



Pathways Partners Stakeholder Meeting

October 18, 2018

9:00 AM to 9:30 AM

Welcome and How We Got Here

9:30 AM to 9:45 AM

#PathwaysRipple

9:45 AM to 10:00 AM

NC Voter Poll Results

10:00 AM to 10:40 AM

Grounding Ourselves in Equity

10:40 AM to 10:50 AM

BREAK

10:50 AM to 11:30 AM

Pathways Action Framework

11:30 AM to Noon

Mapping Pathways' Value-Add

Noon to 12:45 PM

LUNCH

12:45 PM to 2:15 PM

Transitioning to Implementation

2:15 PM to 3:00 PM

Reflections, Evaluation and Next Steps

Appendix B - Registrant List

NC Pathways to Grade-Level Reading - Stakeholder Meeting

Thursday, October 18, 2018 from 8:30 AM to 3:00 PM (EDT)
 RTI International (Horizon Building) - 3040 East Cornwallis Road - Durham, NC 27709

	Last Name	First Name	Qty	Ticket Type	Payment Status
<input type="checkbox"/>	Ableidinger	Mandy	1	STAKE	Free Order Order 47472208654-802467399
<input type="checkbox"/>	Adams	Adriana	1	STAKE	Free Order Order 47472208654-818146046
<input type="checkbox"/>	Agnew	Marilyn	1	STAKE	Free Order Order 47472208654-796943068
<input type="checkbox"/>	Alcorn	Greg	1	STAKE	Free Order Order 47472208654-795726763
<input type="checkbox"/>	Anderson	Rocio	1	STAKE	Free Order Order 47472208654-824263788
<input type="checkbox"/>	Arias	Sheila	1	STAKE	Free Order Order 47472208654-803183988
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<input type="checkbox"/>	Barnes	Kim	1	STAKE	Free Order Order 47472208654-796943823
<input type="checkbox"/>	Barnes Gray	Viola	1	STAKE	Free Order Order 47472208654-827562548
<input type="checkbox"/>	Barry	Amy	1	STAKE	Free Order Order 47472208654-838567782
<input type="checkbox"/>	Basloe	Marsha	1	STAKE	Free Order Order 47472208654-795722343
<input type="checkbox"/>	Battersby	Sarah	1	STAKE	Free Order Order 47472208654-800661508
<input type="checkbox"/>	Begeny	John	1	STAKE	Free Order Order 47472208654-799389679
<input type="checkbox"/>	Berg	Brenda	1	STAKE	Free Order Order 47472208654-796010348
<input type="checkbox"/>	Borom	Greg	1	STAKE	Free Order Order 47472208654-796133393
<input type="checkbox"/>	Bowen	Kris	1	STAKE	Free Order Order 47472208654-808145245
<input type="checkbox"/>	Brawley	Smokie	1	STAKE	Free Order Order 47472208654-795760035
<input type="checkbox"/>	Brown	Princess	1	STAKE	Free Order Order 47472208654-823769723
<input type="checkbox"/>	Buitrago	Karla	1	STAKE	Free Order Order 47472208654-841076857
<input type="checkbox"/>	Callinan	Courtney	1	STAKE	Free Order Order 47472208654-825547437
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<input type="checkbox"/>	carter	anna	1	STAKE	Free Order Order 47472208654-795759243
<input type="checkbox"/>	Chapman	Alisa	1	STAKE	Free Order Order 47472208654-796923628
<input type="checkbox"/>	Chappel	Linda	1	STAKE	Free Order Order 47472208654-798385081
<input type="checkbox"/>	Charles	Nicky	1	STAKE	Free Order Order 47472208654-839268833
<input type="checkbox"/>	Clark	Constance	1	STAKE	Free Order Order 47472208654-805125248

[NC Pathways to Grade-Level Reading - Stakeholder Meeting](#)

	Last Name	First Name	Qty	Ticket Type	Payment Status
<input type="checkbox"/>	Coggin	John	1	STAKE	Free Order Order 47472208654-795792029
<input type="checkbox"/>	Covington	Ray	1	STAKE	Free Order Order 47472208654-818162815
<input type="checkbox"/>	Cox	Kris	1	STAKE	Free Order Order 47472208654-813991043
<input type="checkbox"/>	Cox	Jill	1	STAKE	Free Order Order 47472208654-842132591
<input type="checkbox"/>	Crocker	Joe	1	STAKE	Free Order Order 47472208654-803021107
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<input type="checkbox"/>	Dalrymple	Todd	1	STAKE	Free Order Order 47472208654-838575146
<input type="checkbox"/>	Davis	Dennis	1	STAKE	Free Order Order 47472208654-817082456
<input type="checkbox"/>	Day	Deborah	1	STAKE	Free Order Order 47472208654-797154673
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<input type="checkbox"/>	Dewey	Cynthia	1	STAKE	Free Order Order 47472208654-797007033
<input type="checkbox"/>	Dickens	Carolyn	1	STAKE	Free Order Order 47472208654-802921601
<input type="checkbox"/>	Dowdy	Pamela	1	STAKE	Free Order Order 47472208654-797114033
<input type="checkbox"/>	Earls	Marian	1	STAKE	Free Order Order 47472208654-838085000
<input type="checkbox"/>	Elander	Cate	1	STAKE	Free Order Order 47472208654-796949856
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<input type="checkbox"/>	Ferrer	Maty	1	STAKE	Free Order Order 47472208654-842208053
<input type="checkbox"/>	Finaldi	Lisa	1	STAKE	Free Order Order 47472208654-796028260
<input type="checkbox"/>	Gardner-Neblett	Nicole	1	STAKE	Free Order Order 47472208654-840778958
<input type="checkbox"/>	Garrett	Carla	1	STAKE	Free Order Order 47472208654-826076559
<input type="checkbox"/>	Goodwine Batts	Angel	1	STAKE	Free Order Order 47472208654-817823309
<input type="checkbox"/>	Greer	Kimberly	1	STAKE	Free Order Order 47472208654-803006704
<input type="checkbox"/>	Gross	Matt	1	STAKE	Free Order Order 47472208654-798799283
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<input type="checkbox"/>	Guillory	Kristen	1	STAKE	Free Order Order 47472208654-817710284
<input type="checkbox"/>	Guthrie	Carolyn	1	STAKE	Free Order Order 47472208654-795808451
<input type="checkbox"/>	Hahn	Nation	1	STAKE	Free Order Order 47472208654-803030155
<input type="checkbox"/>	Harris	Juliana	1	STAKE	Free Order Order 47472208654-796504732

