

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

***ECAP Workgroup Launch***



**September 9, 2020**

# Agenda

**10:00 AM – 10:15 AM**

Welcome & Intros

**10:15 AM – 10:30 AM**

Learning & Ready to Succeed Workgroup Overview

**10:30 AM – 10:50 AM**

Needs & Assets Assessment Activity

# Introductions

- Name
- Organization / Community
- What drives your passion for helping ensure all children are learning & ready to succeed?



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# Ensuring all Children are Learning & Ready to Succeed

Children experience the conditions they need to build strong brain architecture and skills that support their success in school and life



# NC ECAP: Learning & Ready to Succeed Goals and Targets

Goals	8) High-Quality Early Learning	9) On Track for School Success	10) Reading at Grade Level
2025 Target	<ol style="list-style-type: none"> <li>1) By 2025, increase the percentage of income eligible children enrolled in NC Pre-K from 47% to 75%</li> <li>2) By 2025, decrease the % of family income spent on child care, according to data provided by Child Care Aware America <ul style="list-style-type: none"> <li>• Infant care: Decrease from 11.6% to 7.0%</li> <li>• Toddler Care: Decrease from 10.5% to 7.0%</li> <li>• Four-Year-Olds: Decrease from 10.0% to 7.0%</li> </ul> </li> </ol>	<p>By 2025, increase the percentage 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)</p>	<p>By 2025, increase the % of children achieving high levels of reading proficiency:</p> <ol style="list-style-type: none"> <li>1) Increase % of students reading above proficiency from 45.8% to 61.8% for 3<sup>rd</sup> – 8<sup>th</sup> grade students on statewide end of grade tests (EOGs)</li> <li>2) Increase reading proficiency from 39% to 43% according to the 4<sup>th</sup> grade National Assessment of Educational Progress (NAEP)</li> </ol>
Sub-Targets	<p>Increase % of eligible children whose families receive child care subsidy and are enrolled in 4- or 5- star centers and homes</p> <p>Increase % of eligible children enrolled in Head Start</p> <p>Increase % of early childhood teachers with post-secondary early childhood education</p> <p>Decrease workforce turnover: statewide separation rates for full-time teachers</p>	<p>Increase % of children enrolled in Medicaid receiving general developmental screening in first 3 years of life</p> <p>Increase the % of children who receive early intervention and early childhood special education services to address developmental risks and delays as compared to NC Census data</p> <p>Increase % of children receiving early intervention and early childhood special education services to address developmental risks and delays who demonstrate improved positive social-emotional skills and acquisition and use of knowledge and skills</p>	<p>Increase 3<sup>rd</sup> grade End of Grade (EOG) rates above proficiency (statewide, African-American, American Indian, Hispanic)</p> <p>Increase 4<sup>th</sup> grade National Assessment of Educational Progress (NAEP) scores for priority populations (African-American, American Indian, Hispanic)</p> <p><b>Increase % of students reading of exhibiting pre-literacy behaviors at or above grade level by end of year according to mCLASS Reading 3D (K, 1<sup>st</sup>, 2<sup>nd</sup>)</b></p>

# NC ECAP: Strategies

We don't have to  
start from  
scratch...

**Learning and Ready to Succeed: Children experience the conditions they need to build strong brain architecture and skills that support their success in school and life.**



North Carolinians can support making high-quality early learning available to more families by:

- Expanding access to NC Pre-K, 4- and 5-star early learning programs and other high-quality early childhood programs.
  - Increasing funding for child care subsidy for eligible families.
  - Increasing funding to public schools and early learning programs that serve children with the highest barriers to success, including children from low-income families.
  - Improving the rigor and responsiveness of birth through third grade teacher and administrator preparation programs, such as aligning best practices and curriculum across grade levels.
  - Raising 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.
- Making transitions between preschool and kindergarten easier for children, families and teachers.
  - Increasing access to high-quality early childhood programs for children who are homeless, in foster care, or from immigrant families.
  - Expanding access to high-quality early learning programs and ongoing classroom supports for young children with disabilities and other special healthcare needs.
  - Providing 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.

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**Brainstorming strengths and weaknesses of Durham's early childhood system to ensure all children 0-8 are learning & ready to succeed.**

**[Join the Jamboard!](#)**

