

# Early Childhood Action Plan

*November Workgroup Meeting*



**Learning and Ready to Succeed Workgroup | Nov 12, 2020 | 2- 4 PM**

A vibrant tropical beach scene featuring several tall palm trees with lush green fronds leaning over a white sandy beach. The turquoise ocean extends to the horizon under a clear blue sky with scattered white clouds. The text "10 Deep Breaths." is centered in the middle of the image in a white, sans-serif font.

10 Deep Breaths.

# Agenda

- 2:00 – 2:05 PM**      **Welcome & Mindfulness**
- 2:05 – 2:45 PM**      **Presentation: ECAP Parent Survey Results**
- 2:45 – 3:15 PM**      **Breakout Room Discussion**
- 3:15 – 3:35 AM**      **Group Discussion**
- 3:35 AM – 4:00 PM**      **Debrief Progress to Date and Share Next Steps**

# 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.

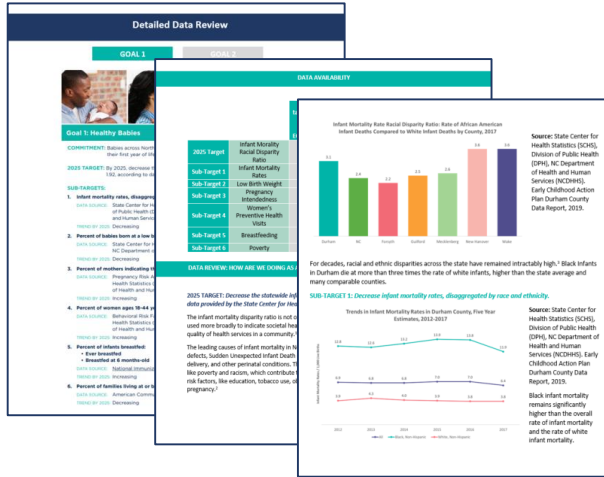
# Workgroup Agreements

- 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 I 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.

# October Workgroup Meetings

## Inputs

- Data to report out on the ECAP 2025 targets and sub-targets for each of the 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 workgroup-specific goals



## Outputs

- 2025 targets need to be updated
- Key challenges and strengths by goal area
- An assessment of missing perspectives and how we can bring those into the ECAP process



# 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>Take recommendations survey</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>Debrief October meeting findings</li> <li>Prepare to begin reviewing potential strategies to consider in the Durham ECAP</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 highest priority recommendations with all workgroups</li> <li>Review focus group findings</li> <li>Build initial action plans</li> <li>Define 2025 targets</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>Areas for discussion in focus groups</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> <li>Updated 2025 targets</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>	

# Parent Survey Reflection

- Based on these results, what are parents struggling with the most? What are the biggest barriers?
- Parents proposed ideas that would make Durham a better place for families with young children. Which ones do you think are the most important for the ECAP to include?
- What areas do you want to dig deeper in through a focus group in order to develop actionable strategies for the ECAP?





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# Debriefing October Meeting – 2025 Targets

NC ECAP Goal	NC ECAP 2025 Target	Notes for Durham 2025 Target
Goal 8: High-Quality Early Learning	<p><b>Part 1)</b> By 2025, increase the percentage of income-eligible children enrolled in NC Pre-K statewide from 47% to 75%.</p> <p><b>Part 2)</b> By 2025, decrease the percent of family income spent on child care.</p>	<p><b>Part 1)</b> Proposal to focus on increasing percent of children enrolled in Durham Pre-K</p> <p><b>Part 2)</b> General agreement on measure; target percentage TBD (we are higher than the state)</p>
Goal 9: On Track for School Success	Increase the percent of children who enter kindergarten at a level typical for their age group, according to the five domains of the NCDPI Kindergarten Entry Assessment (KEA).	To be determined
Goal 10: Reading at Grade Level	<p><b>Part 1)</b> Increase the percent of students reading above proficiency from 45.8% to 61.8% for 3rd-8th grade students on statewide end of grade tests (EOGs), consistent with the state’s Every Student Succeeds Act (ESSA) Plan 2025 reading proficiency benchmark.</p> <p><b>Part 2)</b> Increase reading proficiency from 39% to 43% according to the 4th grade National Assessment of Educational Progress (NAEP).</p>	<p><b>Part 1)</b> General agreement on measure; target percentage TBD (we are higher than the state)</p> <p><b>Part 2)</b> Remove Part 2 for Durham. Unable to measure NAEP at county-level.</p>

# Key Systems Strengths Identified by All Workgroups

## Our Early Childhood System is Strong Because of:

**Leadership Support**

**Shared Understanding of the Importance of the Early Years**

**Collaboration and Cross-Sector Partnerships**

**Excellent Services and Resources**

**Strong Medical and Academic Systems Supporting Early Childhood**

**Commitment to Improving Language Access**

**Evidence-Based Programs**

**Dedication and Infrastructure to Improve Care Coordination**

**An Active, Engaged and Caring Durham Community**

**Community-Based Services Building Communities of Care**

**Grassroots Organizing Networks (Residents Poised to Participate)**

*More to be Identified in Parent Survey, Focus Groups, and through Additional Conversations with Families*

# Key Systems Challenges Identified by All Workgroups

## Our Early Childhood System Struggles with:

Lack of Effective Collaboration / Duplication of Efforts

Inadequate Funding

Disparate Data Systems and Inadequate Data Sharing

Provision of Programming and Services that are Culturally Responsive, Trauma-Informed and Anti-Racist