NC Pathways to Grade-Level Reading - Stakeholder Meeting

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<input type="checkbox"/>	Henderson	Lee	1	STAKE	Free Order Order 47472208654-795745673
<input type="checkbox"/>	Holland	Adam	1	STAKE	Free Order Order 47472208654-795994777
<input type="checkbox"/>	Horn	D. Craig	1	STAKE	Free Order Order 47472208654-822122378
<input type="checkbox"/>	Hoyle	Sheila	1	STAKE	Free Order Order 47472208654-842626223
<input type="checkbox"/>	Huseboe	Colleen	1	STAKE	Free Order Order 47472208654-833674846
<input type="checkbox"/>	James	Vivian	1	STAKE	Free Order Order 47472208654-817406369
<input type="checkbox"/>	Johnson	Rebecca	1	STAKE	Free Order Order 47472208654-800993277
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<input type="checkbox"/>	Jones	Christy	1	STAKE	Free Order Order 47472208654-824068503
<input type="checkbox"/>	Joyner	Catherine	1	STAKE	Free Order Order 47472208654-797071654
<input type="checkbox"/>	Keisler	Alison	1	STAKE	Free Order Order 47472208654-796915167
<input type="checkbox"/>	Knapp	Laura	1	STAKE	Free Order Order 47472208654-830211417
<input type="checkbox"/>	Knox	Stacey	1	STAKE	Free Order Order 47472208654-796138194
<input type="checkbox"/>	Krause	Jennifer	1	STAKE	Free Order Order 47472208654-825592724
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<input type="checkbox"/>	Langston	Kelly	1	STAKE	Free Order Order 47472208654-796065141
<input type="checkbox"/>	Lanham	Debra	1	STAKE	Free Order Order 47472208654-823784780
<input type="checkbox"/>	Leach	Barbara	1	STAKE	Free Order Order 47472208654-839071915
<input type="checkbox"/>	Leighs	Michael	1	STAKE	Free Order Order 47472208654-808600346
<input type="checkbox"/>	Lennon	Jean	1	STAKE	Free Order Order 47472208654-795766033
<input type="checkbox"/>	Levene	Elizabeth	1	STAKE	Free Order Order 47472208654-797468707
<input type="checkbox"/>	Lewis	Angela	1	STAKE	Free Order Order 47472208654-795991199
<input type="checkbox"/>	Lofton	Jackie	1	STAKE	Free Order Order 47472208654-795715775
<input type="checkbox"/>	Lowery Clark	Jessica	1	STAKE	Free Order Order 47472208654-797035495
<input type="checkbox"/>	Machia	Heather	1	STAKE	Free Order Order 47472208654-838014646
<input type="checkbox"/>	Marti	Norma	1	STAKE	Free Order Order 47472208654-795769197
<input type="checkbox"/>	Maynor	Priscilla	1	STAKE	Free Order Order 47472208654-799566293
<input type="checkbox"/>	McColskey-Leary	Collin	1	STAKE	Free Order Order 47472208654-823763452

NC Pathways to Grade-Level Reading - Stakeholder Meeting

	Last Name	First Name	Qty	Ticket Type	Payment Status
<input type="checkbox"/>	McCombs-Thornton	Kim	1	STAKE	Free Order Order 47472208654-797366538
<input type="checkbox"/>	McDonald	Capri	1	STAKE	Free Order Order 47472208654-795989105
<input type="checkbox"/>	McKnight	Karen	1	STAKE	Free Order Order 47472208654-795762605
<input type="checkbox"/>	Merrifield	Carolyn	1	STAKE	Free Order Order 47472208654-796048629
<input type="checkbox"/>	Messersmith	Beth	1	STAKE	Paid with Check Order 47472208654-815616115
<input type="checkbox"/>	Mildwurf	Bruce	1	STAKE	Free Order Order 47472208654-838837962
<input type="checkbox"/>	Miller	Sherri	1	STAKE	Free Order Order 47472208654-796809840
<input type="checkbox"/>	Mills	Karen	1	STAKE	Free Order Order 47472208654-804054013
<input type="checkbox"/>	Mitchell	William	1	STAKE	Free Order Order 47472208654-795810643
<input type="checkbox"/>	Moore	Kerry	1	STAKE	Free Order Order 47472208654-796947754
<input type="checkbox"/>	Moten-Tolson	Paula	1	STAKE	Free Order Order 47472208654-795717219
<input type="checkbox"/>	Murray	Desiree	1	STAKE	Free Order Order 47472208654-796005307
<input type="checkbox"/>	Nixon	Susan	1	STAKE	Free Order Order 47472208654-800103391
<input type="checkbox"/>	O'Connor	Kristin	1	STAKE	Free Order Order 47472208654-825479366
<input type="checkbox"/>	Owens	Cache	1	STAKE	Free Order Order 47472208654-819468238
<input type="checkbox"/>	Payne	Chris	1	STAKE	Free Order Order 47472208654-818241336
<input type="checkbox"/>	Peisner-Feinberg	Ellen	1	STAKE	Free Order Order 47472208654-838300681
<input type="checkbox"/>	Phillips	Eva	1	STAKE	Free Order Order 47472208654-796039669
<input type="checkbox"/>	Pierce	Patsy	1	STAKE	Free Order Order 47472208654-795774292
<input type="checkbox"/>	Planchard	Rebecca	1	STAKE	Free Order Order 47472208654-824184190
<input type="checkbox"/>	Pope	Kathy	1	STAKE	Free Order Order 47472208654-802321968
<input type="checkbox"/>	Potts	Joy	1	STAKE	Free Order Order 47472208654-795761582
<input type="checkbox"/>	Pulver	Robin	1	STAKE	Free Order Order 47472208654-829569288
<input type="checkbox"/>	Redmond	Phil	1	STAKE	Free Order Order 47472208654-797381285
<input type="checkbox"/>	Richards	Libby	1	STAKE	Free Order Order 47472208654-796938459
<input type="checkbox"/>	Ries	Michelle	1	STAKE	Free Order Order 47472208654-824075246
<input type="checkbox"/>	Rivers	Rhonda	1	STAKE	Free Order Order 47472208654-815663620
<input type="checkbox"/>	Robinson	Susan	1	STAKE	Free Order Order 47472208654-817176838
<input type="checkbox"/>	Russell	Sue	1	STAKE	Free Order Order 47472208654-795855830

