

Early Childhood Action Plan

December Workgroup Meeting Pre-Read

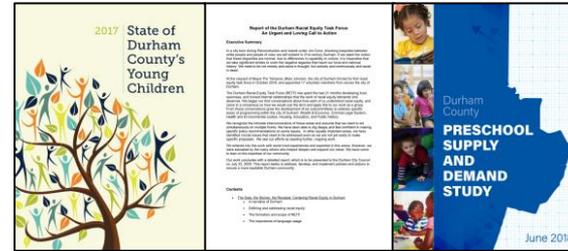


Learning and Ready to Succeed Workgroup | Dec 9, 2020 | 3 - 5 PM

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



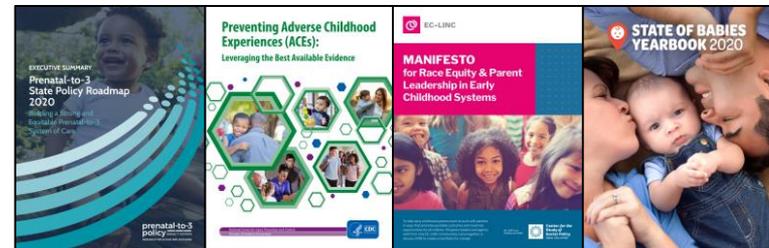
Statewide Recommendations

- 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



Considerations and Limitations

- This opportunity to review existing recommendations will provide us with initial direction to see where we should focus our attention
- We may not yet know how much effort it will take to implement or the value that each recommendation could create; the information you shared is an initial “pulse check”
- The workgroups will be prioritizing recommendations further over the course of the next several meetings to decide which recommendations to move forward into action planning
- In parallel, parents and community members are proposing recommendations and ideas for Durham that will be uplifted accordingly for action planning
- Specific, concrete action plans for the Durham ECAP will be built out February – May

Potential Strategies: K-3

N = 25

Potential Recommendation to Consider	% Who Responded "Yes" This Recommendation Should be Included	Weighted Prioritization*	Average Effort	Average Value
Support and expand local efforts to address chronic absence, particularly as a result of the COVID-19 pandemic	68%	MED	HIGH	MED-HIGH
Increase funding to public schools that serve children with highest barriers to success	88%	HIGH	MED-HIGH	HIGH
Recruit and retain educators and school leaders of color	84%	MED-HIGH	MED-HIGH	HIGH
Fund counselors, social workers, nurses to meet nationally recommended ratios. Emphasis on hiring Black/Latin(a)(o)(x) counselors/social workers, including Spanish-speaking ones	84%	HIGH	HIGH	MED-HIGH
Increase options for extended learning before- and after- childcare/K-3 available for all families	72%	MED	MED	MED
Expand school break and summer learning options	64%	MED	MED-HIGH	MED
Provide before/after/Saturday care with transportation to support families with non-traditional work schedules	72%	MED	MED-HIGH	MED-HIGH

*The weighted prioritization score takes into account both the percentage of respondents who indicated this recommendation should be included and the prioritization

Potential Strategies: *Cultural Competency and Family Engagement*

N = 25

Potential Recommendation to Consider	% Who Responded "Yes" This Recommendation Should be Included	Weighted Prioritization*	Average Effort	Average Value
Support and expand local work focused on positive racial identity development in the early years	88%	MED-HIGH	HIGH	MED-HIGH
Train more teachers and schools to adopt practices, policies, and pedagogy that are anti-racist	92%	HIGH	MED-HIGH	MED-HIGH
Address language justice/communication problems by centering those marginalized by language barriers in any planning efforts	84%	HIGH	MED-HIGH	MED-HIGH
Expand access to bilingual preschool programming and culturally relevant curriculum	76%	MED-HIGH	HIGH	MED-HIGH
Support schools and child care centers to become more culturally responsive and anti-racist	92%	HIGH	MED	HIGH
Support schools and child care programs in implementing best practices to create a welcoming environment, provide opportunities for families to form relationships with staff, engage in respectful, two-way communication with families, practice shared decision-making in planning services for children, and recognize and build family strengths, learning, and leadership	84%	MED-HIGH	MED	HIGH
Provide more affinity-based parent to parent support groups and networks	72%	MED	MED-HIGH	MED

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Potential Strategies: Screening and Supports for Children with Disabilities

N = 25

Potential Recommendation to Consider	% Who Responded "Yes" This Recommendation Should be Included	Weighted Prioritization*	Average Effort	Average Value
Expand access to Infant Toddler and Exceptional Children services	88%	MED-HIGH	MED-HIGH	MED-HIGH
Expand access to high-quality early learning programs and ongoing classroom supports for young children with disabilities and other special healthcare needs	92%	HIGH	HIGH	MED-HIGH
Provide resources in schools to address students' health issues (e.g. dental, vision and hearing) and host screenings that students can opt into	80%	MED	MED-HIGH	MED-HIGH
Advocate for NC to include "at-risk" children as eligible for IDEA Part C services or reports that they serve "at-risk" children	72%	MED	MED-HIGH	MED
Expand services to children whose delays or disabilities do not meet current eligibility criteria but could benefit from early intervention services	84%	MED-HIGH	MED-HIGH	MED-HIGH
Invest to support early intervention services during COVID- 19	68%	MED	HIGH	MED

