhood inequities through systems change.

# Breakout Rooms by Goal Area

GOAL 8: HIGH-QUALITY EARLY LEARNING	
TARGET	SHORT DESCRIPTION
<b>2025 Target (Part 1)</b>	NC Pre-K Enrollment
<b>2025 Target (Part 2)</b>	Child Care Affordability
<b>Sub-Target 1</b>	High Quality Child Care
<b>Sub-Target 2</b>	Head Start Enrollment
<b>Sub-Target 3</b>	Early Childhood Teachers' Post-Secondary Early Childhood Education
<b>Sub-Target 4</b>	Workforce Turnover

GOAL 9: ON TRACK FOR SCHOOL SUCCESS	
TARGET	SHORT DESCRIPTION
<b>2025 Target</b>	Kindergarten Readiness
<b>Sub-Target 1</b>	Developmental Screening
<b>Sub-Target 2</b>	Reach of Infant Toddler Program and NC Preschool Exceptional Children Program
<b>Sub-Target 3</b>	Infant Toddler Program and NC Preschool Exceptional Children Program Outcomes

GOAL 10: READING AT GRADE LEVEL	
TARGET	SHORT DESCRIPTION
<b>2025 Target (Part 1)</b>	Reading Above Proficiency for 3 <sup>rd</sup> – 8 <sup>th</sup> Grade Students on End of Grade Tests (EOGs)
<b>2025 Target (Part 2)</b>	Reading Proficiency on 4 <sup>th</sup> Grade National Assessment of Educational Progress (NAEP)
<b>Sub-Target 1</b>	3 <sup>rd</sup> Grade End of Grade (EOG) Proficiency
<b>Sub-Target 2</b>	4 <sup>th</sup> Grade National Assessment of Educational Progress (NAEP) Proficiency
<b>Sub-Target 3</b>	Pre-Literacy Behaviors
<b>Sub-Target 4</b>	Poverty

**GOAL 8: HIGH-QUALITY EARLY LEARNING**

TARGET	SHORT DESCRIPTION	METRIC	NC	DURHAM
<b>2025 Target (Part 1)</b>	NC Pre-K Enrollment	% of eligible children enrolled in NC Pre-K	47.4% <i>2019</i>	<50% <i>2019</i>
<b>2025 Target (Part 2)</b>	Child Care Affordability	% of median family income spent on infant care	11.2% <i>2018</i>	17.15% <i>2020</i>
		% of median family income spent on toddler care	10.1% <i>2018</i>	15.40% <i>2020</i>
		% of median family income spent on 4-year-old care	9.5% <i>2018</i>	14.85% <i>2020</i>
<b>Sub-Target 1</b>	High Quality Child Care	% of income-eligible children ages 0-2 whose families receive child care subsidy are enrolled in 4- or 5- star centers and homes	11.9% <i>2018</i>	14.1% <i>2018</i>
		% of income-eligible children ages 3-4 whose families receive child care subsidy are enrolled in 4- or 5- star centers and homes	18.4% <i>2018</i>	20.3% <i>2018</i>
<b>Sub-Target 2</b>	Head Start Enrollment	% of income-eligible children ages 0-2 enrolled in Head Start	5.8% <i>2016</i>	9.79% <i>2020</i>
		% of income-eligible children ages 3-5 enrolled in Head Start	19.5% <i>2016</i>	15.02% <i>2020</i>
<b>Sub-Target 3</b>	Early Childhood Teachers' Post-Secondary Early Childhood Education	% of early childhood teachers with post-secondary education in ECE/CD	36% <i>2015</i>	44% <i>2018</i>
		% of early childhood assistant teachers with post-secondary education in ECE/CD	27% <i>2015</i>	28% <i>2018</i>
		% of early childhood center directors with post-secondary education in ECE/CD	41% <i>2015</i>	67% <i>2018</i>
<b>Sub-Target 4</b>	Workforce Turnover	% of full-time early care and education teachers who left their centers during the previous 12 months	19% <i>2015</i>	18% <i>2018</i>

**GOAL 9: ON TRACK FOR SCHOOL SUCCESS**

TARGET	SHORT DESCRIPTION	METRIC	NC	DURHAM
<b>2025 Target</b>	Kindergarten Readiness	% of students entering Kindergarten Proficient according to KEA	49.9% 2018	-
<b>Sub-Target 1</b>	Developmental Screening	% of children enrolled in Medicaid receiving general developmental screening in first 3 years of life	73.2% 2017	-
<b>Sub-Target 2</b>	Reach of Infant Toddler Program and NC Preschool Exceptional Children Program	% of children who received services through the Infant-Toddler Program	2.9% 2018	2.7% 2018
		% of children who received services through the NC Preschool Exceptional Children Program	5.8% 2018	5.6% 2018
<b>Sub-Target 3</b>	Infant Toddler Program and NC Preschool Exceptional Children Program Outcomes	% of children who received services through Infant-Toddler Program who entered program below age expectations for the Knowledge and Skills Outcome Measure and substantially increased their rate of growth by the time they exited the program	78.2% 2018	70.6% 2018
		% of children who received services through Infant-Toddler Program who entered program below age expectations for the Social Relationships Outcome Measure and substantially increased their rate of growth by the time they exited the program	72.1% 2018	56.0% 2018
		% of children who received services through the NC preschool Exceptional Children Program who entered program below age expectations for the Knowledge and Skills outcome, and substantially increased their rate of growth by the time they exited the program	82.9% 2017	-
		% of children who received services through the NC preschool Exceptional Children Program who entered program below age expectations for the Social Relationships outcome, and substantially increased their rate of growth by the time they exited the program	84.8% 2017	-



