



**NORTH CAROLINA**  
**RACE TO THE TOP**  
EARLY LEARNING CHALLENGE

**Status Report—July – September 2014**

**Reform Area A: Successful State Systems**

***Project 1: Overall Grant Management***

*Description: This Project involves programmatic and fiscal management of the grant, evaluation, technical assistance, and statewide support for work in the Transformation Zone strategy.*

**Activity 1.1: Overall Grant Management**

**Description:** This Activity involves programmatic and fiscal management and monitoring of the grant.

**Key Accomplishments:**

- Completed NC's first Federal On-Site Monitoring visit, including detailed presentations by grant partners to federal project officers on the array of projects funded by the grant.
- Launched a Spotlight Webinar Series to provide more information about grant projects and posted the webinars to the website: <http://earlylearningchallenge.nc.gov/>
- Launched a monthly e-newsletter to grant partners and made it available by subscription on the website: <http://earlylearningchallenge.nc.gov/>
- Revised GRADS to reflect federally-approved updates and corrections to NC's Scope of Work.
- Conducted monthly monitoring of all projects and reviewed DCDEE fiscal monitoring reports.
- Managed budgets, tracked expenditures and processed payments.
- Held regular grant management staff meetings to coordinate efforts, problem-solve challenges, and support project implementation.
- Held regular communications committee meetings to implement grant communications activities, including website development and maintenance meetings.
- Developed, managed and/or revised contracts and Memorandums of Agreement with participating agencies.

**Challenges:**

- None to report this quarter.



### **Upcoming Tasks:**

- Hold a RTT- ELC Grant Partners meeting on December 1 to bring partners together for information sharing, networking and planning. This meeting was rescheduled from October 2014 to December 2014.
- Continue communication strategies with state partners including webinars and e-newsletters.
- Develop project budget revisions for 2015 and submit amendment requests, including no-cost extension requests for targeted projects for 2016.

### **Activity 1.2: Transformation Zone Support and Capacity Building**

**Description:** The Transformation Zone is a system building initiative that includes a set of four counties (Beaufort, Chowan, Bertie and Hyde Counties) in Northeastern NC and representation from key human service state agencies working with young children. Working with the local and state teams, the effort emphasizes community infrastructure and capacity building around implementation science to support high quality implementation of selected evidence-based/informed strategies to improve outcomes for young children in the Transformation Zone.

### **Key Accomplishments:**

- Establishing and supporting a state implementation team (with key representation from state agencies, purveyor, grants management) for Family Connects to identify and resolve implementation challenges using ongoing and targeted action planning.
- National Implementation Research Network (NIRN) and State Implementation Specialists continue to actively support development of implementation capacity at the state and local levels. Accomplishments from the previous quarter include:
  - County Leadership Teams, County Implementation Teams, and County coaches' demonstration of increased understanding about and capacity for effective implementation (identified through observation, administration of the County Capacity Assessment, and action planning).
  - Work with individual purveyors (Reach Out and Read, Motherread/Fatheread, Family Connects) to use best practices in active implementation to support initial implementation efforts, including continued development of coaching infrastructure, and facilitative administration in addition to increasing the fluency of teams to identify, collect and use data to inform initial implementation efforts.
- Discussion of a policy-practice feedback loop and communication strategies between state and county colleagues:
  - Convened a well-attended cross county and state partner meeting to discuss initial implementation stage implementation challenges and successes.
  - Convened monthly calls between purveyor and county partners to facilitate strategy-specific installation stage implementation.
  - Attended state funders meetings and subsequent to continue to develop a viable policy to practice feedback loop.
  - Continue to encourage the clarification of roles and responsibilities of state partners as they relate to the funded child care strategies.



- Support for purveyors' model development including:
  - Working with Healthy Social Behavior coordinator to further articulate and operationalizing the key components of the model (e.g., similarities and differences with Pyramid Model).

### **Challenges:**

- The development of efficient feedback processes between county and state partners, including a transparent system for sharing data across county, regional and state partners (e.g., sharing available reports, variance in what and how data is collected and/or used across different strategies, etc.).
- Sustainability of discrete strategies is unclear at this point. State partner engagement in this conversation with county partners is preliminary.
  - Finding consensus on the identification a viable administrative “home” for each strategy will become increasingly important for decision making and accountability purposes when considering factors impacting sustainability.
- Telephone support and technical assistance from purveyors/agency partners to county teams, while helpful for general support and problem-solving, is not sufficient to address ongoing adaptive challenges being surfaced as the implementation work moves into initial implementation efforts. Addressing facilitative administrative barriers (e.g., accessing existing funding for purveyor to travel to directly support county teams during this phase) may require sustained and cooperative efforts from all funders.

### **Upcoming Tasks:**

- Completing second administration and using County Capacity Assessment with each County Team for Action Planning in the upcoming quarter.
- Continuing to develop county-level infrastructure to collect and use data to inform action planning as most strategies move into the Initial Implementation stage over the next quarter.
- Collaboration with state partners to collect and use data to inform action planning to support county-level initial implementation efforts and develop implementation drivers within models.
- Convene state implementation team for Triple P to identify and resolve implementation challenges.
- Continue to support state implementation team for Family Connects to identify and resolve implementation challenges.

### **Activity 1.3: Evaluation**

**Description:** This Activity provides a comprehensive evaluation of the Transformation Zone (TZ) Activities.

### **Key Accomplishments:**

- Met monthly with the TZ Evaluation Work Group to update members, discuss team coordination, follow up logic model conversations, review evaluation findings thus far and discuss next steps.



- Continued document review of Implementation Hub, NCPC files, TZ Evaluation Account, NIRN project server files, and Sakai site (with input from Work Group) and began review of ABLe drop box files.
- Finalized network mapping report shared with Evaluation Workgroup and posted to Active Implementation Hub.
- Coded and analyzed interviews with County Coaches. Finalized findings memo, distributed to Coaches and Evaluation Work Group and posted to Active Implementation Hub.
- Collected, coded, and analyzed County focus group data, drafted findings memo and sent to Evaluation Work Group for feedback. Drafted protocol for collecting unheard voices from County Team members.
- Conducted and transcribed interviews with 18 purveyors and began coding and analyzing data.
- Drafted stakeholder survey to elicit feedback from community members.
- Participated in partners' meetings:
  - Attended Funder's meetings (8/25, 9/16) to document discussion.
  - Attended and presented at Cross County Team meeting (9/9) and documented discussion.
- Monitored evaluation email account, filed key information, and responded as needed.

#### **Challenges:**

- Scheduling data collection during the summer months was challenging due to limited availability of county teams, purveyors and service delivery providers.
- Scheduling and facilitating the state team's development of a workable logic model to guide evaluation activities has been a challenge.

#### **Upcoming Tasks:**

- Send online survey to community stakeholders; analyze results and draft findings and recommendations brief.
- Draft, finalize and distribute memos from County focus group/Coaches' interviews and purveyor interview findings and recommendations to state and county partners.
- Complete interviews with representatives from state funding agencies; transcribe recordings and draft findings and recommendations brief.
- Participate in partner meetings.
- Continue review of established and new NIRN, NCPC, ABLe and other files.
- Continue monitoring evaluation email account and respond as needed.
- Using Transformation Zone logic model, continue to collect, analyze and report evaluation findings and recommendations for optimizing impact of TZ activities at the county and state levels.

#### **Activity 1.4: RTT-ELC Technical Assistance (TA) Reserve**

**Description:** Utilize TA funds to support the successful implementation of NC's RTT-ELC work; TA activities will be determined by mutual agreement between NC and federal team.

**Key Accomplishments:**

- Staff attended the 2014 BUILD National QRIS Meeting.
- Planning with grant partners regarding technical assistance needs.

**Challenges:** None to report this quarter.

**Upcoming Tasks:**

- TA funds will be used to convene a Head Start “All Hubs” Technical Assistance Meeting in November to support effective implementation of Project 16: Family Engagement.
- TA funds will support a North Carolina leadership team that was selected to participate in the “Making it Work: Implementing a Comprehensive P-3 Approach Institute” in Seattle in October.
- TA funds will support North Carolina staff to attend the 2014 National Workforce Registry Alliance Conference in October to support Project 2, Activity 3: Workforce Data System development.
- Additional requests to the federal team for technical assistance funds based on planning with grant partners.

***Project 18: Partnership Initiatives - The North Carolina Partnership for Children, Inc. (NCPC)***

**Description:** This Project will support six strategies that will be implemented through the statewide network of local partnerships established by Smart Start.

**Activity 18.1 Leaders Collaborative/Learning Community**

**Description:** This Activity will engage local Smart Start partnerships to implement community-based initiatives that support the state ELC goals.

**Key Accomplishments:**

- Leaders Collaborative Cohort III completed three full sessions this quarter that built on the following skills developed during the previous quarters: using data to identify a local disparity as a focal point for community engagement; developing and connecting an equity framework for understanding structural racism as it relates to developmental outcomes and disparities for young children plus understanding key concepts from the Theory of Aligned Contributions and then applying the collaborative leadership skills it requires to create alignment around community results.
- In this quarter, leaders “developed a working knowledge of the concept of Communities of Practice” as they practiced new protocols for convening and engaging communities. They applied this Community of Practice lens to planning and implementing community gatherings in which a range of stakeholders explored a local disparity, and then developed plans for addressing and reducing it. To prepare, leaders created invitations, surveys, agendas and presentation materials for community conversations. In addition, Leading for Equity hosts in Ashe, Transylvania and Hoke Counties prepared for their multi-day events and shared updates with Collaborative members. (Chowan/Perquimans and Montgomery Counties are holding retreats in November.)



- Leaders continued building skills using the Smart Start online learning community to exchange and explore findings, resources and realizations.

### **Challenges:**

- Currently identifying steps to sustain and expand on this work by building a network of Collaborative alumni, hosting professional development and ongoing learning sessions, hosting informal gatherings, etc. We are building on the strengths of the existing program as noted in evaluation results and discussions with participants as we plan for the next Cohort to begin in February 2015. (Note: these are more opportunities than challenges).

### **Upcoming Tasks:**

- Ongoing cohort sessions meet monthly through October 2014.
- Participants are engaging cross-sector community members in local sessions designed to address specific disparities and identify strategies for increasing the odds for children with high needs and will be developing shared agreements as program documentation.
- Preparation for Cohort IV, to begin February 2015.

### **Activity 18.2: Transformation Zone Implementation Team**

**Description:** This Activity will provide the local community-building and support needed to effectively implement high-quality programs and practices in the Transformation Zone.

### **Key Accomplishments:**

- ABLe Change: All four county coaches began individual coaching sessions with Pennie Foster-Fishman to support the work to engage diverse voices in each community that emerged from the May trainings. Coaches also participated in a monthly Peer-to-Peer group meeting.
  - In Beaufort, with the support of the coach, a parent engagement group – Voices for Change - formed. The group piloted a survey on August 5 with responses from 48 parents. They are working on analyzing the survey data. The next meeting is scheduled for mid October.
  - One Transformation Zone (TZ) county also formed a family engagement team. This group, with coach support, is developing a community survey about understanding and use of community services. They also have collected some parent feedback for Family Connects. The team spent time discussion its role within the larger early childhood system in that county.
  - In a second TZ county, planning is underway to seek parent feedback on service delivery of Motherread through some focus groups. The Implementation Team will provide input into focus group questions.
  - In a third TZ county, a networking meeting among service agencies in the county is planned to begin work to strengthen service coordination and collaboration. This will be done in conjunction with the East Carolina Behavioral Health (ECBH) collaborative meeting. A separate interagency committee has formed and opportunities to connect with



ECBH and host an event in October are being explored. The Ministerial Council helped distribute a two question survey (questions selected by the County Leadership Team) to their congregations as an initial effort to collect information directly from parents. A second survey was distributed at the elementary school open house. The Implementation Team is working to analyze this data.

