



## Early Learning Design Team Meeting Minutes

*Date: December 6, 2016*

Meeting Participants: Leslie Cavendish, Dale Gertz, Pat Harvey, Patti Learman, Megan LeFaivre, Jackie Lorge, Tammy Miller, Keith G. Pemberton, Amy Pendergrass, Paul Perrotta, Martha Perry, Teandra Ramos-Hardy, Catherine Scott-Little, Kathy Shapley, Victoria Vample

Co-chairs: Jenny Gore, Whitney Oakley

Facilitators: Joan Blough, Denise Nelson

Staff: Rachael Burrello, Mary Herbenick, Kelly McKee

<b>A. Agenda Item: Agenda Review</b>	
<u>Summary of Discussion</u>	<u>Action Items</u>
<p>Joan reviewed the Design Team Guiding Principles and ABL Change Action Learning Process. Joan reviewed the Team’s work at its initial meeting as well as the work which lies ahead. The ultimate goal of the Team was clarified and information was provided about the two types of strategies the early literacy strategic plan will contain and the critical importance of not exacerbating existing inequities through its strategies. (see <b>attached</b> presentation).</p> <p>Denise reviewed the Meeting 2 Agenda and goals:</p> <ul style="list-style-type: none"> <li>• Align ELDT work with NC Foundations for Early Learning &amp; Development (<i>Foundations</i>), which is provided</li> <li>• Make sense of the family data collected from the team’s interviews</li> <li>• Identify team insights and themes related to family data</li> <li>• Prepare for system scanning related to Supported Families and Aligned and Accountable Programs/Policies results               <ul style="list-style-type: none"> <li>○ Review current status of results</li> <li>○ Draft questions and prepare to gather data related to results</li> </ul> </li> <li>• Goal: to have a set of questions prepared to scan the system related to Supported Families and Aligned and Accountability Programs/Policies results between Team Meeting #2 and #3.</li> </ul>	<p>None identified</p>
<b>B. Agenda Item: Orientation to NC Foundations for Early Learning &amp; Development</b>	
<u>Summary of Discussion</u>	<u>Action Items</u>
<p>Dr. Catherine Scott-Little gave an overview of the history and use of NC Foundations for Early Learning &amp; Development (<i>Foundations</i>).</p> <p>In 2003, NC began an effort to answer the question: “what should children</p>	<p><b>TEAM:</b> Review handout “Meeting #1 Work” (<b>attached</b>) and see how your work aligns with <i>Foundations</i>. (The Meeting</p>



<p>know and be able to do at various stages of development in order to be successful?" <i>Foundations</i> was developed to answer this question. <i>Foundations</i> provides a common set of expectations that can be used by teachers, families, caregivers, colleges, physicians, and other healthcare providers to name a few. It has been endorsed, adopted, and/or used by all state-level childhood entities. The vision is that <i>Foundations</i> would inform the whole community to support children and families.</p> <p><i>Foundations</i> is organized in five domains of kindergarten readiness, and includes goals from infancy to kindergarten entry. This information is organized in charts that include developmental indicators of what we hope children know and do at various stages. The five domains are:</p> <ul style="list-style-type: none"> <li>• Approaches to Play and Learning</li> <li>• Emotional and Social Development</li> <li>• Health and Physical Development</li> <li>• Language Development and Communication</li> <li>• Cognitive Development</li> </ul> <p>Within each domain are strategies for adults to use to help children learn at various ages.</p>	<p>#1 work by this team was compared to and aligned with <i>Foundations</i>.)</p> <p><b>TEAM:</b> You can access <a href="#">the entire Foundations document by clicking on this link.</a></p> <p>You can also access the family-friendly materials.  <a href="#">For English, click here.</a>  <a href="#">For Spanish, click here.</a></p>
<p><b>C. Agenda Item: Making Sense of the Qualitative Family Interview Data</b></p>	
<p style="text-align: center;"><u>Summary of Discussion</u></p> <p>The team briefly reviewed the Priority Goals and Early Literacy Results handout, which is a dashboard or high level set of indicators for our systems change work related to early literacy. It shows the results we're aiming for at the child level, with families, and as we build an innovative, responsive early childhood system.</p> <p>In our work, we use the ABLe Action Learning process, which has four phases: Define, Design, Do, and Learn. Our current work is in the Define phase, so the team is working together to reveal and deeply understand problems and opportunities when it comes to language development and communication for infants, toddlers and preschoolers.</p> <p>The interview questions team members used with families fell into three categories, and the group work focused on two areas: (1) Reading; and (2) Information/Assistance. The Ready/Ready team will review and work with the qualitative data on School Readiness and bring it back to the team at the next meeting.</p>	<p style="text-align: center;"><u>Action Items</u></p> <p><b>MSU &amp; READY/READY:</b> Focus on data related to the questions on school readiness data and bring this information to the next meeting.</p>



