



2019 ESSA Early Learning Regional Meetings Results

Problems of Practice and Strategies

During the ESSA Early Learning Regional Meetings in February, community early learning teams developed Problems of Practice (PoPs) with strategies to begin completing their community action plans. A PoP is a puzzle—an issue that raises questions, an idea that seems to have conceptual gaps, or something about process or product that you just can't figure out. It is often a dilemma that crosses over many parts of the educational and leadership processes.

Below is a list of the PoPs and strategies that attending teams co-created during the regional meetings. They are listed first by county, and then by theme.

How to use the list by county (pgs 2-14)

- Find your community's PoP and strategies and use them to start completing your collaborative action template.
- Or if your community wasn't able to attend a regional meeting, check out these great ideas from other communities that might spark an idea for your team.

How to use the list by theme (pgs. 15-28)

- If you know what your community would like to focus on and would like some ideas of how to move forward, check out the PoPs and strategies for other communities focusing on the same theme.
- Themes include:
 - Transition
 - Family Engagement
 - Professional Development
 - Social-Emotional/Early Intervention
 - General Collaboration

PoPs and Strategies by County

Alleghany	PoP Through community collaboration, support and positive parent involvement, all children ages birth through eight will acquire age appropriate developmental skills by the end of third grade
	Strategies: <ul style="list-style-type: none"> • Lunch and learns • Meet with hospital staff to share resources • Develop an information sheet and share with parents & community agencies
Alexander	PoP Children in our county have LEA accessibility to preschool services
	Strategies: <ul style="list-style-type: none"> • HS – provide transportation, family engagement opportunities, parent teacher conferences, home visits, family goal setting, family advocate • PFC – PD, technical assistance/coaching
Ashe	PoP Develop a district-wide transition plan to ensure positive and successful transitions for families and Preschool children entering K, in order to identify and increase school readiness and social skills
	Strategies <ul style="list-style-type: none"> • Hold discussions with school superintendent and other designated school personnel about data and vision of what K classroom instruction should like to address the needs of the students • Participate in Pre-K to K education collaborative meeting • Identify 3rd grade reading proficiency data (children who attended Pre-K, Head Start, licensed child care vs children with limited EC intervention)
Asheboro City	PoP Our community has extremely limited capacity to meet the social, emotional and mental health needs of children ages birth-K
	Strategies: <ul style="list-style-type: none"> • Develop and implement a continuum of social, emotional and mental health strategies • Design strategies based on all, some, few • Identify, convene team • Connect to existing teams doing related work • Brainstorm PD topics • Identify: connect with approved mental health/providers (play-based) • Collaborate to identify funding sources

Bertie	PoP Develop an effective transition plan for children from birth to Kindergarten
	Strategies: <ul style="list-style-type: none"> • Conduct community partners conversations to provide information on Kindergarten expectations • Include community partners in plan development • Implement vertical team meetings with Pre-K + Kindergarten teachers • Monthly parent transition meetings at schools and in the community • Social media blitz campaign to advertise events • Kindergarten tours and Kindergarten camp • Survey teachers for transition support needs. Use data for PD planning • Ongoing PLCs for Pre-K teachers to monitor and assess progress in Kindergarten readiness
Brunswick	PoP As a community, we would like to identify families within the poverty line and young maternal age mothers and educate them of methods of supporting positive behavior
	Strategies: <ul style="list-style-type: none"> • Community partners will collaborate to provide an evidence-based program such as Triple-P– within 2 years • Meet with decision makers from the following organizations: Head Start, NC Pre-K, Smart Start, Brunswick county schools, CC4C, CDSA, DSS – within six months meet with agency to provide information regarding intent; within 8 months bring interested parties together to discuss funding streams • Identify referral sources: hospitals/pediatricians, child care facilities, churches, coast horizons, schools, list from strategy 2
Buncombe/ Asheville City	PoP Develop a shared/uniform approach to transition to K
	Strategies: <ul style="list-style-type: none"> • 15 days – NC Pre-K send information to share with school principals (TTK Pilot) • 45 days – Pre-K and K teachers come together
Burke	PoP Through coordination and collaboration, create a more accessible, responsive transition process for all Burke county children and families
	Strategies: <ul style="list-style-type: none"> • Kinder jump start implementation • Brainstorm with community partners (birth – 5) to identify and address barriers for families • Create a BK community collaborative with healthcare providers, cultural leaders, and child development professionals, HS, EHS, BSPS • Focus PD for family engagement and importance for all levels
Catawba/ Hickory City	PoP Create for our community what quality – culturally responsive family engagement looks, feels like. To ensure families participate productively in quality EC experiences
	Strategies: <ul style="list-style-type: none"> • Marketing tools...welcome bag • Mobile play groups • Go to where families are • Connective with new families through realtors, housing authorities, apt., rec-centers, maternity wards