- Monthly County meetings with Implementation and Leadership Teams are ongoing work for the County Coaches
  - In support of these meetings the coaches plan the Implementation Team agendas in collaboration with the State Implementation Specialist. Coaches provide facilitation of the Implementation Team meetings with State Implementation Specialists co-facilitating the active implementation content.
  - At meetings, coaches and team members review data from and status of each strategy to determine what is working well, what assistance may be needed, and what, if any, requests need to be brought to the Leadership Teams.
    - The Coach in one TZ county is working with the Leadership Team as they begin a Strategic Planning process. This grant funded planning grew out of the Leadership Teams participation in the County Capacity Assessment.
    - In two other TZ counties coaches assisted with the Leadership Team's County Capacity Assessment by capturing emergent action items. They are working with the Leadership Team in the completion of these items as appropriate and by taking work back to the Implementation Teams.
    - In the fourth TZ county, the coach and team are working on building out a more comprehensive list of community services, on literacy installation and with Triple P training enrollment.
  - County representatives from each of the four counties (a Coach and Literacy Coordinator from one county, an early care and education partner from a second, and Leadership Team members from the other two TZ counties) attended a meeting with Federal Program Officers to provide some insight into local work, successes and challenges with a focus on the literacy work.
- Coaches provided a spotlight of some of the work they are engaged in at the September 9<sup>th</sup> Cross County Meeting. This meeting was very successful and the coaches and local team members reported positive responses to the opportunity to talk with people at the state level.
- Coaches also coordinate and facilitate the ongoing implementation team work between the formal monthly meetings. They also participate in monthly calls with some of the purveyors.
  - Child Care
    - A combined report for the two infant-toddler and Healthy Social Behaviors strategies was created by DCDEE and shared with the county Implementation Teams. The purveyors for these strategies have offered to visit the local teams to discuss roles and communication, and scheduling for fall meetings is underway.



- Literacy
  - A cross county literacy meeting was held at the end of July. Coaches and literacy coordinators attended along with some of the coordinators' supervisors. The literacy strategy evaluator shared documentation and data collection tools. Follow up cross-county meetings among the literacy coordinators and some Implementation team members to work on developing those tools. Coaches and Implementation Teams are working with the literacy coordinators to help develop and/or to review documentation as it is developed and are providing support and guidance as programs move into initial implementation
- Family Strengthening
  - The coaches are assisting with introductions of Family Connects staff within the counties and providing other supports as needed.
  - The Implementation Teams in three TZ counties continue to work with the Triple P coordinators as they work to form peer-to-peer networks of trained providers and establish referrals systems among provides who may accept referrals. Additional training is scheduled for October. Teams are spending some time thinking about the implications for their counties of having an increased demand for parenting services as the community at large and service providers become aware of Triple P.
  - The Implementation Teams in two TZ counties are working with the Triple P Coordinator to establish peer-to-peer networks and otherwise assist the trained providers in implementing the program. Additional training is scheduled for October.
- The coaches supported the Transformation Zone Evaluation team to meet with county implementation and leadership teams and with staff implementing the strategies at the local level.

#### **Challenges:**

- In one TZ county both the County Implementation Coach and the Coach Coordinator have taken other positions. Other members of the local and state teams may be asked to provide additional supports until those positions can be filled.
- Communication and a mutual understanding of roles and responsibilities is particularly challenging for strategies that do not have local service providers participating in one or both of the county teams.

#### **Upcoming Tasks:**

- Hiring of the Coach Coordinator and County Coach for one TZ county.
- Providing feedback to the Grants Management Team on priorities for a no-cost extension.
- Two webinars for coaches and team members are scheduled for October and November.
- Planning for the ABLe Change retreat in February.



### **Activity 18.3: Transformation Zone Early Literacy**

**Description:** This Activity will provide strategies (including Motherread and Reach Out and Read) to improve early literacy in the Transformation Zone.

#### **Key Accomplishments:**

- Counties are continuing staggered initial implementation of Reach Out and Read and Motherread. A local pediatrics practice is now supported in a TZ county in implementing Reach Out and Read. One TZ county has restarted Story Exploring in their Pre-K and Head Start classroom and has held 3 sessions of Motherread/Fatheread. Another TZ county has begun Story Exploring in eight child care facilities. The fourth TZ county plans to begin initial implementation of both Motherread/Fatheread and Story Exploring in October 2014.
- The Motherread Toolkit is being used by all four counties. One county held a community meeting with Motherread facilitators to introduce the toolkit, review facilitator expectations, and answer questions.
- The Transformation Zone counties are currently engaged in cross-county work in the development of Motherread and Reach Out and Read written guidelines. The written guidelines are scheduled to be completed by the end of October, 2014.
- During the July 2014 cross-county early literacy meeting, it was agreed there is value in meeting as a group, but perhaps monthly calls are not needed, especially due to the high accessibility of the purveyors. The group agreed to the following alternatives:
  - The TZ Early Literacy Coordinators would continue to attend the monthly Smart Start facilitated Reach Out and Read Project Coordinator calls.
  - Monthly, NCPC would send an email to the collective group asking if a conference call is needed and check in on initial implementation issues or concerns.
  - Two times annually, the group would meet face-to-face in a central location to allow for networking, have a check in regarding the evaluation tools, and share concerns or successes. The next face-to-face meeting would occur in January to discuss:
    - Leveraging connections with other TZ and community strategies.
    - Evaluation tools and data tracking check-in.
    - Update on how counties are including authentic parent voice in their implementation efforts.
    - Basic coaching model presentation.
- Counties have sent in Motherread training need requests. A cross-county call will be scheduled to confirm training needs and to assure counties are identifying facilitators that will be implementing within the next few months.
- A successful meeting with the federal monitoring team was held and many stories of success were shared by Transformation Zone stakeholders.

#### **Challenges:**

- None to report this quarter.



### **Upcoming Tasks:**

- Evaluation of both early literacy strategies will begin this fall.
- Completion of early literacy strategy written guidelines and logic models.
- Scheduling the third round of Motherread training.
- Negotiate contracts with the four counties for 2015.

## **Reform Area B: High-Quality, Accountable Programs**

### ***Project 4: Promoting Participation in Revised Tiered Quality Rating and Improvement System (TQRIS) - Division of Child Development and Early Education (DCDEE)***

**Description:** This Project has three main goals: revise the TQRIS, provide support to religious and public school ELDS that are currently exempt from TQRIS so that they can participate in TQRIS, and convene a Task Force to discuss the appropriateness and feasibility of licensing and regulating part-day Early Learning and Development (ELD) programs and family child care providers with fewer than three children.

#### **Activity 4.1: Revising TQRIS**

**Description:** This Activity involves revising NC's Star Rated License, also known as the Tiered Quality Rating and Improvement System, to include a more rigorous set of standards and to better differentiate among the different star ratings.

#### **Key Accomplishments:**

- Continued coordination between the TQRIS Validation Study and the Program Quality Measurement Tool development, including timeline and sample.

#### **Challenges:**

- None to report this quarter.

#### **Upcoming Tasks:**

- Regular meetings for coordination between the Validation Study and TQRIS revision group continue quarterly.
- Mapping of current QRIS onto new framework and planning for pilot.

#### **Activity 4.2: Professional Development Bonus Program**

**Description:** This Activity will offer Incentives to ELD programs that implement certain policies and practices related to staff professional development.

**Key Accomplishments:**

- A project coordinator was hired to steer the rollout of the bonus program.
- The marketing brochure, application, and related materials (including Professional Development Plan Template) have been disseminated and are also available on the Child Care Resources Inc. (CCRI) website.
- Applications have been coming in since July, but none has been complete, so no awards issued yet. We anticipate issuing awards soon.

**Challenges:**

- None to report this quarter.

**Upcoming Tasks:**

- Continue to spread the word about the availability of the Professional Development Bonus Program
- Create a method to survey participants re: their experience and satisfaction with the survey.

**Activity 4.3: Support to Enter the TQRIS**

**Description:** This Activity provides technical assistance and mini-grants to bring unlicensed public school and faith-based ELD programs into the TQRIS.

**Key Accomplishments:**

- Through August, the project has received 91 applications from public school programs, and 88 of those have been awarded mini-grants.
- 81 of the Public Schools awarded mini-grants have achieved licensure, (Temporary License: 64; 5 Stars: 8; 4 Stars: 9)
- One new GS-110 provider applied for and was awarded a mini-grant in August, so the total stands at 14 programs operating with a GS 110-106 letter of compliance in 8 counties having applied for and been granted a pre-licensing mini-grant. Of those, 2 have attained star licensure.

**Challenges:**

- Continued low interest by GS-110 programs.

**Upcoming Tasks:**

- Project staff and Child Care Resource and Referral (CCR&R) Agencies will follow-up with participating GS 110 programs to determine their current status and support needed to move into the QRIS.
- DCDEE and grant management staff will review the project's plans to recruit GS-110's and move them into the QRIS, then consider whether the project is likely to be successful for the balance of the grant period and potentially shift funds to other projects as needed.



#### **Activity 4.4: Task Force on Licensure**

**Description:** Regional meetings of programs not currently participating in (or required to participate in) NC's Star Rated License. These meetings will bring together part-day preschool and family/ friend/ neighbor care providers across the state, review current licensing requirements, and gather data for a report on the barriers that prevent these programs from participating in the Star Rated License.

#### **Key Accomplishments:**

- This project was shifted to the CCR&R Regions in the form of surveys to family/ friend/ neighbor care and part-day preschool programs.
- CCR&R staff agreed to reach out to unlicensed providers in their regions, a script was developed and disseminated, and results should come in next month.

#### **Challenges:**

- None to report this quarter.

#### **Upcoming Tasks:**

- Collect, compile, and review survey results.

#### ***Project 5: New Program Quality Measurement Tool - Division of Child Development and Early Education (DCDEE)***

**Description:** *This project will create a new measurement tool that addresses important aspects of quality related to child outcomes and may be used in a TQRIS. NC will lead a consortium of states to develop and pilot-test the new quality assessment tool.*

#### **Activity 5.1: Program Quality Measure Development**

#### **Key Accomplishments:**

- Completed video pilot for preschool, infant/toddler, and family child care home classrooms.
- Provided information to Federal project officers on the progress of the project. Discussed cross-collaboration on sample selection and data collection with colleagues from validation study team.
- Received and reflected on feedback from two directors about Key Practice 1 (program administration items). Discussion focused on programs' readiness for identifying and sharing documentation and incorporating implementation science constructs to evaluate the documents.
- Completed position descriptions for training coordinator and assessor.
- Discussed key assumptions about the project: scope and length of observation, whether key practice 1 should be stand-alone or integrated with other practices, and whether to employ multiple methods.

#### **Challenges:**

- None to report this quarter.



### **Upcoming Tasks:**

- Compile and summarize data from video pilot ranking items regarding on whether they are observable and of high importance
- Develop a structure for another iteration of item revision based on data from the video pilot
- Small teams will identify item redundancy as well as missing areas based on data from the video pilot.
- Prepare for a day-long working meeting with NIRN staff on implementation science.
- Start discussion on scoring system.
- Explore Institution Review Board for large scale pilot.

### ***Project 6: Increase Access to High Quality Early Learning and Development Programs (ELDs) - Division of Child Development and Early Education (DCDEE)***

**Description:** *This Project includes four activities to increase child access to high quality early learning and development programs.*

#### **Activity 6.1: Support for 3 or More Stars**

**Description:** This Activity will support one and two star programs toward attaining a three star or higher rating.

#### **Key Accomplishments:**

- Statewide, 270 programs served through this project have increased stars.
- 52 of the original base-line programs have closed.
- 206 programs are currently being served through this project, and an additional 100 will be added in the coming weeks/months.
- An additional 44 programs are expected to participate in 2015.
- Project staff conducted a survey of remaining 1 & 2 star programs to determine their barriers to moving up in the TQRIS.

#### **Challenges:**

- The biggest barrier to moving up in the TQRIS, as identified in the survey mentioned above, was a simple lack of interest. The second most prevalent barrier was unwillingness to go back to school, do extra work, or prepare for and go through an Environment Rating Scale assessment.
- Several of the 1 and 2 star programs on contract for technical assistance need so much improvement that they may not move up in the TQRIS by the end of the grant.

### **Upcoming Tasks:**

- Continue providing technical assistance and professional development support services to Temporary, 1- and 2-star programs that are committed to achieving higher star ratings.
- Continue to develop specific strategies for working with family child care homes.



- Review the results of the survey of barriers to increasing star ratings, and strategize about outreach and messaging to resistant programs.

### **Activity 6.2: 4 -5 Star Infant Toddler Slots in the Transformation Zone**

**Description:** This Activity will create more subsidized Infant/Toddler slots in 4 and 5 star programs in the Transformation Zone with support from an Infant-Toddler Specialist.

#### **Key Accomplishments:**

- 3 Infant Toddler (IT) Expansion Grant programs received technical assistance (9 consultations) in one TZ County.
- 3 IT Expansion Grant programs received TA (15 consultations) in another TZ County.
- IT Specialist made outreach visit to two 3-star programs in a third TZ County.
- First enhanced payments processed (representing slots for 7 children).

#### **Challenges:**

- None to report this quarter.

#### **Upcoming Tasks:**

- Continue providing technical assistance based on program improvement plans to expansion grant programs.
- Continue discussions with DCDEE and grant management team about additional strategies to increase the quality of infant/toddler care.
- Infant and Toddler CLASS training for IT Specialists.

### **Activity 6.3: Part Day Infant Toddler Program in Transformation Zone (NC Babies First or NCB1)**

**Description:** This Activity will create a high-quality part day program for high need infants and toddlers in the Transformation Zone with support from an Infant-Toddler Specialist.

