



## Early Literacy Design Team Meeting Minutes

*Date: October 26, 2016*

Co-chairs: Jenny Gore, Whitney Oakley

Facilitators: Joan Blough, Denise Nelson

Participants: Rachel Boit, Callee Boulware (by phone), Leslie Cavendish, Amy Geer, Dale Gertz, Pat Harvey, Megan LeFaivre, Heidi Majors, Traci McLemore, Tammy Miller, Keith Pemberton, Amy Pendergrass, Paul Perrotta, Claire Robinson, Catherine Scott-Little, Kathy Shapley, Maria Stevens, Victoria Vample, Jim Zola

Ready/Ready Staff: Rachael Burrello, Mary Herbenick

<b>A. Agenda Item: Ready for School Ready for Life Foundations &amp; Early Literacy Design Challenge</b>	
<p><u>Summary of Discussion</u></p> <p>Our team is responsible for solving this targeted problem: Not all children enter kindergarten with needed literacy skills.</p> <p>The group got grounded in basic brain development and Ready for School, Ready for Life (Ready/Ready). A few points that are key to our work:</p> <ul style="list-style-type: none"> <li>• Early experiences shape language development and how the brain is wired. In fact, the foundation for language development peaks at 9 months.</li> <li>• Today, 1/3 kindergarteners entering Guilford County Schools are not considered ready for the literacy curriculum (based on DIBELS alone). One in five require intensive support and are considered at risk (that's 1,000 kindergarteners every year.) Our goal is to turn this around using a systems approach for early literacy.</li> </ul> <p>Guilford County's pathway to success and framework for change was built based on best practices, data, and input from hundreds of families, direct services providers, agency/organization leaders, business leaders, funders, and others. From February through May, an Early Literacy 100-Day Challenge Team examined assets and gaps in early literacy in Guilford County and developed recommendations, including the launch of this Design Team, to implement solutions to the current problem.</p>	<p><u>Action Items</u></p> <p><b>DESIGN TEAM</b> – Learn more about the ABLe Change framework at: <a href="http://www.ablechange.msu.edu">www.ablechange.msu.edu</a></p> <p><b>DESIGN TEAM</b> – A few links some members asked for:</p> <ul style="list-style-type: none"> <li>• Learn more about the 100-Day Challenge Teams through the <a href="#">100-Day Challenges booklet</a>.</li> <li>• Learn more about the Early Literacy 100-Day Challenge Team on the <a href="#">Ready/Ready website</a>.</li> </ul>
<b>B. Agenda Item: Design Team Approach, Guiding Principles &amp; Working Agreements</b>	
<p><u>Summary of Discussion</u></p> <p>The group explored what design teams do and why they are critical for addressing system problems. Typical change approaches focus on defining outcomes, thinking about a policy/practice/individual skill/behavior change, and creating a program to address them — an approach that assumes that causes are known, problems are predictable, and solutions are universal.</p> <p>The group talked about what a system is—a set of interacting and connected parts that has a shared purpose and functions as a whole. Complex problems require using a systems approach in order to gain long-lasting results, and the</p>	<p><u>Action Items</u></p> <p>No actions identified; to see the information on systems building and the approach, see the slide deck sent on 10/27.</p>