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Potential Strategies: Alignment Across Early Learning and K-12

N = 25

Potential Recommendation to Consider	% Who Responded "Yes" This Recommendation Should be Included	Weighted Prioritization*	Average Effort	Average Value
Make transitions between preschool and kindergarten easier for children, families and teachers	76%	MED-HIGH	HIGH	MED-HIGH
Support increased coordination between early childhood education and K-12	84%	HIGH	MED	MED
Determine how Durham County will define and measure kindergarten readiness at the county-level with a developmentally and culturally appropriate assessment that reduces bias. Use the findings of the North Carolina Early Childhood Foundation's Child Development at Kindergarten Entry Data Work Group Report for this work	84%	MED-HIGH	MED-HIGH	MED
Encourage early care and education systems, including home visiting programs, to adopt a comprehensive approach to school readiness that explicitly incorporates health promotion and health equity as core goals	84%	MED	MED	MED
Implement consistent requirements across Pre-K centers to gather kindergarten entry indicators and create data sharing agreements (taking into account the impacts of COVID-19 on child development and learning before kindergarten)	76%	MED	HIGH	MED
Create professional development opportunities for birth through-third grade teachers, and for child care center directors and principals, to learn together	76%	MED	MED	MED

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Potential Strategies: *Early Childhood Workforce*

N = 25

Potential Recommendation to Consider	% Who Responded "Yes" This Recommendation Should be Included	Weighted Prioritization*	Average Effort	Average Value
Improve the rigor and responsiveness of birth through third grade teacher and administrator preparation programs, such as aligning best practices and curriculum across grade levels	64%	MED	HIGH	MED
Raise wages to attract, recruit and retain highly-qualified birth through third grade teachers, by efforts such as increasing base salaries and/or promoting wage supplement programs	84%	HIGH	HIGH	HIGH
Invest in professional development opportunities for early child care educators	80%	MED-HIGH	MED-HIGH	MED
Conduct further research to better understand workforce turnover of ECE staff	44%	MED	MED	MED
Develop a curriculum and require teaching staff to receive training to prepare them to understand the unique needs of children whose parents suffer from addiction and children who are homeless and/or who do not have consistent housing	68%	MED	MED	MED
Conduct further research to better understand the ECE workforce and its needs, particularly as we recover from the pandemic	56%	MED	HIGH	MED
Support child care programs to help with health insurance costs for their employees	76%	MED-HIGH	MED-HIGH	MED-HIGH

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Potential Strategies: *Capacity Building for High Quality Early Learning*

N = 25

Potential Recommendation to Consider	% Who Responded "Yes" This Recommendation Should be Included	Weighted Prioritization*	Average Effort	Average Value
Secure additional investment in Durham Pre-K to ensure the program's sustainability	80%	HIGH	HIGH	MED-HIGH
Invest in evaluation of Durham Pre-K to understand its impact and identify opportunities for quality improvement	80%	MED-HIGH	MED-HIGH	MED-HIGH
Provide business development supports to create new child care facilities or improve existing early learning centers and homes to address the prevalence of child care deserts, such as providing low-interest loans and capital funds	76%	MED-HIGH	HIGH	MED-HIGH
Advocate for NC to allocate new Child Care and Development Block Grant (CCDBG) funds to invest in infant toddler care	80%	MED	MED	MED
Advocate for NC to reimburse center-based child care at or above the 75th percentile of current market rates	80%	MED-HIGH	MED	MED-HIGH
Increase funding to early learning programs that serve children with highest barriers to success	88%	HIGH	HIGH	HIGH
Provide higher child care subsidy rates to public and private early care and education providers in high poverty, underserved and rural communities	88%	HIGH	HIGH	MED-HIGH
Invest in child care system to stabilize post-COVID-19 to meet sanitation, personnel costs, and infrastructure needs in response to the pandemic	72%	MED-HIGH	MED-HIGH	MED-HIGH

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Potential Strategies: Access to and Affordability of High Quality Early Learning N = 25

Potential Recommendation to Consider	% Who Responded "Yes" This Recommendation Should be Included	Weighted Prioritization*	Average Effort	Average Value
Expand access to 4- and 5- star early learning programs and other high-quality early learning programs	80%	MED	HIGH	MED-HIGH
Increase access to high-quality early childhood programs for children who are homeless, in foster care, or from immigrant and refugee families	92%	HIGH	HIGH	MED-HIGH
Expand access to Durham Pre-K toward on a goal of DPK classrooms that are diverse by race, ethnicity, and income	88%	MED-HIGH	MED-HIGH	MED-HIGH
Ensure accessible transportation to early care programs and schools	92%	HIGH	HIGH	MED-HIGH
Increase funding for child care subsidy for eligible families	80%	HIGH	MED-HIGH	HIGH
Assure the family share of payment for high quality child care is reasonable, eliminating current gaps in affordability and access	88%	HIGH	MED-HIGH	MED-HIGH
Educate parents about universal Pre-K starting at birth	76%	MED-HIGH	MED	MED-HIGH