#### **Key Accomplishments:**

- One TZ county: 29 attending at month end.
- A second TZ county: 6 attending at month end.
- One TZ county site has established an Outdoor Learning Environment (OLE) directly outside of I/T classrooms with support from the NCB1 start-up grant.
- Communication continues with a third TZ county child care facility that qualifies for NCB1. The director plans to submit an application.

#### **Challenges:**

- None to report this quarter.

#### **Upcoming Tasks:**

- All sites plan to attend a free Family Engagement training offered with RttT-ELC grant funds thru the local Head Start Hub (Project 16).



- IT Project Staff plans to attend a family event on October 4 in a TZ county to raise awareness of NCB1 slots available in the county.
- The IT Project Staff is scheduled to meet with potential NCB1 program in a TZ county in early September.
- Provide TA to support ongoing quality of care, observation of children's development, and family engagement activities.

***Project 7: TQRIS Validation – Division of Child Development and Early Education (DCDEE)***

***Description:*** TQRIS Validation will conduct studies to provide information about how best to revise the TQRIS so that the tiers meaningfully differentiate levels of quality in ELD programs that correspond to changes in children's progress.

**Activity 7.1: TQRIS Validation Study**

**Key Accomplishments**

- Principle Investigator departed FPG/UNC-CH and the project. A transition plan was put in place for the new Principle Investigator.
- The 7 Focus Groups in selected counties in NC were completed, and the related Report was completed and submitted.
- FPG and Child Trends developed and implemented a multi-step matching process to match ECE employees in the modeling sample to those in data warehouse using workforce IDs.
- Per the outcome of the DCDEE-Child Trends-FPG lead team member meeting in July, a slightly revised scope of work and timeline for remaining Phase I activities for the study was submitted to DCDEE.
- FPG began work on selecting the sample and developing the plan to gather additional data with targeted provider interviews including conducting a mock interview and developing a crosswalk of interview questions of Family Child Care Home and Center standards.
- The FPG team participated in DCDEE-Child Trends-FPG project meeting calls on August 11<sup>th</sup> and 25<sup>th</sup> to discuss plans for upcoming project tasks including finalizing the mapping and plans for the targeted provider interviews.
- FPG presented an update on the study's progress, changes to the scope and next steps at the Early Learning Challenge QRIS Validation and Measurement Development Coordination meeting on August 27.
- FPG and Child Trends continued to work on mapping provider data, based on new standards and utilizing available data to see where programs fall. Additional clarification regarding alignment of proposed model and education data fields was obtained from DCDEE.

**Challenges:**

- A portion of the programs in the sample have Environment Rating Scale data that are more than 3 years old. When the targeted data collection is conducted, Environment Rating Scale scores may have changed and the sample data may need to be re-run to produce the most current information.



### **Upcoming Tasks:**

- Finalize the mapping of the data based on the new standards from DCDEE and using available data to see where programs fall.
- Conduct analyses to determine if small changes to requirements would change the current star rating scores of 4 and 5 star programs.
- Develop and finalize plan to gather additional data with targeted data collection for mapping additional criteria.
- Continued coordination with Measure Development Project.

### ***Project 12: Compensation and Retention – Division of Child Development and Early Education (DCDEE)***

**Description:** This Project will fund the WAGE\$<sup>®</sup> salary supplement in the 17 counties that were eligible to apply for Transformation Zone status, as well as expanded TEACH scholarships in those 17 counties and additional TEACH scholarships statewide.

### **Activity 12.2.7 – Infant Toddler Specialist in the Transformation Zone**

#### **This Activity has been completed.**

- A qualified Infant-Toddler Program Specialist has been hired and trained to develop and provide coursework for NC-FITC (Foundations of Infant and Toddler Care) Scholarship.

### ***Project 16: Family Engagement – Department of Public Instruction (DPI)***

**Description:** This Project will assist the Head Start Collaboration Office in working with local Head Start programs to serve as regional hubs for coaching, mentoring, and technical assistance to other child care programs in their service area for the purpose of strengthening family engagement activities.

### **Activity 16.1: Competitive Selection of Head Start Hubs from Existing 58 Head Start Grantees in North Carolina**

**Description:** This activity involves the competitive selection of Head Start Hubs from existing 58 Head Start Grantees in NC.

#### **This Activity has been completed.**

- Twenty-two hubs have been selected.

### **Activity 16.2: Technical Assistance, Demonstration, And Coaching Regarding Family Engagement Strategies Provided By Head Start Hub Sites To ECE Workforce In Non-Head Start ELD Programs.**

**Description:** This activity provides technical assistance, demonstration, and coaching on family



engagement strategies provided by Head Start Hubs to the ECE workforce in non-Head Start ELD programs.

#### **Key Accomplishments:**

- As of this reporting period, 18 of the original 22 Training Hubs continue to operate, delivering training and other supports (coaching and follow-up as needed) to licensed child care providers across the state. (To date, four Training Hubs have completed their scopes of work. These Hubs have collectively reached about 30% of the childcare providers in their Hubs, on average).
- Marketing strategies to attract local child care providers to trainings are tweaked on an ongoing basis.
- Ongoing technical assistance support continues to be provided to all Hubs encountering barriers to implementation. This technical assistance support includes the convening of regional Professional Learning Communities on a semi-annual basis. (The next Professional Learning Community meeting will be convened in November 2014 as a statewide meeting of all Hubs.)
- To date, all Training Hubs (both active and now inactive) have trained about 16.5% (or 1325) of all licensed childcare providers in the State.
- Many participating childcare providers are reporting changes in their practice as a result of the family engagement trainings that they are attending.

#### **Challenges:**

- Challenges persist with recruiting some local childcare providers for participation, in spite of receiving marketing assistance from the Child Care Resource & Referral network, Smart Start agencies, the Division of Child Development and Early Education (DCDEE), and the NC Head Start State Collaboration Office (NC HSSCO), although, many Hubs have reported that “email blasts” from the NC HSSCO to providers across the State have been quite helpful. Training Hubs continue to employ various strategies to incentivize participation of providers (e.g. providing CEUs, conducting trainings at satellite sites to minimize travel burden, offering trainings on weekends and during evening hours, etc.).
- Momentum for this project slowed tremendously when the NC HSSCO was advised early on by DCDEE not to market this work in a context of certain inclusion of new family engagement standards in the QRIS. When we stopped this, participation with the trainings dropped significantly. However, the NC HSSCO decided to reinstate this language in the marketing, and participation is picking up again slowly.

#### **Upcoming Tasks:**

- The next Professional Learning Community meeting (statewide) will be convened in November 2014.

#### **Activity 16.3: Formative Evaluation of the Saturation, Intensity, and Impact of the Head Start Hubs.**

**Description:** This activity provides for the formative evaluation of the saturation, intensity, and impact of the Head Start Hubs.



**Key Accomplishments:**

- Ongoing formative evaluation and information gathering to improve services continue (reported to the NC HSSCO quarterly).
- Project impact is monitored and evaluated in several ways. Hubs are required to track and report the extent to which they are reaching childcare providers in their Hubs on a quarterly basis. Training Hubs are also required to tweak the services they provide based on participant feedback.
- Coaching that goes along with the training provides the opportunity to observe changes.

**Challenges:**

- None to report this quarter.

**Upcoming Tasks:**

- Hubs continue to recruit providers, provide training, coaching.
- Evaluation of services continues.

***Project 18: Partnership Initiatives – The North Carolina Partnership for Children, Inc. (NCPC)***

**Description:** *This Project will support six strategies that will be implemented through the statewide network of local partnerships established by Smart Start.*

**Activity 18.4: Faith Summits**

**Description:** This Activity is designed to reach out to faith-based child care programs to discuss and support their possible inclusion in the TQRIS system.

**Key Accomplishments:**

**This Activity has been completed.**

- Local faith summits have been or will be held in twelve counties as a result of the regional summits provided through this grant. All are funded and implemented by private resources.

**Reform Area C: Promoting Early Learning and Development Outcomes for Children**

***Project 8: Enhanced Professional Development – Division of Child Development and Early Education (DCDEE)***

**Description:** *This Project includes three strategies to enhance NC's professional development.*



### **Activity 8.1: Choosing & Using an Appropriate Curriculum & Instructional Assessment**

**Description:** This Activity will allow a CEU-bearing course on Choosing and Using an Appropriate Curriculum and Instructional Assessment.

#### **Key Accomplishments:**

**This Activity has been completed.**

- This activity concluded in December of 2012, and Child Care Resource & Referral Agencies are now providing the training to child care providers in each of the 14 regions of the state through activity 8.3.

### **Activity 8.3: Child Care Resource & Referral (CCR&R) Enhancement**

**Description:** This Activity will support the Child Care Resource and Referral system to improve access to and the quality of professional development, coaching, mentoring, and technical assistance services through multiple strategies, including aligning efforts with the revised ELD standards, delivering new courses, and creating Communities of Practice to support quality improvement.

#### **Key Accomplishments:**

- All regions continue to hold Communities of Practice.
- *Choosing and Using a Curriculum with Formative Assessment Strategies* and *Introduction to NC Foundations of Early Learning and Development* continue to be offered across the state.
- The final 24 hours of the online orientation was drafted and submitted to DCDEE for approval.

#### **Challenges:**

- None to report this quarter.

#### **Upcoming Tasks:**

- Continue to offer CEU courses.
- Continue to align existing courses with *NC Foundations of Early Learning and Development*.
- Finalize and test orientation.

**Project 9: Early Learning and Development Standards – Division of Child Development and Early Education (DCDEE)**

**Description:** This project assists with the revision of NC's Early Learning and Development Standards (ELDS), or "Foundations", and develops training and professional development for early childhood educators.

### **Activity 9.1: ELDS Foundations Revised**

**Description:** This Activity will revise and roll-out (including training), new Early Learning and Development Standards.

**This Activity has been completed.**



- *North Carolina Foundations for Early Learning and Development* has been completed.

### **Activity 9.2: ELDS CEU and Professional Development**

**Description:** This Activity will develop professional development materials and provide train-the-trainer sessions to support the early childhood workforce in its understanding and use of the revised ELD standards.

#### **Key Accomplishments:**

- Draft of online train-the-trainer module has been initiated.
- Steering committee met to offer guidance on higher education institutes. Dates are September 29 and 30; October 7 and 8; October 9 and 10; and October 14 and 15.

**Challenges:** None to report this quarter.

#### **Upcoming Tasks:**

- Finalize proposal for online .5 CEU for *North Carolina Foundations for Early Learning and Development*.
- Finalize online train-the-trainer module for .5 CEU for *North Carolina Foundations for Early Learning and Development*.
- Convene higher education institutes.

### **Project 15: K-3 Assessment – Department of Public Instruction (DPI)**

**Description:** This Project will revise the NC K-3 Assessment to include all school readiness domains and provide information on children's skills when they enter kindergarten.

### **Activity 15.1: Develop/revise K-3 Assessment to include a Kindergarten Entry Assessment and extend through third grade.**

#### **Key Accomplishments:**

- The K-3 Formative Assessment Consultants continue strengthening regional and district relationships/collaborations to ensure successful feedback loops for the development and implementation pilot-phase 1 of the Kindergarten Entry Assessment (KEA). In addition, this work will strengthen the success of the broader K-3 Formative Assessment (FA) development and implementation pilot-phase 1 (Fall 2015).
- K-3 Assessment team and Teaching Strategies conducted KEA pilot professional development across the state in 8 regions.
- A brief titled, NC's K-3 FA: Learning from the Stakeholder Input and Engagement Process was finalized.
- Platform development face to face meeting was held September 9<sup>th</sup> to continue development of the NC content into Teaching Strategies technology.



- Assessment Design Team met each month this quarter. The initial child profile (KEA) of the K-3 FA process was completed for Fall pilot. In addition, Assessment Design Team continues finalizing K-3 construct progressions, tasks and situations for the K-3 Assessment pilot.
- Initial implementation of the K-3 FA (KEA) launched in 8 districts in the Fall (2014).
- Feedback from both phase 1 pilots are designed to inform assessment design and implementation revisions for the statewide K-3 FA.
- The Advisory Committee met in August. Primary topic was implementation of the KEA pilot.
- The Implementation Design Team met each month in the quarter to continue the development of statewide implementation plans. Team members are state, regional and local representatives with a combination of content, professional development, and education expertise. The team established work groups with specific implementation tasks. Workgroups are Regional Implementation Teams, K-3 Formative Assessment Team, KEA Professional Development Team, and the Communications Team.
- Communications to the field about the K-3 development and implementation process continues through webinars, conference presentations, and regional meetings via project consultants.
- Family Focus Groups were conducted and completed by Frank Porter Graham Child Development Institute.
- Annual Think Tank was held on 9-24-14. Think Tank members discussed the work to date, providing suggestions and recommendations.