Valuing Community-Rooted Solutions and Sharing Power

Addressing the Digital Divide

Addressing Root Cause Issues like Poverty and Racism

## As a Result, Families Experience:

Family Economic Insecurity and Challenges Providing Basic Needs

The Harmful Impacts of Racism

Lack of Agency to Impact Systems Change

Toxic Stress and Mental Health Concerns

Lack of Trust in the System (e.g. Fears of Parental Rights Termination, Deportation)

Barriers to Accessing Available Services (e.g. Eligibility, Transportation, Language)

Lack of Awareness of Available Services

*More to be Identified in Parent Survey, Focus Groups, and through Additional Conversations with Families*

# Additional Systems Challenges and Strengths Identified by Workgroups

## Healthy

- Lack of Family Friendly Workplace Policies
- Not Enough Focus on the Mother and Her Health
- Barriers to Attending Well Child Visits
- Distrust in Healthcare Workers and Cultural Incompetency
- Lack of Breastfeeding Data
- Low Rates of Lead Testing

## Basic Needs

- Lack of Political Will and Funding at Fed/State Levels
- Poor Access to Healthy Food
- Access to Necessary Supplies (Diapers, Car Seats, etc.)
- Homelessness Eligibility
- People are Struggling who Don't Qualify for Services
- Lack of Data Reporting on Children in Need of Food
- Lack of Evictions Data
- Unaffordable and Overcrowded Housing

## Safe & Nurtured

- No Uniform Social-Emotional Health, ACES, or Resilience Screening
- Inadequate Substance Abuse and Mental Health Resources
- Disproportionate Focus on Treatment Over Prevention
- Court Capacity and Legal Barriers
- Poverty Misreported as Child Maltreatment
- Over-Representation of BIPOC in Child Maltreatment Reports
- Lack of Data on Post-Partum Depression

## Learning & Ready to Succeed

- Deficit Mindset Related to Student Success, Especially with Students of Color
- Undervalued and Underpaid ECE Workforce
- Child Care Affordability, Subsidy Eligibility, and Waiting Lists
- Lack of Alignment Between Pre-K and Kindergarten
- Turfism Between Institutions
- Communication Barriers Between Schools and Families

- Doula organizations rooted in communities of care
- Health systems are well connected
- Home visiting programs
- Early screenings

- Cross-sector collaboration to identify and address food needs
- Institutional policy changes like living wage and paid family leave
- Dedicated, community-based affordable housing groups
- City departments focused on housing and homelessness

- Strong focus on early childhood mental health
- Strength and prevalence of two-generational approaches like home visiting programs
- Some screening for ACEs, resilience, protective factors, etc.

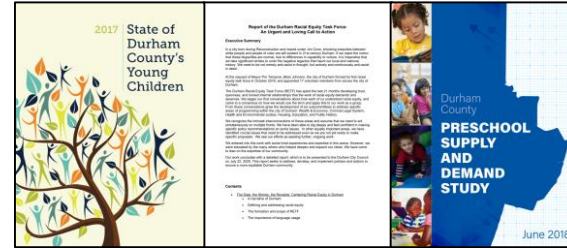
- Commitment to implementing and expanding universal Pre-K
- Energy around high-quality early child-care and early education
- Leveraging virtual tools to provide high-quality remote learning
- Momentum around racial equity



# Building Upon Existing Research and Recommendations in the Durham ECAP

## Durham County-Level Recommendations

- State of Durham County's Young Children
- Racial Equity Task Force Report
- Durham County Pre-K Supply and Demand Study



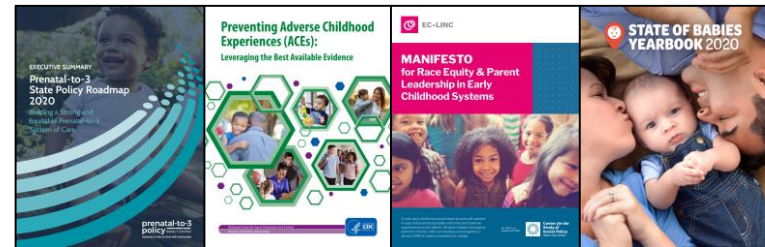
## Statewide Recommendations

- Early Childhood Action Plan
- Pathways to Grade-Level Reading Action Framework
- NCECF Child Development at Kindergarten Entry Data Workgroup Report
- CCSA Early Childhood Education Workforce Turnover Report
- CCSA Working in Early Care and Education in NC



## National Recommendations

- Prenatal-to-3 State Policy Roadmap 2020
- CDC Preventing Adverse Childhood Experiences
- Center for the Study of Social Policy's Manifesto for Race Equity and Parent Leadership in Early Childhood Systems
- ZERO TO THREE State of Babies Yearbook: 2020



# Your Task

- Combine your expertise, lived experience, and learnings from the local data and inventory of early childhood services (October meeting) and parent survey data (November meeting)
- Apply that knowledge to consider existing recommendations and brainstorm new recommendations that respond to our systems-level challenges and leverage our strengths
- Complete the survey by **Friday December 4<sup>th</sup>**
- We recommend setting aside an hour for this activity

# Up Next

- **December:**
  - Complete recommendations survey by Friday 12/4
  - Workgroup meeting on Wednesday 12/9 from 3-5pm
- **January:**
  - All Workgroup Convening on Friday 1/8 from 11am-12:30pm
  - Workgroup meeting on Wednesday 1/13 from 3-5pm
- Bringing ECAP activities to existing committees or community meetings / community groups
- ECAP webpage

**THANK YOU!**