Chapel Hill-Carrboro	<p>PoP To align our EC, focus with strategic goals of CHCCS around the areas of transition, family engagement and PD. This alignment and articulation establish positive relationships among the school system, EC system families/parents and other community stakeholders. It will affect positive outcomes for academic achievement and social emotional development for all students</p> <p>Strategies:</p> <ul style="list-style-type: none"> • Meet with full team • Categorize strategies in ESSA plan with CHCCS strategic goals • Delve deeper into concrete actionable items with a timeline and responsible entities • Coordinate more discussion with a fuller audience of EC professionals.
Chatham	<p>PoP Develop a family orientation presentation to use county-wide</p> <p>Strategies:</p> <ul style="list-style-type: none"> • County-wide teacher training • Common PD time • Collaboration with county-district to create Pre-K MTSS team
Craven	<p>PoP How to reduce suspensions in Preschool – third grades?</p> <p>Strategies: Adopt the Preschool pyramid model to share principles and practices in supportive and nurturing environments</p>
Cumberland	<p>PoP To intentionally align all the different transition activities happening in our community to include all children</p> <p>Strategies:</p> <ul style="list-style-type: none"> • Come up with plan with measurable goals • Develop tools (electronic and paper in English and Spanish) that are simple to use • Share tools with all who touch Preschool aged children (physicians, childcare providers, mom groups, church, home schools...) • Provide supports for using the tools • Assess regularly and make changes when needed
Davie	<p>PoP Increase identification of children 0-5 not currently enrolled in structured care</p> <p>Strategies:</p> <ul style="list-style-type: none"> • Enlist medical practitioners to share resources with families – prior to 2019-2020 school year • Present resources to school administrators and teaching staff – beginning of 2019-2020 schools year • Information sharing among providers – within 30 days • Track number of students and progress of those that attended structured care • Use power school data from childcare providers and parents when child enters K • Track progress until graduation
Dare	<p>PoP</p> <ul style="list-style-type: none"> • Capitalize on those aspects of parent engagement prevalent in the birth-three age group: excitement, inquiry, celebrations, focus on growth, respect as expert on child • Incorporate and create a culture in the 4-8 age span that welcomes and encourages positive parent interactions leading to increased engagement and stronger parent relationships

	<p>Strategies:</p> <ul style="list-style-type: none"> • Create a baseline, surveying parents' love language • Required parent conferences • Create and implement an exit ticket after conference (perception data collection)
Edenton-Chowan	<p>PoP</p> <p>Recognizing the diversities within the county, how can we improve and increase family engagement?</p>
	<p>Strategies:</p> <ul style="list-style-type: none"> • Combined yearly calendar of events • Collaboration with agencies • Purposeful engagement/agency-based objectives
Edgecombe	<p>PoP</p> <p>There is no strong and effective system for providing support and early intervention to young children who have challenging behaviors and mental health issues.</p>
	<p>Strategies:</p> <ul style="list-style-type: none"> • Develop plan of support for educators and early learners to support behavior and access to services for unmet mental health behavior needs • NC Pre-K written plan for children with unique needs and challenging behaviors
Franklin	<p>PoP</p> <ul style="list-style-type: none"> • How does having administrative support of early learning affect children's success in schools? • To bring awareness to all administrators to understand the important of early learning and the impact it has on children's success in school
	<p>Strategies:</p> <ul style="list-style-type: none"> • Provide data from various agencies that highlight the overall well-being of children and families in the county • Identify strengths and weaknesses from data • Collaborate with admin and develop strategies that will help target the weaknesses • Celebrate the success
Gaston	<p>PoP</p> <p>In the next 5 years, develop a systematic collaborative, data-driven process of high-quality professional development involving community organizations and individuals who have an impact on the development and well-being of children aged 0-8.</p>
	<p>Strategies:</p> <ul style="list-style-type: none"> • Define community stakeholders – 30 days • Convene planning team – 60 days/share training plans of current organization • Establish common themes • Invite teachers/staff/admin to summer PD 2019 • Community of practice agreement
Gates	<p>PoP</p> <p>To increase our school system's ability to serve all students by working together – Head Start, Smart Start, LEA</p>
	<p>Strategies:</p> <ul style="list-style-type: none"> • Central location for Kindergarten registration • Registration event will be a sharing and screening of resources for children and families • Academic expectations: hearing, vision, dental screening, behavior expectations, supply list, teacher recommendations • Meet and greet parents, teachers, students, transition packet, follow-up transition activities, open house, parent trainings, reading/math