Current information specific to the KEA pilot may be found on the KEA pilot wiki:

<http://keapilot.ncdipi.wikispaces.net/>

#### **Challenges:**

- KEA Pilot and K-3 District Recruitment require significant relationship building assuring Districts of the value of the work.
- Consistent and concise communications to inform and reach all stakeholders.
- Contract process timelines not as rapid as start dates needed to move the work forward.
- Timeline for project development and implementation remains a challenge.
- Additional requirements associated with adding a technology component to the assessment is complex.
- Compilation and analysis of collected data is an extensive task.
- Implementation timeline differences within the legislation and Grant requires balancing and management.
- Current assessments within LEA's vary and the implementation of a new process will have a new set of challenges. Streamlining existing assessments and a new assessment requires intense professional development and technical assistance.
- Ensuring the data from the Formative Assessment process is used as intended will also require professional development and technical assistance support.

#### **Upcoming Tasks:**

- Continued support to pilot sites.



- Continued development of Regional Implementation Teams.
- Assessment Design Team meetings.
- Implementation Design Team meetings.
- Phase II field professional development will be held in all 8 state board regions.
- Continue development and planning of the K-3 process and implementation.
- Continue the investigation of the technology component of the assessment.

### **Activity 15.2: Using Data to Improve Classroom Instruction**

#### **Key Accomplishments:**

- Snapshot and CLASS data collectors completed round 2 observations on all elementary classrooms (PK-3) in two RTT-ELC Transformation Zone counties.
- Meetings were conducted with teachers on the team and the principal.
- Staff continued to analyze data and prepare materials for professional development.
- First School staff provided professional development (September) focusing on developing a culture of excellence with an emphasis on the development of higher order thinking through the delivery of high quality questioning and high quality feedback.
  - All schools had Leadership Teams in attendance, and each district had central office staff present as well.
  - District-wide and school-level data were reviewed and used for action planning on improving practice.
  - At the close of the meeting, teachers also received matching individual data.

#### **Upcoming Tasks:**

- Professional development module on First School framework in process.
- 2014-2015 classroom coaching, professional development and technical assistance continued.

***(Repeated) Project 16: Family Engagement (see pages 16 – 18).***

### ***Project 17: Family Strengthening – Division of Public Health (DPH)***

***Description:*** This Project will provide Family Strengthening Initiatives in the Transformation Zone.

#### **Activity 17.1: Family Connects**

**Description:** This Activity will provide home visiting, screening, referral, and other services in the Transformation Zone.

#### **Key Accomplishments:**

- All staff hired and oriented and certified in the Connects model.
- Laptops transferred to the Division of Public Health for setup and connection to the DPH server.
- Staff training with the Durham Connects model experts and in-service training on mental health and substance abuse issues.



- First families in the Transformation Zone visited using the Connects model.
- Outreach to doctors' offices, health department clinics, and birth education groups to introduce the Family Connects program.

#### **Challenges:**

- Redefining the role for Center for Child and Family Health from implementer/program support to just the role of model purveyor.
- Identifying a "home" for Family Connects in the Transformation Zone that includes programmatic, financial, and clinical support and oversight for the project.
- Transferring all IT equipment to the Division of Public Health for the purpose of set up, maintenance and connection to the secure server.
- Recruitment of families in the Vidant System hospitals.
- Initial office space is deemed non-healthy due to mold problem. Need to identify new office space ASAP.
- The community outreach worker resigned due to health issues.
- Need to identify a Spanish interpreter for nurse home visitors.

#### **Upcoming Tasks:**

- Discussions with Albemarle Regional Health Services to be the "home" for the Family Connects project.
- Identifying new office space for the staff.
- Establishing an 800 number for the project.

#### **Activity 17.2: Positive Parenting Program (Triple P)**

**Description:** The Triple P Program, an evidence based family strengthening program, is designed to meet the needs of families with many programs and options available to them. Triple P will be working with the Transformation Zone to develop programming.

#### **Key Accomplishments:**

- A shared training calendar was established.
- The local coordinators participated in the August 2014 State Triple P Learning Collaborative meeting.
- The local coordinators participated in bi-weekly phone conferences for peer support.
- The local coordinators held a regional meeting to focus on referrals, shared media campaign plans, completing quarterly progress reports, and developing a cloud account for sharing documents.
- All counties have either completed initial training for practitioners or have a training scheduled.



## Challenges

- Inputting data into the NC Triple P Data Collection and Reporting System has been challenging. Some sites not reporting in a timely way, some providers not submitting service data, and some providers not collecting and submitting client data.
- The local coordinator for a TZ region resigned and the position was posted and filled.
- Trained Triple P practitioners are not initiating formal peer support groups.
- Training on the data collection tool was rescheduled due to a staff vacancy in the DPH central office.
- It's very difficult to recruit enough practitioners in Tier One (economically depressed) counties to fill the 20 slots required for each training.
- Cloud technology for sharing documents has not been established.
- Need to get the Regional RTT-ELC Triple P Coordinator to the northeast counties for a face-to-face meeting.

## Upcoming Tasks:

- Face-to-face meeting with the project lead for the northeast counties.
- Training on data entry for the Triple P Data Collection and Reporting System.
- Establishing regional open enrollment training sessions across county lines.

### ***Project 18: Partnership Initiatives – The North Carolina Partnership for Children, Inc. (NCPC)***

**Description:** This Project will support six strategies that will be implemented through the statewide network of local partnerships established by Smart Start.

#### **Activity 18.5: Child Care Health Consultants (CCHC)**

**Description:** Child Care Health Consultants support child care programs in promoting children's health and development. This Activity will strengthen statewide capacity by establishing a regional health consultant coaching model. It will also provide additional health consultants in the Transformation Zone counties.

#### **Key Accomplishments:**

- All four TZ counties continue to implement CCHC services and have worked with their agencies and stakeholders to identify child care centers and homes prioritized for intensive health and safety consultation.
- All NC CCHCs have been trained in the coaching model and have begun utilizing coaching in their consultation visits with child care facilities.
- While the NC Health and Safety Assessment Tool APP, is not ready for piloting, the existing tool, in Excel format, has been updated and released for use. The CCHC Coaches have provided training on the updates and an overview of how to use the tool.
- The Resource Center at UNC-CH and NCPC continue to track general feedback and consultation/coaching contacts with local CCHCs, their supervisors, and local partnership staff.



- Continued conference calls with CCHC Coaches and NCPC to encourage information sharing and ongoing communication. The NC CCHC Nurse recently newly hired by the Division of Public Health has begun joining the monthly calls.
- The CCHC Model Performance Assessment Tool, intended to be utilized by CCHCs, supervisors, and agencies to assess their on-going implementation of the CCHC Model, was piloted by three CCHCs in August. Feedback on usability has been collected and tool enhancements are being made.

#### **Challenges:**

- UNC-CH's bidding process for the Health and Safety Assessment Tool APP will delay the anticipated pilot period. The pilot will occur during Winter/Spring of 2015. While the pilot has been delayed, we have released the updated NC Health and Safety Assessment in Excel format and continued to gather feedback on the CCHC Model Performance Assessment Tool in an effort to enhance the tool.

#### **Upcoming Tasks:**

- During Winter/Spring 2015, implement a comprehensive CCHC model pilot in select counties, utilizing the CCHC Model in tandem with the CCHC Model Performance Assessment Tool, NC Health and Safety Assessment Tool APP, standardized tracking tool, and Coaching Model.

#### **Activity 18.6: Assuring Better Child Development (ABCD)**

**Description:** This activity will expand statewide the ABCD program through which young children are screened at pediatric visits.

#### **Key Accomplishments:**

- Project manager continues to provide technical assistance to all ABCD coordinators as needed. Coordinators also make great use of the monthly TA phone calls where multiple successes, challenges and questions are shared and addressed every month.
- In August, project manager held a conference call with all lead Partnership staff (Executive Directors and Program Directors) to discuss successes and challenges across the various regions. Most partnerships report great success with their regional advisory committees and the sharing on the call was helpful to the larger group of leaders who participated. It was decided to hold a face to face meeting in late fall with this same group.
- In September, project manager held a conference call with the three ABCD Partnerships leading regional planning processes, and they are on track for implementation in all four regions in 2015. Planning deliverables will be submitted to NCPC by the end of October to ensure contracts will be in place by Jan. 1, 2015. Project manager continues to hold monthly TA phone calls with all ABCD coordinators. Coordinators make great use of these phone calls and multiple successes, challenges and questions are shared and addressed every month.
- Quarterly ABCD Quality Improvement meeting took place in Greensboro and was well attended by ABCD coordinators, partners from early intervention agencies and Community Care of North Carolina Quality Improvement specialists and medical leaders. Presentations were held by the



Autism Alliance, Project Launch and the ABCD Project Manager, and the evaluator provided an update of the ABCD expansion process and shared some preliminary data.

- Preliminary data collected by NCPC and our contracted evaluator indicates we are well underway in meeting our projected outputs as defined by the RTT grant. Outcomes also appear on track but must be considered preliminary at this point. Analysis will be more robust when we can add another quarter of chart review data, to be submitted by the coordinators in mid-October.
- Project manager, NCPC's evaluation director and contract evaluator submitted a data request to the Early Intervention branch at DPH with the goal of receiving data from the 0-2 early intervention program (IDEA part C) that will support the analysis of our ABCD efforts.
- Project manager, NCPC Programs Director, and Community Care of North Carolina Lead Pediatric Consultant met to plan for sustainability and agreed to several next steps, and will meet again in late Fall to continue this planning.

#### **Challenges:**

- Community Care of North Carolina is still working with DHHS on addressing the issues that have been caused by the implementation of the NC Tracks system (Medicaid Management Information System). Since its launch in mid-2013, CCNC has not received any updated screening data (which is based on Medicaid billing data). Previously, this data was supplied to NCPC as well as to the ABCD coordinators on a quarterly basis. Conversations have begun with the Community Care of North Carolina partners and the evaluator as to how to address the data in the evaluation process. We were informed this month that while Community Care of North Carolina is now receiving data again, the two systems still need to be adjusted so that reports can be run. We have asked for a timeline but it appears difficult to predict.

#### **Upcoming Tasks:**

- Continue TA to local partnerships as needed.
- Will begin review of programmatic documents from ABCD planning partnerships to assess readiness and capacity for implementation.
- Project Manager plans to attend a few Regional Advisory Committee meetings in different regions.
- In October, third quarter data reports will be submitted by the ABCD coordinators.
- Continued work with contracted evaluator on data collection and evaluation.
- Sustainability discussions have begun regionally and at the state level and NCPC will employ the assistance of the state advisory group to actively address plans for 2015 and the post RTT-ELC grant period.



## Reform Area D: A Great Early Childhood Education Workforce

### ***Project 3: Professional Development Capacity Building***

**Description:** *This Project will improve the performance of Early Childhood caretakers and educators by improving access to training. The Project will also coordinate the creation of the NC Council on Early Childhood Professional Development with a goal of improving the coordination and alignment of professional development.*

### **Activity 3.1: NC Early Childhood Professional Development Support**

**Description:** Through this Activity, specific professional development needs in the state will be identified and supported.

#### **Key Accomplishments:**

- Proposal development for supporting the B-K Licensure project to increase the number of early childhood educators that hold a full B-K teaching license.
- Proposal development for supporting the work of the NC Articulation Oversight Committee to promote articulation among two- and four-year institutions of higher education.

#### **Challenges:**

- None to report this quarter.

#### **Upcoming Tasks:**

- Continue planning and submit proposals for federal approval.

### **Activity 3.2: On-Line Master's Degree Program**

**Description:** This Activity will create a new online Master's Degree in Early Childhood Program Leadership and Management through NC's higher education system to offer a next step on our professional development pathway for early childhood educators.

#### **Key Accomplishments:**

- Contract with UNC Greensboro executed.
- Contract with UNC Wilmington approved and submitted to university for signature.
- T.E.A.C.H. Scholarships (Task 12.2.15 in GRADS – Develop and implement outreach plan for Master's Degree in Early Childhood Program Leadership and Management Scholarship) are being offered for coursework that will contribute to the online Master's Degree. A total of 70 scholarships have been granted in the two universities and 13 additional applications are submitted.

#### **Challenges:**



- Students entering the program may need support of T.E.A.C.H. Scholarships beyond December 2015.

#### **Upcoming Tasks:**

- Complete contracting process with UNC Wilmington to offer the online Master's Degree.

#### ***Project 6: Increase Access to High Quality Early Learning and Development Programs (ELDs) - Division of Child Development and Early Education (DCDEE)***

**Description:** *This Project includes four activities to increase child access to high quality early learning and development programs.*

#### **Activity 6.4: Workforce Study**

**Description:** This Activity will conduct an annual workforce study of early childhood educators' education, compensation, and retention levels to better identify the strategies needed to improve child access to high quality ELD programs.