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Potential Strategies: *Family Engagement and Leadership (All Workgroups)*

N = 55

Potential Recommendation to Consider	% Who Responded "Yes" This Recommendation Should be Included	Weighted Prioritization*	Average Effort	Average Value
Invest in family education about how to understand and navigate through child and family systems, and be an advocate for their own and their children's needs at child care, in school, and in health care settings	76%	HIGH	MED-HIGH	HIGH
Develop parent leadership and advocacy, including staffing and staff development; support for families' full participation; and ongoing leadership development in ongoing early childhood systems work	71%	HIGH	MED-HIGH	HIGH
Promote two-way, relationship-based interactions between families and birth-to-five professionals sharing information and working together to build each other's knowledge and skills	69%	MED	MED	MED-HIGH
Promote NCCARE 360 to families and community and encourage agencies to enroll. Consistently update the list of local family-focused programs and help other families access that information by linking to other agencies' websites.	73%	MED	MED	MED
Promote agency and community coordination in providing services	76%	HIGH	MED	HIGH
Improve family and community driven service provision	75%	MED-HIGH	MED-HIGH	MED
Educate and train parents on advocacy and engagement in systems in which they are unfamiliar	80%	HIGH	MED	HIGH
Educate parents about the benefit of engagement in the early childhood systems	67%	MED	MED	MED

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Potential Strategies: *Early Childhood Cross-Systems Level (All Workgroups)*

N = 55

Potential Recommendation to Consider	% Who Responded "Yes" This Recommendation Should be Included	Weighted Prioritization*	Average Effort	Average Value
Address barriers to data collection across agencies and age groups so that community stakeholders can continue to identify the areas of greatest need and to track progress in these areas that have been identified as a focus	80%	HIGH	HIGH	MED
Support the adoption of an aligned entry portal to facilitate service awareness, referrals, and cross-agency coordination	69%	MED-HIGH	MED-HIGH	MED-HIGH
Create data sharing agreements across sectors (non-profit, government, Durham Public Schools, etc.) with a cost-benefit model for all partners.	67%	MED	HIGH	MED
Promote a diverse workforce of child- and family-facing providers across sectors	80%	HIGH	MED-HIGH	HIGH
Promote high-quality training about institutional and structural racism and its impact on poor communities and communities of color	87%	HIGH	MED	HIGH
Promote community and systems dialog and discussion on racism	78%	HIGH	MED	MED-HIGH
Join with and invest in parent- and community-based organizations to support their ideas and priorities	78%	MED-HIGH	MED	HIGH

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Additional Recommendations or Considerations Provided by Respondents

- Considerations for Recommendations
 - “Efforts to ‘make visible’ Durham’s early childhood education & care spaces (ex. Children, educators, families, learning & care environments, the work happening there, etc.) to the rest of the community, such as through art installations, ad campaigns, etc.”
 - “Consider interrogating how ‘school readiness’ concepts, policies and practices can perpetuate systemic racism, whiteness, classism, ableism, monoligualism, etc. What if we spend more time considering whether schools and early care spaces are ready for children, and ways we can cultivate spaces, programs and curricula that are more universally designed for full inclusion of all Durham families?”
 - “I would add that an underlying issue in reducing suspension/expulsion is early childhood racial equity issues and therefore I would suggest adding a recommendation about training in implicit bias with teachers in ECE settings.”

Additional Recommendations or Considerations Provided by Respondents

- Considerations for Action Planning
 - “Teacher pay is critical to everything, especially ECE. If ECE teachers are being paid low wages and asked to be continuously on the front line, it is not high on their radar to operationalize anti-racist work/curriculum/engagement, etc. despite that work being crucial.”
 - “Early interventions include academic, social-emotional, language-based, developmental, etc.”
 - “Send resources and technical support to community rooted leaders. In thinking about funding community led solutions, eliminate RFPs that are barriers to funding.”
 - “Pay people who are deeply community rooted to gather the assets, metrics, timetables, budgets, and recommendations for their respective communities.”
 - “Prioritize the most vulnerable and affected communities/populations.”
 - “Need to bring as many community folks to the implementation table as possible.”
 - “When the school district goes through the redistricting process, and inclusive of the two new elementary schools (in design/construction), we could advocate for AT LEAST two Pre-K classrooms per elementary school (at least one blended and one EC), with wrap-care and transportation offered.”
 - “If possible, it would be great if there were additional Spanish immersion Pre-K classrooms throughout the district, or at least at the 3 schools with Spanish immersion programs: Southwest, Lakewood, Bethesda. Since the Kindergarten classrooms are 90% Spanish instruction, the Pre-K classrooms could be 100% Spanish instruction. There would obviously need to be hiring of highly-qualified bilingual lead teachers and instructional assistants for these classroom educator positions.”
 - “We could also advocate for an additional county-funded/DPS-managed Pre-K site, like Whitted. One potential site for consideration could be the space behind the South Regional library... I believe the county already owns the land/building.”