Granville	<p>PoP Lack of strategic and systemic transitions from both formal and informal Preschool experiences to support entry into K</p> <p>Strategies:</p> <ul style="list-style-type: none"> • Develop policies and procedures for improved collaboration across agencies to provide support for EC • Develop learning experiences for Pre-K and EC providers, and K teachers regarding K readiness • Plan and implement community/family events to build excitement for entry to K
Guilford	<p>PoP With only 10,000 children of 37,000 (under the age of 6) in formal childcare, we have a need to reach more families. How do we inform every family with a Pre-K eligible child about NC Pre-K programming?</p> <p>Strategies:</p> <ul style="list-style-type: none"> • Partner with agencies providing food to families • Collaborate with churches/synagogues, etc. • Send postcards to families • Collaborate with pediatricians • Engage private childcares and FCCH’s billboard • Strategic advertising -> parks, movie theaters, libraries, rec centers • Agencies working with immigrant and refugees
Harnett	<p>PoP Improving transitions</p> <p>Strategies:</p> <ul style="list-style-type: none"> • Possible health summit with medical providers, home visits with PK/Kindergarten teachers, sign-up Saturday • Smart Start funded family support/engagement • Community events
Haywood	<p>PoP To ensure effective transition from 0-third grade, our community to leverage and coordinate resources (e.g. funding, community supports, knowledge, expertise) for the good of our children to avoid splintered efforts at problem solving. Currently in our county, there are multiple committees and individuals working independently to solve problems. With all groups working in a unified and collaborative manner, meaningful solutions to problems will be developed and implemented that will lead to comprehensive and effective support in the growth and development of our children</p> <p>Strategies:</p> <ul style="list-style-type: none"> • Include CDSA on our district ESSA committee • A meeting has been planned in March with community stakeholders to conduct preliminary planning for a larger meeting on March 26. • PR person will interview individuals for an article to run in local papers as a means of inviting disparate groups to join together.

Henderson	PoP Develop a transition plan that includes effective professional development and family engagement
	Strategies: <ul style="list-style-type: none"> • Continue to meet with Henderson County Leadership Team/Transition • Participate in the NC Pre-K pilot • Implement transition teams within two school attendance zones • Explore opportunities for joint PD • Explore funding for family engagement navigator • Utilize wonderful community engagement resources
Jackson	PoP Increase capacity and common language for providers from 0-8 years old through PD aligned to a collaborative process
	Strategies: Develop a PD plan for 0-8 providers including: trauma and resiliency, literacy, family engagement
Johnston	PoP Coordinate among providers means of dissemination of information that will empower families/caregivers in supporting EC learning including transition to Kindergarten
	Strategies: <ul style="list-style-type: none"> • Provide information about community resource (LICC booklet) all children enrolling in JCPS, NCECF, and Head Start • Coordinate transition efforts throughout Johnston county • Making information available through community events, health care providers, etc. • Plan and implement a district wide kindergarten expo • PD offered to all caregivers/teachers/admin to build relationship and understanding
Jones	PoP How can we provide professional learning to all stakeholders, i.e. parents, staff and community (students) in regard to trauma and building resilience?
	Strategies: <ul style="list-style-type: none"> • Engaging all stakeholders in whole child reform • ACE • Training on trauma and resilience for entire staff • Community pd on the impact of trauma and building resilience • Train the trainer (by June 2019) • Counselors train teachers (by august 2019) • Parents and community training • Teachers administer student probe • Data evaluation • Develop service plans • Provide opportunities for continual engagement of stakeholders
Kannapolis City	PoP Build a system of collaboration with all EC providers to increase awareness of community resources, support for unmet needs for families, and professional development for all
	Strategies: <ul style="list-style-type: none"> • Form an advisory committee (continuous outreach to community partners) • Complete a survey of needs • Schedule quarterly meetings with stakeholders • Commit to the process that we are responsible