#### **Key Accomplishments:**

- The 2014 study is well underway.
- Scanned surveys in order to save electronically instead of paying storage costs for upcoming years.
- Continued to enter and check surveys as received, following up on partial information.
- Current director response rate: 68%. Seven regions still below 70% response rate.
- Current teacher response rate: 31%, however, this is response rate for all programs in the sample. For programs whose director responded, the response rate is 37%.
- Current family child care provider response rate: 71%, however, three regions are still below 70% response rate.

#### **Challenges:**

- None to report this quarter.

#### **Upcoming Tasks:**

- Call family child care providers and finish collecting needed surveys.
- Begin data cleaning for family child care data.
- Email Lead Agencies to help with collection of final director surveys and to help collect teacher surveys.
- Mail teacher surveys and director surveys to non-responding programs.



**Project 8: Enhanced Professional Development – Division of Child Development and Early Education (DCDEE)**

**Description:** This Project includes three strategies to enhance NC's professional development.

**Activity 8.2: Course on Mentoring and Technical Assistance**

**Description:** This Activity will allow a Coaching, Mentoring, and Technical Assistance Course to be developed for those providing such services to ELD programs and staff.

**Key Accomplishments:**

- Continued conversation with project subcontractor regarding the planning for the development of a graduate-level three semester credit hour course entitled – The Art and Science of Early Childhood Coaching, Mentoring and Technical Assistance.

**Challenges:**

- None to report at this time.

**Upcoming Tasks:**

- Complete and submit to DCDEE the proposal for three semester course.
- DCDEE: negotiate and amend contract.

**(Repeated) Activity 8.3: Child Care Resource & Referral (CCR&R) Enhancement (see page 19)**

**Activity 8.4: Healthy, Social Behavior (HSB) Specialist in Transformation Zone**

**Description:** This Activity will provide a Healthy Social Behavior Specialist who will provide technical assistance and training to ELD programs in the Transformation Zone to improve program capacity to support the healthy social/emotional development of the children in their care, using the teaching pyramid framework and strategies.

**Key Accomplishments:**

- Continued working with 3 programs in one TZ county ; 4 programs in the second county; 3 programs in the third county; and 4 programs in the fourth TZ county.
- Continued work with NIRN team on Practice Profile.

**Challenges:**

- None to report this quarter.

**Upcoming Tasks:**

- Continue building relationships with local TA personnel and agencies.
- Continue classroom observations and technical assistance.
- Continue work on development of HSB practice profile.



**Project 10: Certification and Licensure** – Division of Child Development and Early Education (DCDEE)

**Description:** Certification and Licensure provides coaching and support to teachers working with children with high needs in non-public school, non-NC Pre-K classrooms who are working to earn the full B-K teacher licensure; develops a Technical Assistance Endorsement for professionals who provide technical assistance, coaching, and mentoring to early childhood teachers; and provides support for Early Educator Certification at a reduced cost for the early care and education workforce.

**Activity 10.1: Support for BK Teacher Licensure**

**Description:** This Activity will provide coaching and support to teachers working with children with high needs in non-public school, non-NC Pre-K classrooms who are working to earn the full B-K teacher licensure (SP2).

**Key Accomplishments:**

- A total of 216 teachers, identified as RttT, are currently enrolled with the Early Educator Support, Licensure and Professional Development (EESLPD) Office (September 15, 2014 data). It has been decided not to stop enrollments rather send out the amended enrollment notification. The desire is to continue to track the need for these services to support teachers in nonpublic early childhood settings.
- A log (in survey format) for recording the monthly number of contacts and hours spent on delivering Mentor/Evaluation services was finalized and piloted with those Mentors who served RttT teachers during the summer to gather this data for August.
- Coordination of and participation in the NCAeYC Annual Conference: Early Educator Support, Licensure and Professional Development (EESLPD) breakout session and “Table Talks” presentations.
- Planning for and facilitate the transition to changes in Delivery Structure of EESLPD Mentoring/Evaluation Services.
- Recruitment of qualified partners and disseminating registration for Mentor training, planned for early October, to targeted early childhood professionals.
- Fall series of the EESLPD required PD is in process for newly enrolled teachers and their site administrators.
- Gathering updated information about RttT teachers served in Developmental Day Programs and the existing program partners serving as Mentor and/or Evaluator. This information is used to finalize the assignments of Mentors and/or Evaluators, based on Licensure level of teachers; program requirements to employ BK licensed teachers and available partners/staff.
- Notification, sent to newly enrolled teachers, has been modified to reflect the limitation of BK Project funding available to serve additional teachers in non-NC Pre-K or Developmental Day (DD) preschool classrooms.
- A sustainability plan to continue services for 145 BK Project teachers upon completion of the Grant was developed and submitted for consideration. The plan focuses on recruitment, training and coaching of additional partners in targeted, high-need areas of the state.



### **Challenges:**

- During the Summer and beginning of each school year we receive a high volume of change requests and information about discontinued participation due to the changes in employment of the teachers or changes in designation of their program (e.g. Program may become NC Pre-K provider which means that the teacher can no longer be served under the Grant even though she/he stays in the same classroom). We have established procedures to streamline the processing of these many changes and the higher volume of teacher enrollment.
- Partners are challenged by multiple system changes at local and state levels. Making personal contacts with each of them enables us to secure their partnership with the EESLPD Office and assess the supports they need.
- The process of assigning all teachers a Mentor and/or Evaluator is multi-faceted and will require additional time given the recent change in the delivery structure.
- The need for Mentor and Evaluation services to licensed Early Childhood teachers in nonpublic, non-NC Pre-K programs is greater than available staff/funding. Of the 216 enrolled teachers under the RttT-ELC BK Project we will only be able to continue services for 145 teachers with the assurance that local program staff continue to partner as Mentors and/or Evaluators.

### **Upcoming Tasks:**

- Finalize Mentor survey (developed last year) to assess the amount and type of services provided to BK Project teachers from August – December 2014. Compare data to 2013 data.

### **Activity 10.2: Develop and Offer Technical Assistance (TA) Endorsement**

**Description:** This Activity will allow a Technical Assistance Endorsement to be developed for professionals who provide technical assistance, coaching, and mentoring to early childhood teachers.

#### **Key Accomplishments:**

- Continued statewide marketing of the availability of the TA Endorsement.
- A total of 77 TA professionals have been endorsed as of the end of August.

#### **Challenges:**

- None to report at this time.

#### **Upcoming Tasks:**

- Continue outreach & recruitment efforts.
- Continue to issue TA Endorsements.

### **Activity 10.3: Offer Early Educator Certification at reduced cost**

**Description:** This Activity will provide reduced fees for Certification to encourage full participation in the system.

**Key Accomplishments:**

- A total of 1,047 ECE professionals have been certified through this grant since January 2014.
- This brings the grand total ECE professionals certified to 15,654, which reflects a loss of 8,456 since the beginning of the Race to the Top- Early Learning Challenge, due to loss in renewals.
- Staff continued recruitment efforts.
- A contract amendment was issued, which extended the project through December 2014.

**Challenges:**

- Without a requirement for ECE professionals to be certified, there are challenges in keeping the total number of professionals certified from declining.

**Upcoming Tasks:**

- Ongoing recruitment of new and renewal applicants.
- Notifying early educators due to renew in upcoming months.
- Processing applications and issuing certifications to early educators who have applied.
- Surveying those who choose not to renew to determine why and how to support them in renewing.
- Surveying those who elect to certify (initial and renewal) to determine why and what supports are needed next.
- Continue to meet with DCDEE and RTT-ELC management to plan for future strategies.

***Project 11: Access and Accreditation – Division of Child Development and Early Education (DCDEE)***

**Description:** *This Project will work with community colleges to establish Early Childhood Associate Degree Programs accredited by the National Association for the Education of Young Children (NAEYC). It also creates an innovation fund to increase access and student success.*

**Activity 11.1: NAEYC Accreditation of Community College Early Childhood Programs**

**Description:** This Activity will provide grants to assist community colleges to achieve the National Association for the Education of Young Children’s Early Childhood Associate Degree accreditation.

**Key Accomplishments:**

- Five colleges are scheduled to receive their Phase III Site visits in September and October 2014.
- Six colleges submitted their Phase II Self Studies to NAEYC and anticipate site visits in early 2015.

**Challenges:**

- Two colleges did not meet the deadline for Phase II Self Studies – plans are being crafted to provide support for their ongoing (though delayed) progress in this project.
- NAEYC has 10 site visits scheduled for Fall 2014. Five are project sub grantees. NAEYC is having difficulty providing enough trained peer reviewers from outside of North Carolina.



### **Upcoming Tasks:**

- Technical assistance to colleges as needed.
- Review Phase II Self-Studies prior to submission to NAEYC.
- Subject matter experts assisting with mock assessments for colleges preparing for site visits.

### **Activity 11.2: Community College Innovation Fund**

**Description:** This Activity provides a fund that will support innovative strategies that expand access and improve student success in early childhood associate degree programs.

### **Key Accomplishments:**

- Sub grantee colleges continue to implement the “improvements/revisions” designed through their projects and continue to report greater student satisfaction, performance, and persistence than non-cohort students.
- Presentations from sub grantee colleges will be offered at the North Carolina Community College System Conference in October 2014.
- RFP for weaving Foundations into community college ECE coursework was posted, applications were received, and Blue Ridge Community College won the award. Work on this project will begin soon – the related contract is under development.

### **Challenges:**

- Lower enrollment in some of the courses than anticipated.
- Challenges related to meeting student needs (in terms of advising, technology access and expertise, family challenges, etc.).

### **Upcoming Tasks:**

- Several colleges submitted proposals to disseminate information from their projects at the North Carolina Community College System Conference in October 2014.
- Colleges are in the midst of Fall Semester activities as planned through their projects.

### ***Project 12: Compensation and Retention – Division of Child Development and Early Education (DCDEE)***

**Description:** This Project will fund the WAGE\$® salary supplement in the 17 counties that were eligible to apply for Transformation Zone status, as well as expanded TEACH scholarships in those 17 counties and additional TEACH scholarships statewide.

### **Activity 12.1 WAGE\$ in the Transformation Zone**

**Description:** This Activity allows WAGE\$ supplements to be offered in the Transformation Zone. WAGE\$ is an education based salary supplement designed to incentivize and reward teacher education and retention.



### **Key Accomplishments:**

Data listed reflects the year to date.

- 579 participants have received RtT-ELC funds for completing commitment periods during the reporting period (Jan.- Aug.), and there are participants in each of the 17 eligible counties.
- WAGES recruited individuals with their Early Educator Certification who had not yet applied to WAGES. At least 25 individuals, who had not been recently recruited through other means, were sent information.
- Participants close to obtaining their two or four year degrees were contacted to remind them to submit coursework in order to be evaluated at the highest level possible. For those close to their AAS ECE, the additional coursework may also extend their eligibility for WAGES supplements.
- Head Start grantees and community colleges were emailed offers for WAGES presentations.

### **Challenges:**

- None to report this quarter.

### **Upcoming Tasks:**

- Process applications.
- Process increases in education.
- Complete employment confirmations.
- Issue payments.
- Continue recruitment activities.
- Offer and provide requested outreach opportunities.

### **Activity 12.2 T.E.A.C.H. Scholarships**

**Description:** This Activity will provide enhanced T.E.A.C.H.® Scholarships in the 17 Transformation Zone-eligible counties, as well as new scholarships for other members of the early childhood workforce (e.g., home visitors, TA/PD providers, coaches, etc.) across the state, and a new Infant Toddler program of study and related scholarship (NCFITC) for teachers working with children birth to 36 months of age.

### **Key Accomplishments:**

- Early Care and Education Community Specialist Scholarship Program.
  - 10 Early Care and Education Community Specialist Scholarships had been awarded to date.
  - 6 recipients have submitted enrollment documentation for summer 2014 and stipends have been requested.
  - 5 recipients are employed at a Smart Start partnership agency, 5 are employed at a Child Care Resource and Referral agency.
- NC Foundation of Infant and Toddler Care Mentor Teacher Scholarship (NC-FITC).
  - Completed first face to face session for Cohort 2, Course 2.
  - Approved four applicants for Cohort 3.
  - Carried out site visits to local child care programs to provide information about FITC.
- Master's Degree Scholarship.