NC Pathways to Grade-Level Reading - Stakeholder Meeting

	Last Name	First Name	Qty	Ticket Type	Payment Status
<input type="checkbox"/>	Sellars	Jenny	1	STAKE	Free Order Order 47472208654-838021290
<input type="checkbox"/>	Sellars	Harold	1	STAKE	Free Order Order 47472208654-840193595
<input type="checkbox"/>	Sherman	Tina	1	STAKE	Free Order Order 47472208654-817064039
<input type="checkbox"/>	Short	Erin	1	STAKE	Free Order Order 47472208654-831473151
<input type="checkbox"/>	Singer	Jill	1	STAKE	Free Order Order 47472208654-804070094
<input type="checkbox"/>	Singerman	Janet	1	STAKE	Free Order Order 47472208654-811466136
<input type="checkbox"/>	Sirota	Alexandra	1	STAKE	Free Order Order 47472208654-795853056
<input type="checkbox"/>	Smith	Gerri	1	STAKE	Paid with Check Order 47472208654-815618432
<input type="checkbox"/>	Soliday Hong	Sandra	1	STAKE	Free Order Order 47472208654-796020824
<input type="checkbox"/>	Sotak	Adam	1	STAKE	Free Order Order 47472208654-800584405
<input type="checkbox"/>	Soter O'Neil	Cyndi	1	STAKE	Free Order Order 47472208654-795991249
<input type="checkbox"/>	Spigner	Sharon	1	STAKE	Free Order Order 47472208654-803037947
<input type="checkbox"/>	Stamp	Jennifer	1	STAKE	Free Order Order 47472208654-824056191
<input type="checkbox"/>	STOOPS	TERRY	1	STAKE	Free Order Order 47472208654-795995002
<input type="checkbox"/>	Stover	Caroline	1	STAKE	Free Order Order 47472208654-833678437
<input type="checkbox"/>	Strickland	Judie	1	STAKE	Free Order Order 47472208654-796074049
<input type="checkbox"/>	Sutton	Leah	1	STAKE	Free Order Order 47472208654-824269020
<input type="checkbox"/>	Syed	Sumera	1	STAKE	Free Order Order 47472208654-795747728
<input type="checkbox"/>	Tabb	Taniza	1	STAKE	Free Order Order 47472208654-827611558
<input type="checkbox"/>	Templeton	Gizem	1	STAKE	Free Order Order 47472208654-796063860
<input type="checkbox"/>	Valladares	Banu	1	STAKE	Free Order Order 47472208654-839425951
<input type="checkbox"/>	Vitaglione	Tom	1	STAKE	Free Order Order 47472208654-830148694
<input type="checkbox"/>	Ward	LauraJane	1	STAKE	Free Order Order 47472208654-795721453
<input type="checkbox"/>	Welch	Marvel	2	STAKE	Free Order Order 47472208654-800786705
<input type="checkbox"/>	White	Donna	1	STAKE	Free Order Order 47472208654-836777424
<input type="checkbox"/>	Williams	Tamika	1	STAKE	Free Order Order 47472208654-797141691
<input type="checkbox"/>	Williams	Sherri	1	STAKE	Free Order Order 47472208654-835145150
<input type="checkbox"/>	Williamson	Laurie	1	STAKE	Free Order Order 47472208654-804454649
<input type="checkbox"/>	Young	Ginger	1	STAKE	Free Order Order 47472208654-833560587

NC Pathways to Grade-Level Reading - Stakeholder Meeting

	Last Name	First Name	Qty	Ticket Type	Payment Status
<input type="checkbox"/>	Zalkind	Henrietta	1	STAKE	Free Order Order 47472208654-797427526
<input type="checkbox"/>	Zimmerman	Tracy	1	STAKE	Free Order Order 47472208654-797234432

Appendix C – Pathways Endorsements

We are pleased to report that more than 30 North Carolina organizations and agencies have endorsed the Pathways Measures of Success Framework and Action Framework to date. They include:

- The Arc of North Carolina
- Ashe County Partnership for Children
- BEST NC
- Child First, National Program Office
- ChildTrust Foundation
- Chowan/Perquimans Smart Start Partnership
- Community Care for North Carolina (CCNC)
- Craven Smart Start
- Down East Partnership for Children
- The Duke Endowment
- Duke World Food Policy Center
- Early Intervention, Division of Public Health, Department of Health and Human Services
- Family Support Program
- Institute for Child Success (South Carolina)
- Institute for Emerging Issues
- Marbles Kids Museum
- Meredith College
- MomsRising
- myFutureNC
- Nash Rocky Mount Schools
- NC Child
- North Carolina Partnership for Children/Smart Start
- OpenSource Leadership Strategies
- Partnership for Children of Johnston County
- Pitt County Schools
- Prevent Child Abuse NC
- Reach Out and Read Carolinas
- Ready for School. Ready for Life
- Robeson County Partnership for Children, Inc.
- Stokes Partnership for Children
- Southwestern Child Development Commission
- Smart Start of Forsyth County
- Triangle Community Foundation
- United Way of NC
- WAKE Up and Read

Other stakeholders reported that they will recommend that their agencies and organizations endorse the work. We will continue to reach out to state and local partners to become endorsers of the Pathways Frameworks.

Appendix D – Table Feedback on Transitioning to Implementation

Tables brainstormed how Pathways could be most helpful as North Carolina transitions to implementation of the Pathways Action Framework. They answered the question:

Imagine that it is five years from now and North Carolina has made progress on implementing this Action Framework. How did Pathways support our success to date?

- *What specific roles did it play?*
- *What was most helpful to those implementing the framework? Be specific.*
- *How did it play that role? With whom?*

Table 1:

RESOURCES

- Engaged decision-makers, legislators, funders, etc. to provide support (funding and policy) to implement action steps.
- Organized and shared information about funding initiatives. They also helped create new funding opportunities in partnership with foundations, businesses and philanthropy.
- Accessed support/resources to provide professional development support (implementation support) to educators to provide strategies to support social and emotional learning and culturally relevant instruction.
- Pathways collaborators were provided resources and support to align agency work with the framework.

CONTINUED CROSS-SECTOR COLLABORATION

- Established regional groups to support accountability and sharing information, opportunities and resources and maintain focus on goals.
- Established a Pathways framework implementation council.
- Maintained a network of cross-sector collaboration to regularly share and jointly address challenges.
 - Included e-newsletter and continuation of occasional in-person meetings
- Action team: Pathways continued with annual (expanded stakeholder) meetings, (regional meetings) quarterly that shared organizational goals with team members, allowing team members to assist in supporting under the Pathways Framework.
- Maintained state-level awareness and advocated for goals.

SUPPORTED RACIAL EQUITY

- Continued to promote awareness of importance of equity and systemic barriers that still exist.
- Maintained state level awareness and visibility of 1) importance of racial equity in achieving shared goals, 2) multi-pronged approach that is needed.
- Provided ongoing racial equity trainings that Pathways collaborators could access at minimal cost.
- Collaborative effort of stakeholders to develop unified plans with common goals that focus on equity.

FAMILY ENGAGEMENT

- Convened and supported family leaders to contribute to and carry out the work.

Table 2:

CONSISTENT MESSAGING/LEADERSHIP RELATED TO CHILDREN and FAMILIES

- Messaging and alignment for priorities identifying federal and state trends that influenced funding and services.
- Aligned state level priorities to the Pathways plan for local communities to benefit from a longer-term vision (beyond an election cycle).
- Boards and policymaking bodies “reflect” their communities.
- Stayed the course.
- Continued to convene stakeholders to develop specific next steps and activities in support of the action framework (is more data needed? Advocacy needed?).
- Single convening entity was most helpful. Pathways played that role by creating a structure to foster cross-sector collaboration.
- The integration of the framework into work; aligned strategies.
- Pathways connected leadership of the various efforts focused on young children with each other that ensured all efforts were coordinated, avoided duplication.
- Idea repository/collecting: who is doing what as a resource for collaboration and learning across the state.
- Broadened ideas.
- Connected.