Lincoln	PoP Ensuring positive and successful school experience by engaging students, families, and community in transition activities between Preschool and K in order to increase school readiness, develop age appropriate social skills, and achieve higher academic excellence
	Strategies: <ul style="list-style-type: none"> • Participate in PK to K transition pilot • Professional development for administrators • Jump start from PK to K
Martin	PoP Transition plan
	Strategies: <ul style="list-style-type: none"> • Include all stakeholders: LEA admin, child care, Head Start, Smart Start • LEA communicates events/activities • Plan in advance to promote the attendance by all stakeholders • Inclusion of all family members
McDowell	PoP Family engagement with two-way communication
	Strategies: <ul style="list-style-type: none"> • What: PreK: transition home visit, proactive expectations, understanding family needs, relationships mater • Who: teachers, principals, resource officers, student services, counselors, Smart Start, NC Pre-K, Head Start (MCS)
Mecklenburg	PoP Develop an intentional coordinated transition strategy with common expectations across system/community for children and families B-K
	Strategies: <ul style="list-style-type: none"> • Review current practices, expectations, and experiences of different stakeholders to inform strategy • Apply equity lens to decrease disparities • Choose common assessment/vehicle for sharing information • Research feasibility of a common child ID • Prioritize other transition supports • Identify and agree upon common expectations • Consider supports for children not in formal care
Montgomery	PoP Local partners, agencies, Thrive comm.
	Strategies: <ul style="list-style-type: none"> • Leverage support in order to increase F.E. • Implement a variety of communication methods • Assess the family's needs
Moore	PoP Alignment in PD to create high-quality birth-8 educators and leaders will collaborate in planning and implementation
	Strategies: <ul style="list-style-type: none"> • Pre-K and K teachers together in PD • Vertical alignment • Bridge Pre-K to K and MCS and Head Start • Teaming – public and private

Onslow	<p>PoP Young children and families are engaged and supported as they transition between home, early care and education programs and schools. Early care and education programs and schools collaborate so that they are ready to support all children effectively and engage with families and each other within the context of the community to plan transitions that meet the diverse needs of all children and families.</p> <p>Strategies:</p> <ul style="list-style-type: none"> • Develop strategies within the MOU that support transitions from Pre-K to Kindergarten. • Collaborative transition opportunities for families of Pre-K children transition to Kindergarten • Staff – Pre-K to K awareness and understanding
Orange	<p>PoP Develop a community advisory board</p> <p>Strategies:</p> <ul style="list-style-type: none"> • 30 days – statement of why this is needed to Superintendent and Board of Education • Selection of stakeholders • 60-90 days – present to B.O.E. + schedule meeting and send out invites
Pamlico	<p>PoP Increasing family engagement</p> <p>Strategies:</p> <ul style="list-style-type: none"> • What: family engagement • Who: health department, physicians, DSS • How: testimonies, publicity, target parents, parent agreement • Why: more programs • Differ: awareness, education for parents • Community collaborative • Partnership board • Strengthening families • Parent training and accountability • School system partnerships • Increase number/space available – Pre-K • Outreach/recruitment
Pender	<p>PoP Providing the same level of services to all incoming students</p> <p>Strategies:</p> <ul style="list-style-type: none"> • Who: Smart Start (community students)/resource, K team/PK team, PowerSchool, principals, ED, Title I • When: 2018/19 – collect current data/systems of operation; 2019/2020 – fall – analyze, winter – plan, spring – implement • How to collect data: attend events, reach out to elementary based teams, create spreadsheet with data about events and who attended • Who ultimately – register for K and attended • What will be different? Clear consistent system for all schools and entering students, K developmental expectations share, increase participation in events, increase K registration numbers