- UNC-Greensboro
  - 24 scholarships awarded to date.
  - Summer 2014 cohort – 14 recipients enrolled in 36 credits.
  - Fall 2014 cohort – 6 additional scholarships awarded.
  - Summer 2015 cohort – so far 4 additional scholarships awarded.
- UNC-Wilmington.
  - Fall 2014 cohort-40 scholarships awarded.
  - Spring 2015 cohort-so far awarded 6 additional scholarships.
- Early Care and Education Enhancement Scholarship in the T-Zone.
  - 51 T.E.A.C.H. recipients participating on an enhanced Transformation Zone scholarship.
    - 45 Associate Degree recipients.
    - 2 Bachelor Degree recipients.
    - 4 Birth-Kindergarten Licensure recipients.
  - 34 sponsoring programs.
  - Participants in 13 of the 17 Transformation Zone eligible counties.

### **Challenges:**

- Early Care and Education Community Specialist Scholarship Program.
  - Participation has been low.
- NC Foundation of Infant and Toddler Care Mentor Teacher Scholarship (NC-FITC).
  - Since Cohort 2 is predominantly administrators, learning to focus the content to that population and make appropriate changes has been a challenge.
- Master's Degree Scholarship.
  - Need to look at time frame for grant end and consider no-cost extension to give final cohort more time to complete program.
- Early Care and Education Enhancement Scholarship in the T-Zone.
  - Although participation in the TZ counties has not significantly increased since the beginning of this activity, there has been some success when comparing TZ participation to the statewide T.E.A.C.H. participation trends. From 2010-2012, the decrease in participation in the TZ counties mirrors the decrease in the general T.E.A.C.H. population. However in 2014, we actually saw an increase in the number of participants in the TZ counties, whereas the statewide trend continued to decline. This seems to suggest that the efforts are making a difference in the TZ counties.

### **Upcoming Tasks:**

- Early Care and Education Community Specialist Scholarship Program.
  - Collect any outstanding paperwork for recipients enrolled in Fall 2014.
  - Process incoming documentation for Fall 2014 stipends.
- NC Foundation of Infant and Toddler Care Mentor Teacher Scholarship (NC-FITC).
  - Set up final webinar for Course 2, Module 7.
  - Set up final face to face session for Cohort 2, Course 2.



- Organizing items for Cohort 2 students to begin mentoring upon successful completion of Course 2.
- Working with Meredith College to determine feasibility of revised format and audience for NCFITC. Goal would be summer institutes for Community College instructors, as well as CCR&R staff and directors.
- Master's Degree Scholarship.
  - Continue accepting and processing applications.
  - Ensure that recipients enrolled in Fall 2014 have had their tuition authorized.
- Early Care and Education Enhancement Scholarship in the T-Zone.
  - Continue recruitment in Transformation Zone eligible counties.
  - Process enhanced release time claims and T.E.A.C.H. bonuses for eligible participants.

***Project 13: Cultural Competence – Division of Child Development and Early Education (DCDEE)***

***Description:*** This Project will work with 100 early care and education teachers/directors and 75 TA providers to develop curriculum (.5 CEU course), training, coaching and assessment tools through an intentional learning process called the Breakthrough Series Collaborative. The goal is to increase the cultural competence of the early childhood workforce who are directly participating in the learning communities, and to extend this learning to the larger ECE workforce through the .5 CEU course that will be delivered through the CHILD CARE RESOURCE AND REFERRAL system starting in 2015.

**Activity 13.1: Cultural Competence Support**

**Key Accomplishments:**

- Implementation of Eastern Region Technical Assistant Session #3 on August 12th.
- TAs continue to schedule practicums in all three regions.
- Glover and Associates made final edits to the curriculum which will be available for TA Session #4 November 13th and 14th.
- Agendas for Learning Session #4 and TA Session #4 have been drafted and revised at least once.
- Implemented the fourth of five calls planned for each affinity during Action Period 3. The fourth calls focused on guiding participants in development of their mini-sessions they will present during Learning Session 4. Teams will present improvements they made during the project. The improvements will include policies, processes, products and/or resources they developed to demonstrate increased cultural competence as a result of participation in the project.
- Added two additional special affinity calls in response to requests by the Family Child Care Home providers.
- Facilitated one topical call on culture and parenting.
- Updated Cultural Competence website to reflect Action Period 3 activities.
- Twice monthly postings of Reading Assignments continue to enrich the knowledge of TAs and Core Learning Facilitators. Reflections and links posted on Wiggio increase the knowledge of others better preparing all TAs to strengthen the knowledge and skills they need to effectively deliver the curriculum and to provide culturally responsive technical assistance.



- Ongoing collaboration of TAs and Core Learning Facilitators in order to best support Teams, especially as they develop mini-sessions for presenting during Learning Session #4.
- Glover and Associates met with Dr. Cindy Watkins, North Carolina Partnership for Children to explore ways to create opportunities for dissemination of the Cultural Competence Curriculum to the local Smart Start Partnerships.

#### **Challenges:**

- Life events continue to impact participant numbers.
- Individual challenges to participation in scheduled TA Curriculum due to organization commitments.

#### **Upcoming Tasks:**

- Publish the Cultural Competence Awareness Module.
- Continue to develop audio and video content pieces.
- Continue implementation of topical webinars and final affinity calls.
- Continued planning for Learning Session #4 and TA Session #4.
- Continue working with UNC Greensboro on completing analysis of interviews and online assessments.
- Continue to provide support for Teams as they prepare for their mini-sessions during Learning Session #4.
- TAs will complete Early Childhood Cultural Competence Scans of the centers and family child care homes and submit their results to a database for analysis.
- On-going collection and analysis of metrics and Plan-Do-Study-Act.

***Project 14: ECDL (Early Childhood Director Leadership) – Division of Child Development and Early Education (DCDEE)***

***Description:*** This Project will develop intensive training for child care administrators to improve their leadership and program management skills.

#### **Activity 14.1: Early Childhood Director Leadership Institute**

##### **Key Accomplishments:**

- Convened Institute Two.
- Delivered curriculum *Introductions to Early Childhood Leadership and Management Part Two*.
- .5 CEU was awarded to attendees.
- Participants highly engaged at Institute and networking beyond team members.
- Expanded use of manaba prior to Institute Two.
- Evaluation feedback from Institute One resulted in changes in Institute Two.
- New schedules for Institute well received by participants as indicated in evaluations.



- Coaches meeting prior to Institute given specific direction/expectation for team meeting time. This was requested by coaches in a previous meeting.
- Coaches positive role models at Institute. Exhibited passion and professionalism for ECE.

### **Challenges:**

- 86 coaches and participants in attendance at Institute Two. Nine did not attend due to illness/surgery, family emergencies, and program challenges.
- Directors request additional time segments to network to share challenges and solutions.
- Institute activity through the evening allows time to network and extend discussions from earlier sessions.
- Late days are a concern to a few participants but they understand our time together is limited.
- Difficulty in understanding the difference of being a “professional” and ECE as a “profession”.
- Express the need for manaba to continue past the conclusion of the grant.

### **Upcoming Tasks:**

- Plan for participants not in attendance at Institute.
- Review and edit curriculum.
- Plan for distribution of Program Management Inventory to teaching staff.
- International Association for Continuing Education and Training (IACET) approval for CEU on the Program Management Inventory.

## **Reform Area E: Measuring Outcomes and Progress**

### ***Project 2: Data Systems and Management***

*Description: These projects aim to establish state data systems capable of collecting and integrating high quality data from multiple state agency partners serving children 0-5. The NC ECIDS will focus on the design, development, and implementation of an early childhood data system capable of integrating early childhood data from state agencies serving young children and will link to and align with the longitudinal P-20W (Pre-K to age 20/ workforce) system.*

### **Activity 2.1: NC ECIDS.**

**Description:** This Activity is focused on developing and implementing an early childhood data system (NC ECIDS).



### **Key Accomplishments:**

- A Data Management Committee was held to bring all of the Program Managers from participating programs up to speed on the work and next steps.
- A Governance Council Manual has been developed by NC ECIDS staff and is now being reviewed by the Data Management Committee.
- We have started having meetings with the P20 longitudinal data system group to develop workflows and business requirements regarding how the two data systems will connect and be governed when there is a request for data from both systems.
- The Agency MOA, which key participating agencies will sign that establishes data sharing through the system is in the final internal review stage at the secretary's office at DHHS and then will be sent out to the participating agencies and their legal teams to be reviewed and signed.
- The appendices for the Agency MOA, which will contain all of the data elements from each participating program have been approved by the Program Managers and will go to the Division Directors at each participating agency for final approval.
- A Data Use Agreement (DUA) for data requesters to sign before they are able to obtain data from the system, is being reviewed by the Data Management Committee.
- We have started working closely with P20 to compare our two data systems and determine where they differ and how they can be aligned to be able to get data from each system.
- Finalized the data elements that will be part of NC ECIDS from each participating program.
- Held a meeting with all of the technology representatives from the participating programs and agencies to discuss the architecture of the system and the next steps in moving forward in terms of roles and responsibilities.
- Worked on a contract with eScholar, the UID vendor, to purchase the UIDs and software. Working on getting the contract finalized and signed off on by the agency personnel.
- Met with the technical representatives from all participating programs and agencies to discuss the architecture of eScholar and explain how the assignment of UIDs works.

### **Challenges:**

- Getting the MOA in place will take time because so many people have to review it and sign off on it before it is final. So we continue to work on it, but know it will be a challenge to move it along as quickly as we would like.
- There are some challenges with the hiring of IT developers, since they need to be time-limited positions due to the grant funding. The ITS staff has gone through two rounds of applications, finding only few qualified applicants who then turn the job down for a more permanent position. ITS is continuing to recruit, but this has caused some delays in not being able to get staff on board and trained as quickly as they would like.

### **Upcoming Tasks:**

- Have the MOA be sent to the individual agencies to review and edit
- A second Data Management Committee meeting has been scheduled to get feedback and edits on the Governance Manual and initial feedback on the Data Use Agreement.
- Draft User Guides for both data requesters as well as Program Managers



- Continue to work with P20 to develop workflows and business requirements to ensure that our systems can be aligned once they are built
- Map the NC ECIDS data elements onto CEDS
- Purchase the necessary technology software and platforms and hire additional IT personnel.
- Once the contract is signed and approved, eScholar will schedule trainings on how to use the software for the NC ECIDS staff.
- Load the initial three programs (NC Pre-K, Child Care Subsidy, and Infant-Toddler Part C) into eScholar to start assigning UIDs following trainings and establishing the contract.
- After the programs have been loaded, work on a near-match resolution process for UIDs.

### **Activity 2.2: Smart Start Data Project**

**Description:** This Activity will enable North Carolina Partnership for Children (NCPC) to provide resources necessary for the 76 local Smart Start partnerships to collect and provide data to a unified system that will ultimately link to ECIDS.

#### **Key Accomplishments:**

- Round 1 of the Data Capacity Mini Grant Project was launched. The following supports were provided to Smart Start local partnerships to enhance the partnerships' grant writing:
  - An on-line data capacity self-assessment.
  - 2 webinar information sessions.
  - Pre-grant technical assistance calls to over 18 Smart Start local partnerships.
  - Supportive documents provided to partnerships re: outcomes, assessments, "stories" /examples of data capacity building, Smart Start software brochures, maps of partnerships with similar needs to foster multi-partnership applications.
- Grants were reviewed by a six-person team comprised of NCPC staff and staff external to NCPC (two ECIDS team members assisted). Grant awards to be made to 25 partnerships ranging from \$2,000 - \$10,000 per grant.
- Specifications for the NCPC central data system are in process (modified for new outcomes considerations such as assessments' scoring thresholds). Configuration of the new system's database began.
- A Data Advisory Group meeting was held at NCPC in August to determine levels of data collected for Early Care and Education outcomes (for assessments such as Environmental Rating Scales, CLASS, etc.) and future ECE assessment. Follow up conference calls were also held to further review and revise recommendations for Smart Start common outcomes.
- NCPC provided meeting space for two ECIDS meetings for key agency program managers. NCPC staff attended both meetings.



- Planning for technical assistance sessions for early childhood and family support assessment tools and for continued Visit Tracker data collection.

**Challenges:** None to report this quarter.

**Upcoming Tasks:**

- Technical assistance sessions for assessments planned for November & December.
- NCPC grants management work for mini grants' funding.
- Mini-grant monitoring/tracking (ongoing).
- IT software developer system development (ongoing).
- Data Advisory Group “assessment leadership” to be developed.

**Activity 2.3: Workforce Data Project**

**Description:** This Activity will establish an improved early childhood workforce data system that will replace the current system, and, in addition, link to the NC ECIDS.

**Key Accomplishments:**

- Entered first round of information into PPM tool and submitted project for Gate 1 approval.
- Continued bi-weekly TA with ACF National Center on PD Systems and Workforce Initiatives.
- Received preliminary quote from ITS around planned hardware procurement cost.
- Finalized RFP Committee and Evaluation team.
- Conducted peer-to-peer conference call, moderated by PDW Center, with Colorado.
- Began conversation with Data Warehouse around future system interface.
- Held first meeting of RFP Committee.
- Completed first draft of RFP and business requirements and sent out for review.
- Began conversation around UID creation and integration.