ACTIONS TAKEN AND RESULTS ACHIEVED

- Pathways influenced legislators to introduce more bills in support of young children.
 - Engaged policy makers/legislators with concrete actions.
- Pathways guided recommendations in the Early Childhood Action Plan that impacted changes in administrative policies to improve children’s experiences.

- Tracked progress on Action Framework.
- Created a system of accountability and identified areas that are making the most progress as well as those that need more attention.
 - Disproportionately in all systems significantly decreased.
- Ensured that the various efforts focused on young children were tracking some data, using same measures, and reporting in some manner.
- Ensured that efforts focused on early childhood required all programs to be evidence-based or evidence-informed.
 - Raised up successful models from NC and nationally to support implementation of Action Framework.

Table 3:

COORDINATION OF FUNDING APPROACHES

- Went after funding for ideas that require funding in a collaborative manner.
- Invested in fundamentals like advocacy training for parents across the state (can't do this without advocacy skills).
- Allowed for braiding of funding.

META COORDINATION OF EXISTING COALITION WORK

- Brought more emphasis on young children and families and better support across sectors.
- Gave ownership of items to specific agencies or groups of agencies.
 - Connected organizations/advocates working on same issue.
- Convened a state level policy group to plan, coordinate, and align state policy.
- Human service agencies worked together in a collaborative manner and assisted families by linking them to available resources and supports.

COORDINATION OF EFFECTIVE MESSAGING

- Regular statewide communications for public will-building: e-newsletters, policy briefs, progress updates.
- Consistent flow of specified information = momentum.
 - For example: newsletters, posts.
 - Parents, legislators, participating agencies, early/elementary educators, medical professionals, human services.
- Created marketing/media information.
 - Included information about why it's important and how to use it.
 - Posters for grocery stores, transit buses, child care centers, schools.
 - Billboards.

- Awareness education, action.
- Pop up learning for parents and children to develop the knowledge and skills parents need to help their children be successful.
- Families knew where and how to find the resources they needed.

COORDINATION OF DEVELOPMENT, DATA COLLECTION, ANALYSIS, AND DISSEMINATION

- Established a Pathways data dashboard.
- Included all elements of Measures of Success Framework to validate and support each experience.
- Led cross-sector data development and increased statewide data availability and use.
- Offered data and research support for proposals.

UNDERLYING PRINCIPLE

- Be specific and actionable.

OUTCOMES/GOALS

- Children were more prepared to be ready to learn when they entered school.
- Integrated the educational system: no longer birth-five/K-3rd.

POLICY ANALYSIS

- Provided analysis of policy/legislative proposals with regards to potential effects on third-grade reading.

Table 4:

CONVENERS

- Convened champions with broad based implementing power and money.
 - Lawmakers, business leaders, higher education institutions, grant makers.
- Used by agencies/businesses -> included in goals for state level/local level.
- Convener in communities to implement framework actions at local level.
- Supported networked improvement communities -> focused on increased teacher and administrator capacity.

POLICY SUPPORT

- Supported development of professional certification add-on equity license -> teacher.
- Supported new teacher and administrator licensure/certification process.
- Expanded and reinvested in teaching fellows to include the framework.

COMMUNICATION

- Public messaging campaign connected the implementation to the Action Framework.
- Thought about the voter polls to inform legislators -> influenced their thinking and decision making.
- Supported communication and technical assistance for using equity lens.

FUNDING

- Pushed foundations and other granting organizations to focus on interdisciplinary grants that cover multiple goals and vectors from the Framework.
- Pathways was referenced in grants to obtain funding for various outcomes.

Table 5:

CONVENING

- Regular convenings with reports from stewardship council and sharing of new data and promising practices.
- Broad-based coalition established to develop executable plans that fulfill goals.

AWARENESS AND COMMUNICATION

- Communication and awareness tools created to share with stakeholders.
- Pathways advertised, promoted, distributed the information of this Framework and the expectations and actions developed to agencies, schools, businesses, state and local organizations in order to create a general awareness of the process.
- Provided training materials for advocates.

PROGRESS EVALUATION

- Helped as an accountability group that reviewed the processes during these five years.
- Conducted research on progress of Action priorities.
- Created case paper that addressed the why for expectations.
- Reported on new and promising practices.
- Made sense out of the "it's a crisis!" chaos and provided a path forward.

ENGAGEMENT

- Provided a shared commitment to engaging families and helping families feel valued.
- Empowered families to uplift the needs of their children.

ADVOCACY

- Lobbied in the General Assembly.
- Developed slate of specific state policy recommendations.

- Tracked and reported on policy progress.
- Established shared priorities for advocacy.
- Served as a consultant for the organizations and policy makers to support the Action Framework.
- Advocated for the Framework.
- Advocated for ACEs research and other screenings to offer early intervention.
- Supported fair compensation for childcare workers and title protection.
- Policies created that address gaps in services needed to support families with funding.

FUNDERS AND STAKEHOLDERS

- Helped individual community members understand specific needs and ways to contribute time or money to make a difference.
- Provided guidelines for how business, health, education, and government partners can implement action items.
- Provided other priority areas outside of traditional “early childhood” focus for organizations or individuals that do not identify as early childhood-focused.
- Involved/attracted funders through building case for student success, and stronger communities.

Table 6:

DATA & STORYTELLING

- Gathered data to demonstrate both work done in the Framework and the outcomes (measurable) for children, families, schools, etc.
- Partnered with EdNC to capture stories of success in implementation as a way to personalize the data.
- Created data dashboard available to the public.
- Supplied data or sources for data for all areas listed on Framework.
- Partnered with EdNC to tell stories of the reality of lived experiences – painted picture of families where they live.

CONVENE & FACILITATE

- Ensured that expertise in all areas are at the pathways table on an ongoing basis.
- Convened diverse stakeholder groups (range of sectors, levels, roles, etc.) to share progress along the way.
- Brought in national experts around two-generation programming ascend network.
- Facilitated ongoing conversations about equity vs equality.
- Convened conversations with groups that can be hard to access (legislators, parents).

- Facilitated unusual partnerships/strange bedfellows around shared interests to move issues forward.
- Provided opportunities to talk about racial equity in the context of implementing the framework – kept that slippery fish on the table.

TOOLS & RESOURCES

- Mapped all funding sources across the state to see funding gaps in early childhood - federal, state, private.
- Created toolkits of information, resources, and strategies towards implementation success on different Action Framework items.
- Provided list of all agencies/groups across NC who work with/for children 0-8.
- Continued to provide toolkits for process that support Framework implementation.
- Database of best practices for implementation from counties all across the state.

TRAINING & CURRICULUM

- Created a families of advocates training curriculum housed in a supporting organization.
- Developed cultural competence/racial equity training and materials to support counties working on implementation with county stakeholders.
- Families were involved/engaged in program and policy development and implementation at all levels.
- Families with children who have disabilities and special needs had supports needed to improve outcomes in education.