Perquimans	<p>PoP</p> <ul style="list-style-type: none"> • Develop a district-wide professional development plan to encompass cultural awareness, culturally responsive teaching, implicit bias and ACEs • To reduce achievement gap and promote family engagement <p>Strategies:</p> <ul style="list-style-type: none"> • Create a stakeholder group/survey • Identify professional development source • Administrative training/follow-up • Staff training/follow-up • Develop cohesive action plan to address cultural bias with timebound goals and accountability
Person	<p>PoP</p> <p>As a community, how can we intentionally prepare schools to be ready for our children and how can we support children and their families in preparing for school?</p> <p>Strategies:</p> <ul style="list-style-type: none"> • Involve stakeholders: SS/NC Pre-K, Title I, HS, DSS, families, LEA • Create community plan involving stakeholders • Provide PD on family engagement to all PK-3rd grade teachers • At the school level, provide families with education/information about K expectations -> parent panel and personal experiences • Progress measured by transition follow-ups and quarterly meetings
Polk	<p>PoP</p> <p>To increase the percentage of K students who attend PreK in Polk County to 85%</p> <p>Strategies:</p> <ul style="list-style-type: none"> • Conduct survey to determine barriers • Explore PreK tuition cost for those who do not qualify for Head Start or NC PreK • Include WCCA and Tots and toddlers in district professional development opportunities • Include additions to district preschool webpage: contact info, pictures, etc. • Create “welcome baby” packets and deliver at home visits
Roanoke Rapids Graded	<p>PoP</p> <p>To better serve children and families, we will increase communication regarding transitions from Pre-K/daycare/Head Start to Kindergarten</p> <p>Strategies:</p> <ul style="list-style-type: none"> • Update transition MOUs to include tracking • Have an RRGSD K teacher attend HS transition meetings • Have an agency mixer • Move the transition day to a Saturday • Streamline conversations and visits between Pre-K and K teachers • Share student data • Have Pre-K teachers attend transition meetings for EC students
Richmond	<p>PoP</p> <p>Develop a district wide family engagement plan for expectant parents through parents of second grade</p> <p>Strategies:</p> <ul style="list-style-type: none"> • Within 90 days, convene planning team to identify goals for each stage • Within 6 months, create guidance for engagement including target groups, timelines • Objectives and relevant stakeholders for implementation • Invite relevant stakeholders to summer retreat for feedback/guidance

	<ul style="list-style-type: none"> Improved engagement of families will have multiple impacts across settings
Robeson	<p>PoP</p> <p>As a community, engage and develop a collaborative partnership with the early care and education to develop a common vision</p>
	<p>Strategies:</p> <ul style="list-style-type: none"> Determine key stakeholders Determine services each stakeholder provides Review data to determine district needs Review alignment of needs and services Develop a vision
Rockingham	<p>PoP</p> <p>Engage children and families not enrolled in formal/licensed child care/Pre-K through resource provision, family engagement, community activities to support transition to K</p>
	<p>Strategies</p> <p>Developing uniform materials at child development for community partners/social media/medical partners/libraries/faith community/parent resource centers/community businesses</p>
Rowan-Salisbury	<p>PoP</p> <p>PD for B-3rd grade staff is aligned and supports SE development and includes opportunities for joint learning across EC and school settings</p>
	<p>Strategies:</p> <ul style="list-style-type: none"> Develop partnerships and collaborations with all community agencies Increase community awareness of developmentally appropriate practices Utilize community resources for (mental health family) support/empowerment
Sampson/ Clinton City	<p>PoP</p> <p>Implement and develop a plan for support of the social-emotional health of children and families birth-8 in Sampson county</p>
	<p>Strategies:</p> <ul style="list-style-type: none"> Training school staff on emotional-social strategies and tools Write a grant that will enable S County schools to increase their counselor/social work support from 2-4 Develop a crosswalk that illustrates how various district agencies are integral to creating positive outcomes to our PoP Provide teen speak training Tours Orientations Round table (small group) County agency involved Parent/teacher training Resource guide or website for families

Scotland	<p>PoP Connecting the dots</p> <p>Strategies:</p> <ul style="list-style-type: none"> • 1st 30 days: invite all stakeholders to meeting, identify most pressing problem seen in EC sector and their families • 60 days: complete a problem analysis to identify root cause • Summer 2019: identify 1 collaborative intervention, implement across all agencies (to reach 1st step of our common goal), create a plan for implementation • Stakeholders: pediatricians, parents, DSS, DJJ, superintendent, literacy council, administration (school – all levels), CDSA
Stanly	<p>PoP Help all 4-year old’s transition into K ready to learn</p> <p>Strategies:</p> <ul style="list-style-type: none"> • Pre-K data form • Screening tool • Transition fair • 30 days: make plans for screening a K camp, update Pre-K data form, collect 2018-19 forms for ESSA, give forms to partnership to assemble data • Mary – details for K camp screenings • June-august: conduct screenings • September: collect data to analyze and brainstorm strategies for the future • December-Jan: make plans for spring transition based on results of previous data using family engagement and PD
Stokes	<p>PoP To improve collaboration among community stakeholders (SS, LEA, HS)</p> <p>Strategies:</p> <ul style="list-style-type: none"> • Family engagement: share event calendars, collaboration meetings, parent friendly info, utilize social media effectively, seek ways to reach families • Transitions: cross agency meetings, K readiness camp, mental health • PD: use each other to provide PD, providing education on programs, share back to school level, workshop
Surry	<p>PoP Identify and serve children ages 0-3</p> <p>Strategies: Meet with community resources, gather data on 0-3, leveraging, PD for medical providers, Early HS, communicate with urgent care, 0-3 canvas (serving at unserved community areas, community needs assessment, camp K for unserved, mapping neighborhoods)</p>
Swain	<p>PoP We believe that families are the child’s first teacher. To ensure that families and children’s strengths are maximized, that cognitive, social, and emotional potential are reached we collaborate as schools, communities, and families. This collaboration allows us to build thriving communities, overcome ACEs, and provide opportunities for all</p> <p>Strategies:</p> <ul style="list-style-type: none"> • Identify accurate data for Swain • Identify and invite collaboration among stakeholders (medical community, LEA, C4C, Head Start, CDSA, PreK, DSS, Health Department, etc.) • Identify available resources: birth-3rd grade and for families • Family input