**Challenges:**

- Balancing workload and priorities of stakeholders, along with inclusion of legacy systems and DCDEE projects still in various phases of development.
- Interagency proposal review process poses difficulty in keeping momentum of project and meeting anticipated deadlines.

**Upcoming Tasks:**

- Send final draft of RFP to DHHS Purchasing Office.
- Post RFP for vendor review.
- Vendor selection process through RFP Committee.



**(Repeated) Activity 15.1: Develop/revise K-3 Assessment to include a Kindergarten Entry Assessment and extend through third grade (see pages 20 -21).**

**(Repeated) Activity 15.2: Using Data to Improve Classroom Instruction (see page 21).**

## **Invitational Priority 4: Sustaining Program Effects in the Elementary Grades**

**(Repeated) Project 9: Early Learning and Development (ELD) Standards (see page 19).**

**(Repeated) Project 15: K-3 Assessment – Department of Public Instruction (DPI)**

*Description: This Project will revise the NC K-3 Assessment to include all school readiness domains and provide information on children's skills when they enter kindergarten.*

**(Repeated) Activity 15.1: Develop/revise K-3 Assessment to include a Kindergarten Entry Assessment and extend through third grade. (see page 20 – 22).**

**(Repeated) Activity 15.2: Using Data to Improve Classroom Instruction (see page 21).**

## **Invitational Priority 5: Encouraging Private-Sector Support**

**(Repeated) Project 17: Family Strengthening – Division of Public Health (DPH)**

*Description: This Project will provide Family Strengthening Initiatives in the Transformation Zone.*

**(Repeated) Activity 17.1: Family Connects (see pages 22-23).**

**(Repeated) Activity 17.2: Triple P (see page 23).**

**(Repeated) Project 18: Partnership Initiatives - The North Carolina Partnership for Children, Inc. (NCPC)**



*Description:* This Project will support six strategies that will be implemented through the statewide network of local partnerships established by Smart Start.

**(Repeated) Activity 18.1 Leaders Collaborative/Learning Community (see page 5).**

**(Repeated) Activity 18.2: Transformation Zone Implementation Team (see pages 6-8).**

**(Repeated) Activity 18.3: Transformation Zone Early Literacy (see pages 8-10).**

**(Repeated) Activity 18.4: Faith Summits (see page 18).**

**(Repeated) Activity 18.5: Child Care Health Consultants (see pages 24 – 25).**

**(Repeated) Activity 18.6: ABCD (see pages 25 – 26).**

## NORTH CAROLINA RACE TO THE TOP- EARLY LEARNING CHALLENGE TRANSFORMATION ZONE

The Transformation Zone is a system building initiative that includes a set of four counties (Beaufort, Chowan, Bertie and Hyde Counties) in Northeastern NC and representation from key human service state agencies working with young children. Working with the local and state teams, the effort emphasizes community infrastructure and capacity building around implementation science to support high quality implementation of selected evidence-based/informed strategies to improve outcomes for young children.

This report extracts the related Transformation Zone projects from the existing quarterly report and consolidates information to present the Transformation Zone as an initiative and provide a more holistic perspective of the Transformation Zone work. The various projects are coupled according to their strategy focus, including: Transformation Zone Support and Capacity Building activities, Child Care Strategies, Family Strengthening Strategies, Early Literacy Strategies, and the Transformation Zone Evaluation. A diagram depicting each strategy by implementation phase is also included to present information using the Applied Implementation Frameworks.

### **Transformation Zone Support and Capacity Building (Activities 1.2 and 18.2)**

**Description:** These activities emphasize work with the local and state teams to enhance community infrastructure and capacity building around implementation science to support high quality implementation of selected evidence-based/informed strategies to improve outcomes for young children in the Transformation Zone.



## Activity 1.2 (National Implementation Research Network)

### Key Accomplishments:

- Establishing and supporting a state implementation team (with key representation from state agencies, purveyor, grants management) for Family Connects to identify and resolve implementation challenges using ongoing and targeted action planning.
- National Implementation Research Network (NIRN) and State Implementation Specialists continue to actively support development of implementation capacity at the state and local levels. Accomplishments from the previous quarter include:
  - County Leadership Teams, County Implementation Teams, and County coaches' demonstration of increased understanding about and capacity for effective implementation (identified through observation, administration of the County Capacity Assessment, and action planning).
  - Work with individual purveyors (Reach Out and Read, Motherread/Fatheread, Family Connects) to use best practices in active implementation to support initial implementation efforts, including continued development of coaching infrastructure, and facilitative administration in addition to increasing the fluency of teams to identify, collect and use data to inform initial implementation efforts.
- Discussion of a policy-practice feedback loop and communication strategies between state and county colleagues:
  - Convened a well-attended cross county and state partner meeting to discuss initial implementation stage implementation challenges and successes.
  - Convened monthly calls between purveyor and county partners to facilitate strategy-specific installation stage implementation.
  - Attended state funders meetings and subsequent to continue to develop a viable policy to practice feedback loop.
  - Continue to encourage the clarification of roles and responsibilities of state partners as they relate to the funded child care strategies.
- Support for purveyors' model development including:
  - Working with Healthy Social Behavior coordinator to further articulate and operationalizing the key components of the model (e.g., similarities and differences with Pyramid Model).

### Challenges:

- The development of efficient feedback processes between county and state partners, including a transparent system for sharing data across county, regional and state partners (e.g., sharing available reports, variance in what and how data is collected and/or used across different strategies, etc.).
- Sustainability of discrete strategies is unclear at this point. State partner engagement in this conversation with county partners is preliminary.
  - Finding consensus on the identification a viable administrative "home" for each strategy will become increasingly important for decision making and accountability purposes when considering factors impacting sustainability.



- Telephone support and technical assistance from purveyors/agency partners to county teams, while helpful for general support and problem-solving, is not sufficient to address ongoing adaptive challenges being surfaced as the implementation work moves into initial implementation efforts. Addressing facilitative administrative barriers (e.g., accessing existing funding for purveyor to travel to directly support county teams during this phase) may require sustained and cooperative efforts from all funders.

### **Upcoming Tasks:**

- Completing second administration and using County Capacity Assessment with each County Team for Action Planning in the upcoming quarter.
- Continuing to develop county-level infrastructure to collect and use data to inform action planning as most strategies move into the Initial Implementation stage over the next quarter.
- Collaboration with state partners to collect and use data to inform action planning to support county-level initial implementation efforts and develop implementation drivers within models.
- Convene state implementation team for Triple P to identify and resolve implementation challenges.
- Continue to support state implementation team for Family Connects to identify and resolve implementation challenges.

### **Activity 18.2 (North Carolina Partnership for Children)**

#### **Key Accomplishments:**

- ABLE Change: All four county coaches began individual coaching sessions with Pennie Foster-Fishman to support the work to engage diverse voices in each community that emerged from the May trainings. Coaches also participated in a monthly Peer-to-Peer group meeting.
  - In Beaufort, with the support of the coach, a parent engagement group – Voices for Change - formed. The group piloted a survey on August 5 with responses from 48 parents. They are working on analyzing the survey data. The next meeting is scheduled for mid October.
  - One Transformation Zone (TZ) county also formed a family engagement team. This group, with coach support, is developing a community survey about understanding and use of community services. They also have collected some parent feedback for Family Connects. The team spent time discussion its role within the larger early childhood system in that county.
  - In a second TZ county, planning is underway to seek parent feedback on service delivery of Motherread through some focus groups. The Implementation Team will provide input into focus group questions.
  - In a third TZ county, a networking meeting among service agencies in the county is planned to begin work to strengthen service coordination and collaboration. This will be done in conjunction with the East Carolina Behavioral Health (ECBH) collaborative meeting. A separate interagency committee has formed and opportunities to connect with ECBH and host an event in October are being explored. The Ministerial Council helped



distribute a two question survey (questions selected by the County Leadership Team) to their congregations as an initial effort to collect information directly from parents. A second survey was distributed at the elementary school open house. The Implementation Team is working to analyze this data.

- Monthly County meetings with Implementation and Leadership Teams are ongoing work for the County Coaches
  - In support of these meetings the coaches plan the Implementation Team agendas in collaboration with the State Implementation Specialist. Coaches provide facilitation of the Implementation Team meetings with State Implementation Specialists co-facilitating the active implementation content.
  - At meetings, coaches and team members review data from and status of each strategy to determine what is working well, what assistance may be needed, and what, if any, requests need to be brought to the Leadership Teams.
    - The Coach in one TZ county is working with the Leadership Team as they begin a Strategic Planning process. This grant funded planning grew out of the Leadership Teams participation in the County Capacity Assessment.
    - In two other TZ counties coaches assisted with the Leadership Team's County Capacity Assessment by capturing emergent action items. They are working with the Leadership Team in the completion of these items as appropriate and by taking work back to the Implementation Teams.
    - In the fourth TZ county, the coach and team are working on building out a more comprehensive list of community services, on literacy installation and with Triple P training enrollment.
  - County representatives from each of the four counties (a Coach and Literacy Coordinator from one county, an early care and education partner from a second, and Leadership Team members from the other two TZ counties) attended a meeting with Federal Program Officers to provide some insight into local work, successes and challenges with a focus on the literacy work.
- Coaches provided a spotlight of some of the work they are engaged in at the September 9<sup>th</sup> Cross County Meeting. This meeting was very successful and the coaches and local team members reported positive responses to the opportunity to talk with people at the state level.
- Coaches also coordinate and facilitate the ongoing implementation team work between the formal monthly meetings. They also participate in monthly calls with some of the purveyors.
  - Child Care
    - A combined report for the two infant-toddler and Healthy Social Behaviors strategies was created by DCDEE and shared with the county Implementation Teams. The purveyors for these strategies have offered to visit the local teams to discuss roles and communication, and scheduling for fall meetings is underway.
  - Literacy



- A cross county literacy meeting was held at the end of July. Coaches and literacy coordinators attended along with some of the coordinators' supervisors. The literacy strategy evaluator shared documentation and data collection tools. Follow up cross-county meetings among the literacy coordinators and some Implementation team members to work on developing those tools. Coaches and Implementation Teams are working with the literacy coordinators to help develop and/or to review documentation as it is developed and are providing support and guidance as programs move into initial implementation
- Family Strengthening
  - The coaches are assisting with introductions of Family Connects staff within the counties and providing other supports as needed.
  - The Implementation Teams in three TZ counties continue to work with the Triple P coordinators as they work to form peer-to-peer networks of trained providers and establish referrals systems among provides who may accept referrals. Additional training is scheduled for October. Teams are spending some time thinking about the implications for their counties of having an increased demand for parenting services as the community at large and service providers become aware of Triple P.
  - The Implementation Teams in two TZ counties are working with the Triple P Coordinator to establish peer-to-peer networks and otherwise assist the trained providers in implementing the program. Additional training is scheduled for October.
- The coaches supported the Transformation Zone Evaluation team to meet with county implementation and leadership teams and with staff implementing the strategies at the local level.

### **Challenges:**

- In one TZ county both the County Implementation Coach and the Coach Coordinator have taken other positions. Other members of the local and state teams may be asked to provide additional supports until those positions can be filled.
- Communication and a mutual understanding of roles and responsibilities is particularly challenging for strategies that do not have local service providers participating in one or both of the county teams.

### **Upcoming Tasks:**

- Hiring of the Coach Coordinator and County Coach for one TZ county.
- Providing feedback to the Grants Management Team on priorities for a no-cost extension.
- Two webinars for coaches and team members are scheduled for October and November.
- Planning for the ABLe Change retreat in February.



## Child Care Strategies

### 4 -5 Star Infant Toddler Slots in the Transformation Zone (Activity 6.2)

**Description:** This Activity will create more subsidized Infant/Toddler slots in 4 and 5 star programs in the Transformation Zone with support from an Infant-Toddler Specialist.

#### Key Accomplishments:

- 3 Infant Toddler (IT) Expansion Grant programs received technical assistance (9 consultations) in one TZ County.
- 3 IT Expansion Grant programs received TA (15 consultations) in another TZ County.
- IT Specialist made outreach visit to two 3-star programs in a third TZ County.
- First enhanced payments processed (representing slots for 7 children).

#### Challenges:

- None to report this quarter.

#### Upcoming Tasks:

- Continue providing technical assistance based on program improvement plans to expansion grant programs.
- Continue discussions with DCDEE and grant management team re: possible alternate projects to increase the quality of infant/toddler care statewide.