POLICY & ADVOCACY

- We got rid of the zero-sum game lie.
- Changed culture of short-term funding and embraced the need for long-term investment. Generational change takes time.
- Legislative advocacy provided adequate funding.
- Communicated legislation that was being discussed around the Framework topics so we could keep on top of it.

Table 7:

DATA

- Data sharing between partners: evaluation support.
- Data supported a decrease in the grade level disparity among racial groups. Provided different data sheets per population.

- Provided support for measuring and collecting data on children's social emotional development.

RESOURCES

- Centralized resource database/website.
- Data/resources/information was collected and organized in one place by one group, which helped tell our story and show the impact of local champions.
- Black boys: resources were in place in schools and in communities to address social, emotional and behavior for positive improvement.
- Turned awareness into action.
- Taught the value of engaging with and learning from families.

COMMUNICATION

- NCECF became the repository for Pathways best practices.
- Messaging tailored to the wide range of audiences for this work.
- Communication tools.
- Data/resource communication hub.
- Developed tools to help communicate why it matters – tailored messaging.
- Worked with the Department of Public Instruction (NCDPI) to bring awareness and support of the Framework to elementary school principals.

MODELS/FRAMEWORKS

- Shared models of successful local leadership structures: child welfare, public health, public schools, local partnerships.
- Researched trauma-informed, resiliency-focused care models in order to provide high-quality early childhood education.
- Childcare settings used the same action plans as schools and provided targets for them.
- Built skills to use a racial lens to move K-3 students to proficiency.
- Parent leadership advocacy group model.

POLICY/TRAINING

- Pathways became the common thread to run between all state and local planning efforts for children aged birth-three.
- Trauma informed practice is required in B-3 environment.
- Elementary principals have required pre-service and training in early childhood development.
- Focus on what is helpful to the whole child.
- Used a racial equity lens.

- Connected the dots from health to community engagement to high quality education B-8 at the state agencies representing each sector.

Table 8:

RESEARCH/OUTCOME TRACKING

- Celebrated successes (by using data).
- Created a glossary of terms with how we define – high quality workforce, cultural competence.

LEARNING/OPPORTUNITIES FOR ALL STAKEHOLDERS

- Pathways brought in social-emotional health experts to help NC create a consensus-based approach to evaluating and building social-emotional skills and competencies in school staff and public and private partners to support that.
- Improved education pathways for preschool teachers including career opportunities and pay, without increasing cost to families.
- Improved communication around the importance of early education with parents who had negative experiences with K-12 education.

ADVOCATE FOR PATHWAY PRIORITIES (RESOURCES COMMUNICATION)

- Created an advocacy guide for parents and caregivers explaining the school system, including the school board's role.
- Kept the work relevant.
- Brought policy staff, lobbyists together two times annually to create consistent, consolidated messaging for Pathways Framework (maybe – NC CAN/NC Child).
- Advocates from Pathways ensured school funding includes students having high-quality, evidence-based student supports that are highly linked with families.
- Tiered support for various professions: pre-school, mental health, nurses, pediatricians.
- Advocated for free Pre-K and one year of paid family leave.
- Engaged legislators who advocated for using the Action Framework to expand some of North Carolina's greatest opportunities.

ENSURE COLLABORATION AMONG ORGANIZATIONS (INVOLVED IN PATHWAYS AND NOT)

- Convened leaders from all academic centers to find ways to incorporate the Pathways work in their curricula for teachers.
- Strengthened relationships between education and health care and other needed supports for children.
- Connected organizations who could target specific actions.

- Prioritized actions to make organizing work manageable.

Table 9:

EVALUATION & DATA

- Accountability – developed evaluation tools to ensure the state was moving the needle.
- Asked questions across sectors.
- Data research – baseline for community needs (barriers to access – specifically for Latinx community).

POLICY & ADVOCACY

- Advocated and educated legislators that majority of NC residents support this issue, regardless of party, race or geography.
- Advocacy – provided aligned messaging for collective impact.
- Rallied families from across the state.

CONVENER & PARTNER GOVERNMENT

- Partnered with NC Department of Health and Human Services (NC DHHS) on their Early Childhood Action Plan, Medicaid transformation and behavioral health integration.
- Brought together Governor, advisory council, and other statewide groups to make sure they had alignment.
- Continued to convene group two or three times a year for face to face work.
- Provided convenings to share successes/failures.
- Continued multi-disciplinary collaborative in implementation and continued strategic planning.
- Pathways was the foundation that identified all the stakeholders that were needed to reach the goal.

COMMUNICATIONS

- Provided strategic communications throughout the process.
- Template for action.

RESOURCES & IMPLEMENTATION

- Created a structure that involves family voice/engagement.
- Kept us focused on racial equity.
- Maintained a core group from the Pathways effort as a response team (help desk).
- Created a resource guide for the help desk.

Table 10:

DATA

- Created consensus on a measure of kindergarten readiness, disaggregated by county and demographics and not tied to incentives or accountability.
- Managed a process that led to a population-level measurement of social-emotional development and pre-literacy skills at age 3 – disaggregated along multiple dimensions and publicly shared.
- Data advocacy set policy for data collected on young children’s health for all payors (including Medicaid) who insure children in NC.
- Cross-sector data sharing was standardized and expected.
- Data-driven, robust advocacy tools -> messaging (alignment), convening/training.

SYSTEMS

- Facilitated integration of systems starting with 2018 data -> low birthweight, birth outcomes.
- Facilitated adoption of refundable tax credits and paid parental leave.
- Developed a network of learning/sharing communities across the state.
- Shared what works.
- Powered with numbers.
- Supported successful policy change efforts by developing tailored messages, identifying effective strategies, and soliciting the input of families and frontline service providers for specific actions.

HEALTH POLICY

- Comprehensive medical homes developed across the state.
- All insurance payers in NC provide enhanced value-based payment for mental health integration in primary care.
- Recognized the importance of the two-generational approach to Medicaid expansion.
- Specific early childhood factors and goals are required by health plans for Medicaid services.

PIPELINE

- Organized higher education to change policies and programs to support the workforce/pipeline aspects of the Action Framework.
- Based on the Pathways plan, the Legislature designated funds for training of childcare providers and early childhood educators on health, social-emotional development and promoting resilience.
- Created a pipeline of mental health providers, starting with higher education.

Table 11:

RACIAL EQUITY

- Continued to support organizations' work on racial equity – through trainings, facilitation support.

COLLABORATION SUPPORTS

- Wasn't territorial about implementation.
- The collaborative efforts of the business, education, health, and government communities.
- Served as facilitator in systems change conversations with organizations that provide services for families.
- Created inclusive action steps that require collaboration between community sectors to be successful.
- Facilitated statewide conversations across the university system to address low enrollment in education classes.
- Supported community-based efforts and secured buy-in on strategies/actions.
- Established a collective map to focus stakeholder efforts and a guide against which to measure results.

LEADERSHIP

- Stewardship council monitors activities, encourages sharing, builds relationships, supports mutually reinforcing activities in collective impact speak.
- Having the support of the state-level executive and legislative branches provided legitimacy and an implied imperative.