<p>implementation of new habits within the system. Designing a literacy system is like creating a puzzle piece and will touch other systems (health care) and institutions, but will have its own boundaries.</p> <p>The team also reviewed and agreed to Working Agreements for our meetings:</p> <ul style="list-style-type: none"> <li>• Assume positive intent</li> <li>• Balance inquiry and advocacy</li> <li>• Each team member has an equal voice</li> <li>• The team works to understand all views</li> <li>• Consensus means that the team can live with it, and will publicly support it</li> </ul>	
<p><b>C. Agenda Item: Building a Vision for Early Literacy – Child-Level Results and Family-Level Results</b></p>	
<p style="text-align: center;"><u>Summary of Discussion</u></p> <p>The group broke into three small groups based around child-level results:</p> <ul style="list-style-type: none"> <li>• Children Demonstrate Age-Appropriate Receptive and Expressive Language From Birth to Three</li> <li>• Children Meet Literacy/Language Expectations at Pre-K Entry</li> <li>• Children Meet Literacy/Language Expectations at Kindergarten Entry</li> </ul> <p>The teams translated the expected child-level results into language that can be understood by families, direct service providers, and community partners. Team members engaged in individual reflection and discussed their ideas as a group. Each team reported out and added their work to the wall display, aligning their ideas to the continuum.</p> <p>Team members completed the same process with the following family-level results:</p> <ul style="list-style-type: none"> <li>• Parents Read to Child Daily Starting at Birth</li> <li>• Parents Are Confident in Their Ability to Prepare Their Children For School Success.</li> </ul>	<p style="text-align: center;"><u>Action Items</u></p> <p><b>RR STAFF</b> – Share document that reflects work of the team (wall chart).</p>
<p><b>D. Agenda Item: Engaging Families in the Work</b></p>	
<p style="text-align: center;"><u>Summary of Discussion</u></p> <p>Diverse perspectives are important because our view of the system and its problems differs depending on our position in it. Families are closest to the problems we aim to solve, and also are the end users of the strategies created, so their perspectives are critically important.</p> <p>Each ELDT member will interview a family with at least one child in the age group their small group focused on (0-3, 4-year-olds, 5-year-olds). Each sub-team developed interview questions to better understand the perspective of families, and each team member identified who he/she would interview.</p> <p>The facilitators noted that it’s important to take down word-for-word what the interviewee says during the interviews without interpreting their comments through the interviewer’s lens.</p> <p>The objective of conducting these interviews is to empathize, a fundamental</p>	<p style="text-align: center;"><u>Action Items</u></p> <p><b>DESIGN TEAM</b> – Schedule &amp; conduct your interview(s) and use the template (ask staff for help if you need it!)</p> <p><b>RR STAFF</b> – Send template with interview questions and reflection questions to Design Team.</p> <p><b>DESIGN TEAM</b> – Learn more about Vroom at their website: <a href="http://www.joinvroom.com">www.joinvroom.com</a></p>



<p>element of design. To illustrate how empathy informs design, Joan shared a video on Vroom, an app created by the Bezos Foundation and IDEO. You can see their work on the website.</p>	
<p><b>E. Agenda Item: Next Steps &amp; Closing</b></p>	
<p style="text-align: center;"><u>Summary of Discussion</u></p> <p>At the next meeting, the team will review the qualitative data gathered from families and prepare to interview service providers between Meeting 2 and Meeting 3.</p> <p>To conclude the meeting, team members were asked to write down their “Gots and Wants” to create a list of what the team got from the meeting, and what they want to see going forward.</p>	<p style="text-align: center;"><u>Action Items</u></p> <p><b>DESIGN TEAM</b> – Share any quantitative data about early literacy program results or other data that would inform the work; contact Mary or Rachael</p> <p><b>DESIGN TEAM</b> – See the list of “Gots” and “Wants” on the next page. If you have questions or want to add anything, please contact Mary or Rachael. (Note: We’re addressing some of the “Wants” as we type!)</p>

**NEXT MEETING: Tuesday, December 6 from 8:00 a.m. to 3:00 p.m.**  
**LOCATION TBD**



## GOT

- A sense of progress and accomplishment toward an important purpose
- Excellent info on system approach
- Better understanding of the Ready/Ready work
- Enjoyed getting input from a variety of service providers and professionals
- A wealth of information on needed literacy skills
- Understanding of process & vision
- Vision sharing; start of streamlining
- Resources; reading materials
- Lots of community connections
- New friendships/partners
- Better understanding of how we will work together for this Design Team Approach
- A better and more focused understanding of the work
- A better understanding of what our groups will be accomplishing
- A better understanding of what the goal is
- People of Guilford County are committed to having children ready for school
- Awareness of shared passion across the group; understanding of the process
- A diverse community that is passionate about early literacy; perspective

## WANT

- I would like to have more information about how the vision work will be used. What is the purpose, how will it be developed further, who would it be shared with.
- Develop continuum and address needs systematically
- Short & long term objectives
- Clearer vision of where we are headed
- Some editing and parent-friendly changes to the birth-3 questions before we move forward and implement the interviews
- To ensure we look Guilford County wide
- Copy of the slide: "The 4 Building Blocks." List of participants' names & roles in community.
- Could we remember in our conversations that "Ready for K" is a child's birthdate. It's important to always frame this message as "Ready for Success in K" to avoid communicating that some children aren't ready for K. Good to build this message into the work early & often.
- More data on what is needed
- Air conditioning
- To continue to be a part of this extremely important project
- To know what other groups are doing & how they mesh together
- Positive results
- Easy parking
- Examples of systems in other districts working on similar projects
- I am struggling with our work & feeling like we are repeating what has already been done in the LDC domain of Foundations for Early Learning Standards & learning progressions. Would like to understand how what we are doing is different than what has already been done.