### Part Day Infant Toddler Program in Transformation Zone (NC Babies First/NCB1 - Activity 6.3)

**Description:** This Activity will create a high-quality part day program for high need infants and toddlers in the Transformation Zone with support from an Infant-Toddler Specialist.

#### Key Accomplishments:

- One TZ county: 29 attending at month end.
- A second TZ county: 6 attending at month end.
- One TZ County site has established an Outdoor Learning Environment (OLE) directly outside of IT classrooms with support from the NCB1 start-up grant.
- Communication continues with a third TZ county child care facility that qualifies for NCB1. The director plans to submit an application.

#### Challenges:

- None to report this quarter.



### **Upcoming Tasks:**

- All sites plan to attend a free Family Engagement training offered with RtT-ELC grant funds thru the local Head Start Hub (Project 16).
- IT Project Staff plans to attend a family event on October 4 in a TZ county to raise awareness of NCB1 slots available in the county.
- The IT Project Staff is scheduled to meet with potential NCB1 program in a TZ county in early September.
- Provide TA to support ongoing quality of care, observation of children's development, and family engagement activities.

### **Healthy, Social Behavior (HSB) Specialist in Transformation Zone (Activity 8.4)**

**Description:** This Activity will provide a Healthy Social Behavior Specialist who will provide technical assistance and training to ELD programs in the Transformation Zone to improve program capacity to support the healthy social/emotional development of the children in their care, using the teaching pyramid framework and strategies.

### **Key Accomplishments:**

- Continued working with 3 programs in one TZ county ; 4 programs in the second county; 3 programs in the third county; and 4 programs in the fourth TZ county.
- Continued work with NIRN team on Practice Profile.

### **Challenges:**

- None to report this quarter.

### **Upcoming Tasks:**

- Continue building relationships with local TA personnel and agencies.
- Continue classroom observations and technical assistance.
- Continue work on development of HSB practice profile.

### **Child Care Health Consultants (CCHC - Activity 18.5)**

**Description:** Child Care Health Consultants support child care programs in promoting children's health and development. This Activity will strengthen statewide capacity by establishing a regional health consultant coaching model. It will also provide additional health consultants in the Transformation Zone counties.

### **Key Accomplishments:**

- All four TZ counties continue to implement CCHC services and have worked with their agencies and stakeholders to identify child care centers and homes prioritized for intensive health and safety consultation.



- All NC CCHCs have been trained in the coaching model and have begun utilizing coaching in their consultation visits with child care facilities.
- While the NC Health and Safety Assessment Tool APP, is not ready for piloting, the existing tool, in Excel format, has been updated and released for use. The CCHC Coaches have provided training on the updates and an overview of how to use the tool.
- The Resource Center at UNC-CH and NCPC continue to track general feedback and consultation/coaching contacts with local CCHCs, their supervisors, and local partnership staff.
- Continued conference calls with CCHC Coaches and NCPC to encourage information sharing and ongoing communication. The NC CCHC Nurse recently newly hired by the Division of Public Health has begun joining the monthly calls.
- The CCHC Model Performance Assessment Tool, intended to be utilized by CCHCs, supervisors, and agencies to assess their on-going implementation of the CCHC Model, was piloted by three CCHCs in August. Feedback on usability has been collected and tool enhancements are being made.

#### **Challenges:**

- UNC-CH's bidding process for the Health and Safety Assessment Tool APP will delay the anticipated pilot period. The pilot will occur during Winter/Spring of 2015. While the pilot has been delayed, we have released the updated NC Health and Safety Assessment in Excel format and continued to gather feedback on the CCHC Model Performance Assessment Tool in an effort to enhance the tool.

#### **Upcoming Tasks:**

- During Winter/Spring 2015, implement a comprehensive CCHC model pilot in select counties, utilizing the CCHC Model in tandem with the CCHC Model Performance Assessment Tool, NC Health and Safety Assessment Tool APP, standardized tracking tool, and Coaching Model.

## **Family Strengthening Strategies**

### **Family Connects (Activity 17.1)**

**Description:** This Activity will provide home visiting, screening, referral, and other services in the Transformation Zone.

#### **Key Accomplishments:**

- All staff hired and oriented and certified in the Connects model.
- Laptops transferred to the Division of Public Health for setup and connection to the DPH server.
- Staff training with the Durham Connects model experts and in-service training on mental health and substance abuse issues.
- First families in the Transformation Zone visited using the Connects model.
- Outreach to doctors' offices, health department clinics, and birth education groups to introduce the Family Connects program.



### **Challenges:**

- Redefining the role for Center for Child and Family Health from implementer/program support to just the role of model purveyor.
- Identifying a “home” for Family Connects in the Transformation Zone that includes programmatic, financial, and clinical support and oversight for the project.
- Transferring all IT equipment to the Division of Public Health for the purpose of set up, maintenance and connection to the secure server.
- Recruitment of families in the Vidant System hospitals.
- Initial office space is deemed non-healthy due to mold problem. Need to identify new office space ASAP.
- The community outreach worker resigned due to health issues.
- Need to identify a Spanish interpreter for nurse home visitors.

### **Upcoming Tasks:**

- Discussions with Albemarle Regional Health Services to be the “home” for the Family Connects project.
- Identifying new office space for the staff.
- Establishing an 800 number for the project.

### **Triple P (Positive Parenting Program - Activity 17.2)**

**Description:** The Triple P Program, an evidence based family strengthening program, is designed to meet the needs of families with many programs and options available to them. Triple P will be working with the Transformation Zone to develop programming.

### **Key Accomplishments:**

- A shared training calendar was established.
- The local coordinators participated in the August 2014 State Triple P Learning Collaborative meeting.
- The local coordinators participated in bi-weekly phone conferences for peer support.
- The local coordinators held a regional meeting to focus on referrals, shared media campaign plans, completing quarterly progress reports, and developing a cloud account for sharing documents.
- All counties have either completed initial training for practitioners or have a training scheduled.

### **Challenges**

- Inputting data into the NC Triple P Data Collection and Reporting System has been challenging. Some sites not reporting in a timely way, some providers not submitting service data, and some providers not collecting and submitting client data.
- The local coordinator for a TZ region resigned and the position was posted and filled.
- Trained Triple P practitioners are not initiating formal peer support groups.



- Training on the data collection tool was rescheduled due to a staff vacancy in the DPH central office.
- It's very difficult to recruit enough practitioners in Tier One (economically depressed) counties to fill the 20 slots required for each training.
- Cloud technology for sharing documents has not been established.
- Need to get the Regional RTT-ELC Triple P Coordinator to the northeast counties for a face-to-face meeting.

### **Upcoming Tasks:**

- Face-to-face meeting with the project lead for the northeast counties.
- Training on data entry for the Triple P Data Collection and Reporting System.
- Establishing regional open enrollment training sessions across county lines.

## **Early Literacy Strategies**

### **Transformation Zone Early Literacy (Activity 18.3)**

**Description:** This Activity will provide strategies (including Motherread and Reach Out and Read) to improve early literacy in the Transformation Zone.

### **Key Accomplishments:**

- Counties are continuing staggered initial implementation of Reach Out and Read and Motherread. A local pediatrics practice is now supported in a TZ county in implementing Reach Out and Read. One TZ county has restarted Story Exploring in their Pre-K and Head Start classroom and has held 3 sessions of Motherread/Fatheread. Another TZ county has begun Story Exploring in eight child care facilities. The fourth TZ county plans to begin initial implementation of both Motherread/Fatheread and Story Exploring in October 2014.
- The Motherread Toolkit is being used by all four counties. One county held a community meeting with Motherread facilitators to introduce the toolkit, review facilitator expectations, and answer questions.
- The Transformation Zone counties are currently engaged in cross-county work in the development of Motherread and Reach Out and Read written guidelines. The written guidelines are scheduled to be completed by the end of October, 2014.
- During the July 2014 cross-county early literacy meeting, it was agreed there is value in meeting as a group, but perhaps monthly calls are not needed, especially due to the high accessibility of the purveyors. The group agreed to the following alternatives:
  - The TZ Early Literacy Coordinators would continue to attend the monthly Smart Start facilitated Reach Out and Read Project Coordinator calls.
  - Monthly, NCPC would send an email to the collective group asking if a conference call is needed and check in on initial implementation issues or concerns.
  - Two times annually, the group would meet face-to-face in a central location to allow for networking, have a check in regarding the evaluation tools, and share concerns or successes. The next face-to-face meeting would occur in January to discuss:



- Leveraging connections with other TZ and community strategies.
- Evaluation tools and data tracking check-in.
- Update on how counties are including authentic parent voice in their implementation efforts.
- Basic coaching model presentation.
- Counties have sent in Motheread training need requests. A cross-county call will be scheduled to confirm training needs and to assure counties are identifying facilitators that will be implementing within the next few months.
- A successful meeting with the federal monitoring team was held and many stories of success were shared by Transformation Zone stakeholders.

### **Challenges:**

- None to report this quarter.

### **Upcoming Tasks:**

- Evaluation of both early literacy strategies will begin this fall.
- Completion of early literacy strategy written guidelines and logic models.
- Scheduling the third round of Motheread training.
- Negotiate contracts with the four counties for 2015.

## **Transformation Zone Evaluation (Activity 1.3)**

**Description:** This Activity provides a comprehensive evaluation of the Transformation Zone Activities.

### **Key Accomplishments:**

- Met monthly with the TZ Evaluation Work Group to update members, discuss team coordination, follow up logic model conversations, review evaluation findings thus far and discuss next steps.
- Continued document review of Implementation Hub, NCPC files, TZ Evaluation Account, NIRN project server files, and Sakai site (with input from Work Group) and began review of ABLe drop box files.
- Finalized network mapping report shared with Evaluation Workgroup and posted to Active Implementation Hub.
- Coded and analyzed interviews with County Coaches. Finalized findings memo, distributed to Coaches and Evaluation Work Group and posted to Active Implementation Hub.
- Collected, coded, and analyzed County focus group data, drafted findings memo and sent to Evaluation Work Group for feedback. Drafted protocol for collecting unheard voices from County Team members.
- Conducted and transcribed interviews with 18 purveyors and began coding and analyzing data.
- Drafted stakeholder survey to elicit feedback from community members.
- Participated in partners' meetings:
  - Attended Funder's meetings (8/25, 9/16) to document discussion.
  - Attended and presented at Cross County Team meeting (9/9) and documented discussion.



- Monitored evaluation email account, filed key information, and responded as needed.

### **Challenges:**

- Scheduling data collection during the summer months was challenging due to limited availability of county teams, purveyors and service delivery providers.
- Scheduling and facilitating the state team's development of a workable logic model to guide evaluation activities has been a challenge.

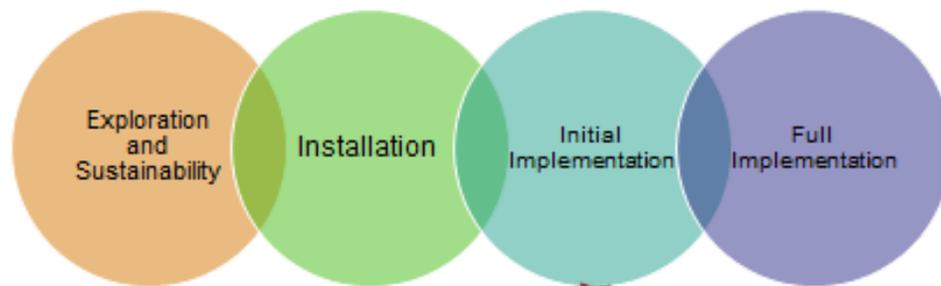
### **Upcoming Tasks:**

- Send online survey to community stakeholders; analyze results and draft findings and recommendations brief.
- Draft, finalize and distribute memos from County focus group/Coaches' interviews and purveyor interview findings and recommendations to state and county partners.
- Complete interviews with representatives from state funding agencies; transcribe recordings and draft findings and recommendations brief.
- Participate in partner meetings.
- Continue review of established and new NIRN, NCPC, ABL and other files.
- Continue monitoring evaluation email account and respond as needed.
- Using Transformation Zone logic model, continue to collect, analyze and report evaluation findings and recommendations for optimizing impact of TZ activities at the county and state levels.



## Transformation Zone Strategy by Implementation Phase

# Implementation Continues (Spring 2014)



- County Implementation Coaches**
  - Weekly individual coaching from Coach Coordinator
  - Weekly team meeting/in-service
  - Increasing use of active implementation concepts & tools with teams
- County Implementation Teams**
  - Co-planning and leading regular meetings (between weekly and monthly)
  - Supporting community awareness/engagement activities
  - Actively supporting installation activities
- County Leadership Teams**
  - Continue to add key stakeholders to the teams
  - Setting priorities for services within each county
  - Learning to guide the work of the County Implementation Team





# Implementation Continues (Spring 2014)