DATA

- Provided measurable action steps.
- Data advocacy council helped with development of additional measures of social-emotional health -> and methods/funding for collection.

MESSAGING/COMMUNICATION

- Provided common language.
- Educated state and local elected officials on the importance of investing in early education programs like Smart Start.
- Specifically, on impact of various actions on child wellbeing.

ACTION STEP DEVELOPMENT

- Lobbied for state tax increase to support teacher compensation and retention.
- Specificity. Worked in year one (2018-19) to add “who” to “what” and “how” (maybe using survey results, other engagement processes, etc.).

Table 12:

TRAINING AND GROWTH

- Worked with colleges/universities to update early childhood curriculum.
- Developed best practice recommendations for Expectation 3 (maybe a check list of best trainings).

WHO

- Who is in this space?
- Subgroups worked to identify stakeholders that convened to address appropriate action items.
- Worked with companies on Medicaid transformation.

FUNDING

- Why is early childhood education so expensive?
- Considered funding partnerships - diverse and appropriate/complimentary.
- Sought funding (new and outside of NC) to support the plan.

COMMUNITY ACTION

- Community level implementation of Pathways: convener of community partners already supporting expectations, didn't recreate the wheel, didn't duplicate efforts.
- Leadership in systems: how are we supporting and growing the strongest leaders? Strong leaders will sustain strong systems.
- Assisted local communities in figuring out how to implement (convener).

DATA AND ACCOUNTABILITY

- Tracked progress on outcomes.
- Added specificity to some actions. For example, what is the recommendation for “hire sufficient support staff?”
- Early childhood Pathways Framework clearinghouse – who is doing what?
- Tracked inputs/activities being implemented.
- Identified accountability measures.

Table 13:

DATA

- Had data measurement that put metrics around more esoteric concepts and provided structure for reporting.
- Online portal for organizations to ok projects for collaboration.
- Had shared measures of success and agreement on areas of priority.
- Provided common metrics and open data sharing agreements for all stakeholders to have access to.
- Assisted agencies with data collection, analysis, dissemination.
- Provided a tracking/accountability component to keep agencies on track.
- Provided a way for organizations to share what they are doing within counties and across the state for others to learn from.
- Dashboard showed progress around priority areas.
- Data sharing database of similar projects being worked on.

ADVOCACY

- Educated funders.
- Advocated with policymakers.
- Provided policy help on issues other than family engagement and child health.
- Played important role getting in front of legislative and business community to drum up support.
- Maintained state-level awareness and advocated for goals.

CONVENE

- Convened organizations doing the work to learn what was working.
- Aligned efforts.
- Continued to work as organizing agent bringing stakeholders together cross sector, statewide.
- Facilitated partnerships to better enable systems change.
- Included informal, out of school organizations in efforts (libraries, afterschool).
- Provided a way to convene the stakeholders around the three initiatives: focus areas used their connections or at least shared their connections with others in the same county.
- Specific roles – convener of relevant community organizations.

ACCOUNTABILITY

- Collaborative groups within the work of the Campaign for Grade-Level Reading made intentional connections to the Pathways Framework, metrics, and specific actions.

- Pathways provided organizations with a coach we could call on when we were stuck.
- Provided the structure for agencies working on issues to align for greater impact.
- Established local implementation teams.

BEST PRACTICES

- Provided examples, support, connections, resources in regards to the equity lens.
- Website where each action step has connections to the research, examples of how others are doing this work, metrics to collect/analyze.
- Provided opportunities for organizations to come together to engage in racial equity work.
- Developed a statewide screening tool for kindergarten readiness.
- Identified successful evidence-based family engagement that created/provided a framework of support for families to become their own advocates for their success and the success of their children. Trained communities to implement
- How? Who? Learning collaborative of organizations working on same expectations/actions.

Table 14:

RACIAL EQUITY

- Pathways created a policy maker academy that trains current and aspirational elected/appointment/career government leaders on the model and racial equity.
- State legislators are now introducing funding and policy plans with an explicit racial equity lens because Pathways spread their learning and process with legislators.
- Practice of looking at all work with an intentional but not exclusive racial equity lens.

FUNDING

- Increased funding to support programs for children and families.

CONVENER

- Convened a diverse group of stakeholders and developed a statewide blueprint for Action. Convened regional groups to localize the statewide plans.

COMMUNICATION

- Great communication materials.
- Culturally responsive/relevant educational toolkit.
- Media strategies.
- Guidance documents.
- Tracked progress and strategies used to get there.

- Social-emotional health content imbedded in professional development opportunities for children.
- Helped local communities replicate the work.
- Professional learning modules supported the understanding of race, culture, and implicit bias.
- Development of culturally appropriate content.

COMMUNITY ACTION

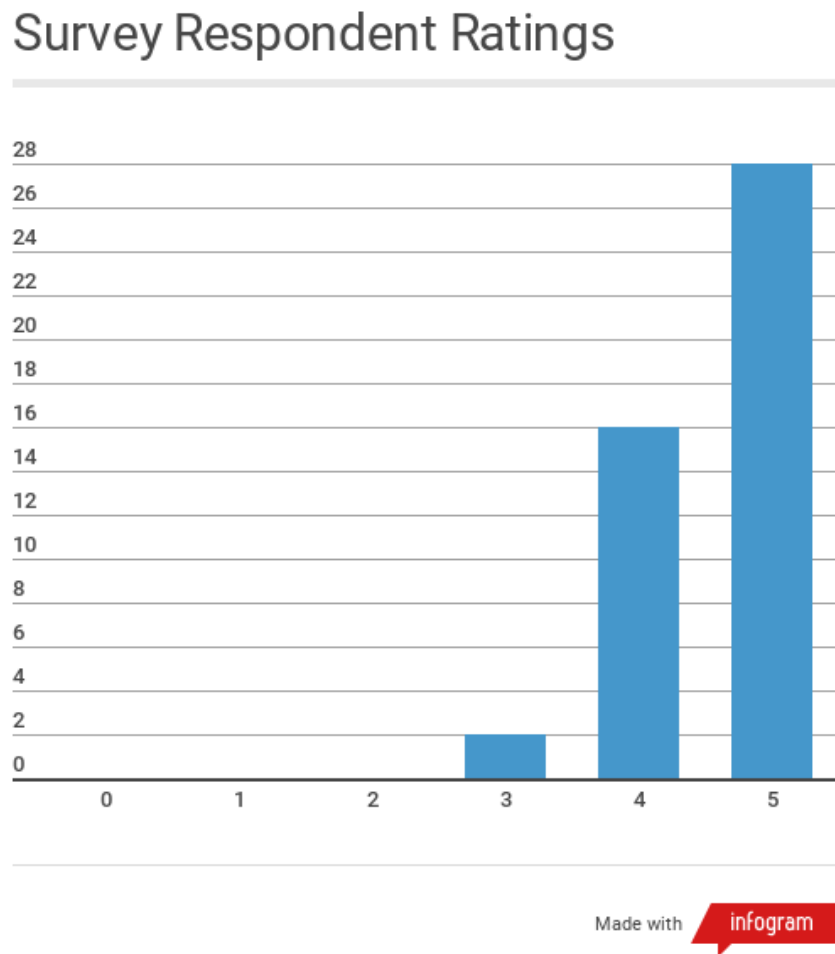
- Family Forward NC effort helped expand businesses that support parents and win a policy for paid parental leave, sick days, and honest/transparent scheduling for hourly workers.
- Tax cut legislation and discourse fades into the past as new conversations ask about “wise, family friendly investments.”
- Early care and education teachers earn a good salary with benefits, are able to support their families. Pathways led a teacher pay initiative.
- Identified and trained regional leaders who understand the Action Framework intimately.