Thomasville City	PoP 80% of students on grade level by 3 rd grade within the next 5 years
	Strategies: <ul style="list-style-type: none"> Professional development: HS, daycare, school alignment, vertical alignment, literacy training, program training Family engagement: provide literacy strategies and resources, reading buddies at daycares, literature to local doctor's office, Friday football book nights, CIS book library, partnership with local library, parent night for each grade level Transition: parent tours during K-screening, survey to find out B-K services, data sharing PK-K, tours of school for daycares, Head Start
Transylvania	PoP Reach all children 0-5 years of age not in a formal childcare setting
	Strategies: Develop partnerships and collaborations with all community touchpoints, working through the existing collaborative
Union	PoP 76% of our children are not in regulated childcare settings. Our vision is to reach these children in order to improve family engagement, school readiness and transition
	Strategies: On March 19, 2019, convene team to identify core components and data for reaching targeted children, survey parents, create timeline for 0-5, create timeline for reaching all children 0-5, create proposal for partnership (SS/LEA) to present to leadership on kaleidoscope
Vance	PoP Family engagement
	Strategies:: <ul style="list-style-type: none"> By Dec 2019 – establish a network of resources By June 2020 – coordinate with all community agencies and stakeholders to provide transition activities for families and children By Feb 2019 – seek out and hire a family engagement liaison By June 2020 – FEL will collaborate with community agencies and stakeholders to develop strategies to improve student and family transition obstacles By June 2020 - bi-monthly meetings, district meetings with families and agency stakeholder to discuss events, PD for families and discuss how families can stay involved with the child's education
Wake	PoP [Aligned and collaborative professional development for] Professional staff (all)
	Strategies: <ul style="list-style-type: none"> Who: Children, families What: Resilience, Family engagement How: Aligned and collaborative professional development Why: You cannot give what you do not have!
Watauga	PoP To connect and support the 0-3 population (children and families) with resources (physical, SE) and supportive relationships thru partnerships with all community stakeholders (schools, SS, HS, medical) by providing programming and resource
	Strategies: <ul style="list-style-type: none"> Pilot 2 home-visit programs based in our two schools with the highest density of families not accessing care/resources

	<ul style="list-style-type: none"> • Connect our hub diaper banks to the program listed above
Washington	<p>PoP Transition and education of children and families into the educational environment</p> <p>Strategies:</p> <ul style="list-style-type: none"> • Community outreach – leave time, financial support or sponsorship • PD for parents, day care providers, HS • Partnership between hospitals and pediatricians to flag potential issues early and make referrals • Parent survey, newsletter, social media, remind App, positive feedback, parent visitation days, parent orientation, parent advisory board • Collaboration of all community childcare providers and EC programs to ensure all are working towards the same goals
Weldon City	<p>PoP Revise and enhance district wide transition plan for children from birth to K</p> <p>Strategies:</p> <ul style="list-style-type: none"> • Round table discussion with stakeholders • PD on effective strategies for teachers and providers • Parent ed on transition • Brochure/booklet on community resources • Communication plan
Whiteville City	<p>PoP Develop county wide collaborative for children b-3rd, families child advocates and other related stakeholders in order to improve the welfare of the “whole child” (academic, socio emotional)</p> <p>Strategies:</p> <ul style="list-style-type: none"> • In 2 weeks, convene a planning session to outline stakeholders and agenda • In 6 weeks, convene stakeholders to review current strategic plans and identify commonalities • By summer, develop a plan to address gaps/needs and include all stakeholders in our collaborative plan • By fall, implement the plan • In winter, review and improve as needed
Wilkes	<p>PoP As a community of early childhood educators, we would like to compare the impact of a licensed child care facility, NCPK, or Head Start participation on 3rd grade reading proficiency as compared to students with limited early childhood intervention</p> <p>Strategies:</p> <ul style="list-style-type: none"> • Collect information from K parents at enrollment about EC program • Collect EOY data for reading each year and add to a spreadsheet by school • Review data at NCPK meeting annually
Winston-Salem/Forsyth	<p>PoP Quarterly school readiness meetings; Pre-K vertical planning (school system, NC Pre-K, HS); joint PD (opportunity for collaboration in PD)</p> <p>Strategies:</p> <ul style="list-style-type: none"> • Schedule next meeting (3/29) • Collect data