**GOAL 10: READING AT GRADE LEVEL**

TARGET	SHORT DESCRIPTION	METRIC	NC	DURHAM
<b>2025 Target (Part 1)</b>	Reading Above Proficiency for 3 <sup>rd</sup> – 8 <sup>th</sup> Grade Students on End of Grade Tests (EOGs)	% of students reading above proficiency for 3 <sup>rd</sup> -8 <sup>th</sup> grade students on EOGs	45.2% <i>2019</i>	36.0% <i>2019</i>
<b>2025 Target (Part 2)</b>	Reading Proficiency on 4 <sup>th</sup> Grade National Assessment of Educational Progress (NAEP)	% of 4 <sup>th</sup> -grade students reading at or above proficient on NAEPs	36.6% <i>2017</i>	-
<b>Sub-Target 1</b>	3 <sup>rd</sup> Grade End of Grade (EOG) Proficiency	% of all 3 <sup>rd</sup> grade students college and career ready on EOGs	45.2% <i>2019</i>	33.9% <i>2019</i>
		% of Black 3 <sup>rd</sup> grade students college and career ready on EOGs	29.0% <i>2019</i>	24.3% <i>2019</i>
		% of American Indian 3 <sup>rd</sup> grade students college and career ready on EOGs	31.9% <i>2019</i>	11.8% <i>2017</i>
		% of Hispanic 3 <sup>rd</sup> grade students college and career ready on EOGs	30.2% <i>2019</i>	20.7% <i>2019</i>
<b>Sub-Target 2</b>	4 <sup>th</sup> Grade National Assessment of Educational Progress (NAEP) Proficiency	% of all 4 <sup>th</sup> grade students scoring at or above proficiency on 4 <sup>th</sup> grade NAEP reading assessment	36% <i>2019</i>	-
		% of Black 4 <sup>th</sup> grade students scoring at or above proficiency on 4 <sup>th</sup> grade NAEP reading assessment	20% <i>2019</i>	-
		% of American Indian 4 <sup>th</sup> grade students scoring at or above proficiency on 4 <sup>th</sup> grade NAEP reading assessment	16% <i>2019</i>	-
		% of Hispanic 4 <sup>th</sup> grade students scoring at or above proficiency on 4 <sup>th</sup> grade NAEP reading assessment	23% <i>2019</i>	-
<b>Sub-Target 3</b>	Pre-Literacy Behaviors	% of K students demonstrating reading comprehension at or above grade level on mCLASS	66.4% <i>2017</i>	65.8% <i>2017</i>
		% of 1 <sup>st</sup> -grade students demonstrating reading comprehension at or above grade level on mCLASS	52.1% <i>2017</i>	49.6% <i>2017</i>
		% of 2 <sup>nd</sup> -grade students demonstrating reading comprehension at or above grade level on mCLASS	55.8% <i>2017</i>	52.5% <i>2017</i>
<b>Sub-Target 4</b>	Poverty	% of families with children 0-8 living at or below 200% of the federal poverty level	52.4% <i>2016</i>	-

# ECAP Data Discussion Questions

- What do you notice when you look at the data? Anything surprising, confusing, unclear?
- What disparities do you see and what do you think is causing those?
- How does the data align with your direct experience?
- Whose experiences are not represented or might be misrepresented in the data?

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# Introduce Breakout Room Activity



10 mins

1

Should our 2025 target in Durham be the same as the state's?

2

If no to #1, what should change? The data source? The number?

3

What information do we need to set a Durham-specific 2025 target?



5 mins

Is there anyone else who should be at the table to help think through this goal area?

Are there any additional reports, resources, etc. not included in the pre-read that assess needs in Durham as they relate to this goal that should be brought to this group so we aren't duplicating work?



10 mins

What are the 3 biggest systems-level challenges in Durham that need to be addressed before we can meet this goal?

One way you could do this:

- Brainstorm many systems-level challenges and strengths
- Group them into categories
- Discuss and label the top 3 for each

What are the 3 biggest systems-level strengths in Durham that we can leverage to meet this goal?

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# Community Engagement: Getting Creative in the time of COVID-19

- Focus groups
- Facebook posts collecting responses to a few open questions like:
  - What strengths do you see in your community that support families with young children?
  - What has been your biggest challenge so far as a parent or guardian of a young child?
  - What ideas do you have that would make Durham a better place for families with young children?
- Attending Basic Needs distributions and asking folks a few questions
- “Dream” boards around Durham at places people would physically be
- Google voice account or google form for people to share stories in response to a prompt like, “What ideas do you have that would make Durham a better place for families with young children?”

# A Shared Commitment to Community Engagement

- Whose experience will help us better understand the challenges and strengths in Durham to meet these 3 goals?
- How might we engage the community?
- How might workgroup participants seek out community perspectives and bring them back to the workgroup?



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| 3:45 – 4:10 PM | Breakout rooms by goal area                                     |
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| 4:55 – 5:00 PM | Closing   |

# Final Thoughts

- Bringing ECAP activities to existing committees or community meetings / community groups
- Sharing the parent survey
- November meeting
- Feedback survey

**THANK YOU!**