WHO

- Division of Social Services (DSS).
- Local health departments.

Appendix E – Evaluation

Forty-six attendees completed evaluations. On a scale of 0 to 5, with 0 being “not worth my time” to 5 being “well worth my time,” 96 percent of survey respondents ranked the meeting a 5 (61% - 28 responses) or a 4 (35% - 16 responses). The remaining four percent (2 responses) ranked the meeting a 3.



Meeting attendees shared their impressions of the meeting’s strengths and areas for improvement.

What were the most helpful aspects of the session to you?

Discussion

- Small group discussions.

- Small table work, networking.
- Table discussion.
- Open discussion is always good.
- Unstructured time to talk to others (great turnout, as usual).
- Cross-sector group.
- Table discussions.
- Group discussions.
- Opportunity to network with a diverse group of people.

Overview

- Because I am new – reviewing the history was very helpful.
- Action Framework implementation table talk.
- Reviewing the Pathways (deep dive).
- Good overview of the progress to date and helpful process at the end to capture recommendations on where to go next.
- The overview of the work and conversations during table talk.
- Talking about how Pathways can best support implementation.
- Background on history and how community and racial equity were incorporated into Action Framework.
- Hearing about the history and thinking about the future.
- Overview of Action Framework.
- Overview - reflection and time to think where we were and where we are.

Brainstorming

- Brainstorming Pathways and NCECF's role over the next five years.
- Table discussion around the vision of Pathways in the next five years.
- Brainstorming session.
- Time with colleagues – brainstorming.
- Thinking about what implementation looks like.
- Thinking outside the box in every session.

NC Voter Poll

- Hearing about poll results, seeing expectations and actions in writing to better understand how my organization's work aligns.
- The overview of NC voter poll makes the Pathways plan seem very achievable since there is already so much public support.
- Having an opportunity to see the polling data.
- The poll data was helpful.

Racial Equity

- Equity lens conversation. Great visuals.
- Discussion on racial equity.
- Racial equity conversations.
- Racial equity panel.

What suggestions do you have to improve the process used today or the facilitation?

Facilitation setup

- Move the “heavy thinking” to before lunch.
- Maybe a little less talking at – more conversational.
- Loved it!
- Switch seats am and pm to meet more people.
- It was great!
- The process was fine.
- It was great as usual. You did a nice job bringing many voices in the room to convey shared ownership.
- Less pop up time – maybe set timer so each person only has a certain amount of time.
- Move tables at least once to meet new people.
- I enjoyed the structure and content.
- Maybe less time in review.
- Separation of action steps and expectations.
- Meeting materials provided prior to the meeting.
- Increased presence of educators and government officials would be beneficial.

Group Discussion

- More group work/discussion at the start of the meeting.
- Table discussions were very helpful -> please continue to include them in meeting.
- More time in the group assignments.
- More time for racial equity table conversation.
- Consider breaking things into smaller, more focused groups whose work focuses on actions where they have content knowledge.
- Maybe more interactions in the meeting.

Respondents also answered the question:

What is the most important thing that must happen for Pathways to provide value to you and/or your organization?

Information

- Communications strategy.
- Usable tools.
- Dissemination of Action Framework to elementary principals and education around its importance.
- Best practice information.
- Concise reports we can share with busy members.
- Specific entry points for action for funders.
- Clearly state relationship between policy and outcomes.

Momentum

- Advance policy change that benefits children and families.
- Continuing the momentum.
- Bold steps moving forward.
- Do something phenomenal with this work...it's important!
- It needs to help high-needs families raise children in safe, nurturing ways to prevent child maltreatment.
- Implementation.

Collaboration

- Engagement of parents as collaborators in improvement processes.
- Regional networking.
- It needs leadership/point person/organization that wakes up every day thinking about the work.
- Continued coordination and efforts.
- Cross-agency convening.
- Continued connections in order to both use and advocate for the work.
- Continue to actively engage organizations and stakeholders in actually taking the steps to implement the Framework.
- Meta coordination of existing coalition work.
- Concrete next steps, especially to point funders to people who are actively engaged in this work.
- Look at Action items and connections to existing organizations.
- Technical assistance and sounding board for planning.

Integration

- Integration of Pathways priorities into Medicaid policy.
- Integrate into state school improvement plans. Find funding!
- Expanding my view to see the interconnectedness of multiple systems supporting healthy development.
- This plan has to be established as the plan for the state as a whole.
- Reflect on today's session and begin aligning with work.
- Continuous alignment of local and state initiatives.
- Solid and doable local and regional plans.

Data

- Coordinate data.
- Data dashboard which includes the common metrics in the framework.
- Provide access to data, assistance with collection (guidance) and sharing.
- Would love research of the barriers to access to high-quality early education and care, particularly within the Latino community.
- Data advocacy/sharing.
- Progress evaluation.
- Data policy analysis.
- Continued work on data collection – expanding and sharing data.

Engagement

- The approach is creating one voice, one language for all the work in the room. It is invaluable in generating awareness, education and implementation of our efforts for children and their families.
- Meta coordination of existing coalition work -> we are struggling to keep up with the array of initiatives and we worry about duplication and lack of alignment and coordination. Please help prioritize policy and advocacy efforts across all of these initiatives.
- Conversations and convening are already helpful, but it would be even better to help ensure that meaningful connections take hold – providing the structure/accountability/best practice sharing to ensure action is taken.
- Continue to convene stakeholders.
- Family engagement and parent leadership.
- The social-emotional, integrated health system.
- Communications and convening.
- An emphasis in convening current providers and understand the importance of a collaborative approach. We need to grow and meet the large need in the community and we can't be alone.