PoPs and Strategies by Theme

Themes include:

- Transition
- Family Engagement
- Professional Development
- Social-Emotional/Early Intervention
- General Collaboration

Transition

Bertie	<p>PoP Develop an effective transition plan for children from birth to Kindergarten</p> <p>Strategies:</p> <ul style="list-style-type: none"> • Conduct community partners conversations to provide information on Kindergarten expectations • Include community partners in plan development • Implement vertical team meetings with Pre-K + Kindergarten teachers • Monthly parent transition meetings at schools and in the community • Social media blitz campaign to advertise events • Kindergarten tours and Kindergarten camp • Survey teachers for transition support needs. Use data for PD planning • Ongoing PLCs for Pre-K teachers to monitor and assess progress in Kindergarten readiness
Martin	<p>PoP Transition plan</p> <p>Strategies:</p> <ul style="list-style-type: none"> • Include all stakeholders: LEA admin, child care, Head Start, Smart Start • LEA communicates events/activities • Plan in advance to promote the attendance by all stakeholders • Inclusion of all family members
Onslow	<p>PoP Young children and families are engaged and supported as they transition between home, early care and education programs and schools. Early care and education programs and schools collaborate so that they are ready to support all children effectively and engage with families and each other within the context of the community to plan transitions that meet the diverse needs of all children and families.</p> <p>Strategies:</p> <ul style="list-style-type: none"> • Develop strategies within the MOU that support transitions from Pre-K to Kindergarten. • Collaborative transition opportunities for families of Pre-K children transition to Kindergarten • Staff – Pre-K to K awareness and understanding

Pender	<p>PoP Providing the same level of services to all incoming students</p> <p>Strategies:</p> <ul style="list-style-type: none"> • Who: Smart Start (community students)/resource, K team/PK team, PowerSchool, principals, ED, Title I • When: 2018/19 – collect current data/systems of operation; 2019/2020 – fall – analyze, winter – plan, spring – implement • How to collect data: attend events, reach out to elementary based teams, create spreadsheet with data about events and who attended • Who ultimately – register for K and attended • What will be different? Clear consistent system for all schools and entering students, K developmental expectations share, increase participation in events, increase K registration numbers
Roanoke Rapids Graded	<p>PoP To better serve children and families, we will increase communication regarding transitions from Pre-K/daycare/Head Start to Kindergarten</p> <p>Strategies:</p> <ul style="list-style-type: none"> • Update transition MOUs to include tracking • Have an RRGSD K teacher attend HS transition meetings • Have an agency mixer • Move the transition day to a Saturday • Streamline conversations and visits between Pre-K and K teachers • Share student data • Have Pre-K teachers attend transition meetings for EC students
Washington	<p>PoP Transition and education of children and families into the educational environment</p> <p>Strategies:</p> <ul style="list-style-type: none"> • Community outreach – leave time, financial support or sponsorship • PD for parents, day care providers, HS • Partnership between hospitals and pediatricians to flag potential issues early and make referrals • Parent survey, newsletter, social media, remind App, positive feedback, parent visitation days, parent orientation, parent advisory board • Collaboration of all community childcare providers and EC programs to ensure all are working towards the same goals
Weldon City	<p>PoP Revise and enhance district wide transition plan for children from birth to K</p> <p>Strategies:</p> <ul style="list-style-type: none"> • Round table discussion with stakeholders • PD on effective strategies for teachers and providers • Parent ed on transition • Brochure/booklet on community resources • Communication plan