<p>Small Groups worked with the interview data for their specific age group: (1) age birth to three; (2) age three to four; and (3) age four to five. Each group created a poster with post-it notes clustered into themes or similar ideas.</p> <p>The groups each chose one inspiring story from their family interviews to share out with the large group. Some themes emerged from these stories:</p> <ul style="list-style-type: none"> <li>• Families may not know they are receiving literacy services unless they are specifically labeled that way.</li> <li>• Parents are using some of the same reading strategies regardless of background or socioeconomic status</li> <li>• Parents are doing the best they can; parents from many different walks of life are self-critical (not confident) of the job they are doing related to supporting early literacy.</li> </ul>	
<p><b>D. Agenda Item: Identification of Top Ideas/Issues/Insights from Qualitative Family Data</b></p>	
<p style="text-align: center;"><u>Summary of Discussion</u></p> <p>Team members completed a “gallery walk” to view each small group’s work, and individually identified their top three to five ideas/issues/insights emerging from the family interviews, group member observations, and inspiring stories.</p>	<p style="text-align: center;"><u>Action Items</u></p>
<p><b>E. Agenda Item: Team Insights from Making Sense of Qualitative Family Data</b></p>	
<p style="text-align: center;"><u>Summary of Discussion</u></p> <p>Team members formed new small groups composed of Team members representing Infants and Toddlers, Pre-Kindergarten and Kindergarten. These groups identified their Top Five Insights, based on its reflection/review of the sense-making work completed with the qualitative data gathered from the Family Interviews and stories. The Team used the following questions to guide their sections:</p> <ul style="list-style-type: none"> <li>• Is there a compelling insight we heard again and again?</li> <li>• Was there a consistent problem the people we are designing for face?</li> <li>• What appears to be most significant at this time?</li> </ul> <p>The work of all small groups when then themed by the Team.  <b>(The work of the Team is at the end of this document for your review.)</b></p> <p>At the meeting in February, the Team will use a similar approach to share, understand and theme what it has learned from the system scan it is conducting about the Supported Families and Aligned and Accountable</p>	<p style="text-align: center;"><u>Action Items</u></p> <p><b>READY/READY:</b> Type up Team Insights. Share with Team as a part of Meeting 2 notes for review and reference.</p> <p><b>MSU/Ready/Ready:</b> Review all qualitative data collected by the Team and prepare document to share observations with Team as a part of Meeting 3.</p> <p><b>READY/READY:</b> Send next steps to the team by December 21.</p>



<p>Programs/Policies results. The team will then compare this with what has been learned from families and make sense of these two sets of data to inform strategy design.</p>	
<p><b>F. Agenda Item: Current Status of desired Results for Supported Families and Aligned and Accountable Programs/Policies</b></p>	
<p><u>Summary of Discussion</u></p> <p>The team reviewed the “DEFINE: Reveal and Deeply Understand Results” handout, summary of local quantitative and qualitative data around the six identified desired results for Supported Families, and Aligned &amp; Accountable Policies &amp; Programs.</p> <p>The group broke into two team related to the desired Results: (1) Literacy Programming; and (2) Curriculum &amp; Professional Development.</p> <p>(Due to the Team members who were able to participate in this meeting, the child care related results were not discussed. Follow-up will occur with Team members to inform the system scan work prior to Meeting 3.)</p> <p>Some themes emerged in the team’s discussion of the data:</p> <ul style="list-style-type: none"> <li>• Overall, the limited amount of data available represents a barrier to understanding current conditions.</li> <li>• Lack of formal assessments by some programs and low response rates to surveys and other data-gathering contribute to lack of data.</li> <li>• Professional development, and support for professional development, is needed to ensure that curricula align with <i>Foundations</i>.</li> <li>• Limited program reach, and program overlap, contribute to a lack of alignment of policies and programs.</li> </ul>	<p><u>Action Items</u></p> <p><b>READY/READY &amp; MSU:</b> Preparing materials and processes so the Team can:</p> <ol style="list-style-type: none"> <li>1. <b>Complete asset mapping of early literacy programs</b></li> <li>2. <b>Gather data about the impact of early literacy programs</b></li> <li>3. <b>Complete Interviews with selected Child Care and Pre-K programs</b></li> <li>4. <b>Gather additional data to complete the “DEFINE” table and also to understand curriculum and professional development alignment with NC FELDS</b></li> </ol>