- Continue to serve as a coordinator (as much as possible) around 0-8 efforts at the state level. Help promote coordination and efficiency and tracking progress along the way.
- Remain a leader and connector in the implementation phase.
- The incorporation of regional networking opportunities and more state networking opportunities.
- It must include family engagement at all levels and be inclusive of the issues facing children who have special needs and their families. Many children in special education are Black and many have a special need, IDD, behavioral health, or mental health issue.
- For NCECF (plus other three partners) to keep carrying the load on: tracking/reporting data, connecting people and organizations across systems, asking about racial equity.
- Collaboration – health with early education.
- Understanding funders and stakeholders.
- Providing a framework and driving force for systemic change in the community as well as ways for funders and individual donors to engage.
- Alignment of the early childhood 0-8 systems, policies and procedures to eliminate duplicative efforts, appearance of competition, and support collaboration and coordination.
- Guidance on key leverage points for the private philanthropic community to catalyze greater impact.
- At this point, continued support in planning our local meetings. I want to stay true to the mission and goals. Getting feedback is extremely helpful (and a great learning experience).
- Continued communication and alignment with other state initiatives. Serve as the bridge between what is going on in local communities and the connector between similar projects.
- We need leadership on the state level that can authorize and leadership on the local level.
- Continue to convene the work groups to work on implementation of the Action Framework.
- Be user-friendly and share with families, communities and schools.
- Dissemination of Action Framework to elementary principals and education about its importance.
- Simplify it: make it easier for parents and legislators to understand.
- A real and strategic commitment to engaging and learning from families.

Funding

- A number of people are well-positioned and well-equipped to move the work forward. What is often lacking is the funding. Pushing policy makers and grant making

organizations to prioritize this work would serve to fund us and preserve the human capital we have accumulated.

- Funding.
- Make Smart Start 0-8. Find funding.
- Leadership and funding.

Priorities

- Keep focusing on infants and toddlers and make sure the state stays on board.
- Attention to health policy for young children.
- Eligibility for early intervention based on social determinants of health.
- Strategic thinking/planning to implement framework model in our community.
- Clearly identify accountability measures for each expectation.
- See how as an organization we can adopt this Action Framework. I'd like to be in the loop and see how the Framework is being done.
- Be intentional!
- The Action Framework would need to be dissected and have fact sheets on each expectation and action steps separated for easy access.
- The Pathways plan has to essentially become the state level-plan. I think that the Pathways are becoming the bottom-up approach but I think we also need the plan to be used as a top-down strategy as well.

Racial Equity

- Clarity around expectations and development of actions and specific to racial equity lens.
- Keeping the racial equity lens in use and resourcing others to do their own work, analysis, planning with explicit but not exclusive racial equity lens.

Advocacy

- Help with advocacy so that the legislature/business community understands the need and now agencies/organizations are aligning (breaking down silos or funding).
- To keep the work moving forward. Prioritize work and ensure there is a plan for each piece.
- Keep on truckin' – the value is there, so just keep doing what has been done.
- Evidence based, thoughtful framework for advocates to use.
- Policy analysis and advocacy leadership.

Finally, respondents shared how they would like to be involved in the implementation of the Action Framework.

- Support cross-sector collaboration to increase availability and access of high quality early childhood education. However, I am happy to support the work in any way.
- I will assist as needed.
- Expectation 3: highly interested in continued work around statement two – children’s opportunity to learn in environments that are culturally relevant and free from systematic racism.
- I would love to continue my involvement.
- Thought partner – particularly around statewide infrastructure and support local programs.
- Equity work.
- Social-emotional expectation and family work.
- Funding data collection activities, especially for infants and toddlers.
- Participating in implementation of expectations as an advocate and maybe funder.
- Advocating for Pathways (funding and otherwise) to other funders.
- Our organization will continue working at the local and state level to raise the quality and affordability of childcare and serve as the convener of systems change around early childhood education.
- Working on the local level to spread understanding and acceptance of the Action Framework. Implementing the Framework through the work of our organization.
- Be advised of all best practices across the state as implementation happens.
- We would love to serve as a local champion and a convener of stakeholders at the local level.
- Local level implementation through local partnership for children.
- Contribute to best practice toolkits.
- Integrate it into state-level advocacy.
- Connect the Action Framework to our work locally. Make sure the state school improvement plan, Every Student Succeeds Act (ESSA) plans, incorporate and reflect the Pathways Framework.
- Any work addressing family engagement and building the capacity of families to be leaders.
- Any work addressing developing and planning professional development supports for educators and implementation supports to program leadership.
- I can help with review of social-emotional health measures and training/professional development in social-emotional learning for education – Pre-K and early elementary.
- I am happy to continue serving by lending my expertise as the process moves forward.
- Happy to help in implementation especially around #3.

- Also willing to work on housing/homelessness.
- Listening and learning – and providing concrete ways for donors to engage.
- Supporting advocacy/policy work.
- We would like to make intentional connections to the Action Framework – adding actions to our work around Campaign for Grade Level Reading.
- I am willing to assist or serve on a committee. Share what we are doing.
- Providing platform to further connect pediatric/medical community with information about social determinants and health and layering of services.
- Action around numbers 4.8 and 2.2 specifically.
- Cultural competence training and developing future educators is something we could play a role in.
- Smart Start partnerships and NCPC would like to continue to help make connections for this work at the local level and have the Smart Start network serve as a structure to implement the Action steps that align with our work.
- Bringing the Framework to families and family organizations.
- Looking for ways that the early childhood funders' collaborative can be engaged.
- Data – quality metrics development.
- Social-emotional well-being work.
- Serve as part of a statewide shared learning community or network.
- Participating in the meetings.
- In local efforts.
- However we can help best – possibly helping with identifying accountability measures and possible activity tracking and evaluation.
- I think the best way I can participate is by being an advocate and promote this Action Framework with other stakeholders, organization, colleagues, etc. If there is anything we can do and you identify it in order to support the Action Framework, please let me know.
- Any way!
- Helping to push two-generation framework and best practices even beyond home visiting and at the policy level.
- I will be involved in any way you need. I have so enjoyed today – it has helped me with the big picture.
- I am willing to try out things in my local meetings – if you need someone to do that.
- I do plan to take the Action Framework back to the leadership team for discussion. I think the leadership team and council both need to look and discuss this document – and possible gauge where we are on the path to meeting the goals.
- State, regional or local work.
- Policy and regional work.
- Connect regional groups to state policy.

- I would be happy to help in whatever way I can. The work is vital.
- However and wherever you think we can be valuable. We are especially interested in Expectation 1 and Expectation 2.

Additional Comments:

- Amazing!
- Enjoyed meeting my tablemates! Great, diverse group of people!
- Nice mix of media, slides, videos, art, presentation and small groups.
- Liked hearing from voices of committee members.
- Thank you for your leadership with a well-organized thought process.
- Excellent facilitation, as usual!
- Y'all are awesome designers, presenters and facilitators.
- Thank you for leading this important facilitation.
- Thank you!
- Thank you for this work.
- Excellent meeting and congratulations to the whole NCECF team for leading this important work.
- It was a long session but there was a lot to cover.
- Thank you for the fantastic work you're doing for our state. I am proud to be joining the team in January.
- Thank you for lunch!
- Great lunch!
- Loved the focus/sharing of the racial equity.
- It is truly amazing how much work has gone into this – you and your team are an inspiration. Thank you for leading this work for our state – helping the lives of children and families every day. We are in this with you!
- Integration across systems is so important.
- Four words resonated with me: access, integration, pipeline, advocacy.
- Congratulations on this transition/milestone.