**NEXT MEETING:**

**Wednesday March 1, 8:00 am - 4:00 pm and Thursday, March 2, 8:00 am - 4:00 pm**

**LOCATION: TBD**



## Transcription of Team Insights

The Team worked in small groups to identify its Top Five Insights, based on reflection/review of the sense-making worked completed with the qualitative data gathered from the Family Interviews and stories. The Team used the following questions to guide their sections:

- If there a compelling insight we heard again and again?
- Was there a consistent problem the people we are designing for face?
- What appears to be most significant at this time?

## Team Insights related to: Reading

- **There's a mismatch between parent expectations and actual developmental milestones for toddlers and preschoolers.**
  - Parents or caregivers may have unrealistic expectations of the child's developmental behavior level.
  - Emotional aspects such as mindsets and access to information on a child's developmental trajectory
- **We need to meet parents where they are in all ways (e.g., physical location, knowledge, reading level, language spoken at home, etc.)**
  - Services and programs need to be simple to access, located where families are (or provide transportation), and free of charge.
- **Parents need strategies for incorporating reading and educational play into the natural family routine, to help with time management.**
  - Families feel like they don't have enough time or opportunities to sit down and read with their children. But language and literacy development doesn't have to be only with books; if families can use creative ways to regularly incorporate reading into their daily routine they can still help their child develop skills.
- **Parents say there is a lack of familial and community supports (such as intergenerational support and male role models).**
  - Parents may be able to look to skilled caregivers or even the child's siblings to help support literacy and language development.
- **Lack of cultural competency is a barrier to families receiving services to support literacy and language development.**
- **Parents need support in building confidence and skills.**
  - Parents may lack confidence or self-efficacy in their own literacy skills and may not know appropriate strategies to develop their own and their child's literacy and language skills.
  - Parents may not have the knowledge needed to build literacy and language skills. Knowing how to use language play, music, drama, and talk, as well as having developmentally appropriate expectations for their child, all play a part in building skills.
  - Play and playfulness support the emotional aspects of skill building. Activities should be child-led; parents can support their child by giving positive feedback to build the child's confidence.



## Team Insights related to current approaches to providing: Information/Assistance related to Early Literacy

- **We need to provide tangible resources (e.g., incentives, free books, food, etc.) to support language development and communication.**
  - We need to provide brief, understandable, user-friendly information that families can use at a glance.
  - It is important to build home resources like books and home libraries, and provide resources for the whole family. Parents can model good reading behaviors, like having joy for reading with their children, rather than seeing it as just a “task.”
- **We need to utilize trusted providers to disseminate information (e.g., doctor, church, school, library, etc.)**
  - Parents need access, communication, and knowledge-sharing via trusted sources, social media, and community connections.
  - We need to form a community of practice to meet families where they are, through methods such as social media groups, and make our messages personal.
  - We must be aware of the cultural implications of our practices and demonstrate cultural sensitivity.
  - We need to remember TV and radio as dissemination vehicles.
- **Technology must be utilized to disseminate information to families.**
  - There is value in varying resources.
  - How do we use technology to enhance reading?
  - Technology has a role, but also has limitations.
- **Child care professionals and other caregivers need adequate training to support language and literacy development.**
  - We need adequate training for child care providers, including support staff, private providers, families, and educational staff.
  - We need to provide professional development to have knowledgeable preschool teachers and caregivers.
  - We need teacher/caregiver training to support oral language development, especially for ELL students. We must value students’ first language, and provide bilingual books.