Ashe	<p>PoP Develop a district-wide transition plan to ensure positive and successful transitions for families and Preschool children entering K, in order to identify and increase school readiness and social skills</p>
	<p>Strategies</p> <ul style="list-style-type: none"> • Hold discussions with school superintendent and other designated school personnel about data and vision of what K classroom instruction should like to address the needs of the students • Participate in Pre-K to K education collaborative meeting • Identify 3rd grade reading proficiency data (children who attended Pre-K, Head Start, licensed child care vs children with limited EC intervention)
Granville	<p>PoP Lack of strategic and systemic transitions from both formal and informal Preschool experiences to support entry into K</p>
	<p>Strategies:</p> <ul style="list-style-type: none"> • Develop policies and procedures for improved collaboration across agencies to provide support for EC • Develop learning experiences for Pre-K and EC providers, and K teachers regarding K readiness • Plan and implement community/family events to build excitement for entry to K
Mecklenburg	<p>PoP Develop an intentional coordinated transition strategy with common expectations across system/community for children and families B-K</p>
	<p>Strategies:</p> <ul style="list-style-type: none"> • Review current practices, expectations, and experiences of different stakeholders to inform strategy • Apply equity lens to decrease disparities • Choose common assessment/vehicle for sharing information • Research feasibility of a common child ID • Prioritize other transition supports • Identify and agree upon common expectations • Consider supports for children not in formal care
Stanly	<p>PoP Help all 4-year old's transition into K ready to learn</p>
	<p>Strategies:</p> <ul style="list-style-type: none"> • Pre-K data form • Screening tool • Transition fair • 30 days: make plans for screening a K camp, update Pre-K data form, collect 2018-19 forms for ESSA, give forms to partnership to assemble data • Mary – details for K camp screenings • June-august: conduct screenings • September: collect data to analyze and brainstorm strategies for the future • December-Jan: make plans for spring transition based on results of previous data using family engagement and PD

Cumberland	PoP To intentionally align all the different transition activities happening in our community to include all children
	Strategies: <ul style="list-style-type: none"> • Come up with plan with measurable goals • Develop tools (electronic and paper in English and Spanish) that are simple to use • Share tools with all who touch Preschool aged children (physicians, childcare providers, mom groups, church, home schools...) • Provide supports for using the tools • Assess regularly and make changes when needed
Harnett	PoP Improving transitions
	Strategies: <ul style="list-style-type: none"> • Possible health summit with medical providers, home visits with PK/Kindergarten teachers, sign-up Saturday • Smart Start funded family support/engagement • Community events
Buncombe/ Asheville City	PoP Develop a shared/uniform approach to transition to K
	Strategies: <ul style="list-style-type: none"> • 15 days – NC Pre-K send information to share with school principals (TTK Pilot) • 45 days – Pre-K and K teachers come together
Burke	PoP Through coordination and collaboration, create a more accessible, responsive transition process for all Burke county children and families
	Strategies: <ul style="list-style-type: none"> • Kinder jump start implementation • Brainstorm with community partners (birth – 5) to identify and address barriers for families • Create a BK community collaborative with healthcare providers, cultural leaders, and child development professionals, HS, EHS, BSPS • Focus PD for family engagement and importance for all levels
Haywood	PoP To ensure effective transition from 0-third grade, our community to leverage and coordinate resources (e.g. funding, community supports, knowledge, expertise) for the good of our children to avoid splintered efforts at problem solving. Currently in our county, there are multiple committees and individuals working independently to solve problems. With all groups working in a unified and collaborative manner, meaningful solutions to problems will be developed and implemented that will lead to comprehensive and effective support in the growth and development of our children
	Strategies: <ul style="list-style-type: none"> • Include CDSA on our district ESSA committee • A meeting has been planned in March with community stakeholders to conduct preliminary planning for a larger meeting on March 26. • PR person will interview individuals for an article to run in local papers as a means of inviting disparate groups to join together.

Johnston	<p>PoP Coordinate among providers means of dissemination of information that will empower families/caregivers in supporting EC learning including transition to Kindergarten</p> <p>Strategies:</p> <ul style="list-style-type: none"> • Provide information about community resource (LICC booklet) all children enrolling in JCPS, NCECF, and Head Start • Coordinate transition efforts throughout Johnston county • Making information available through community events, health care providers, etc. • Plan and implement a district wide kindergarten expo • PD offered to all caregivers/teachers/admin to build relationship and understanding
Gates	<p>PoP To increase our school system’s ability to serve all students by working together – Head Start, Smart Start, LEA</p> <p>Strategies:</p> <ul style="list-style-type: none"> • Central location for Kindergarten registration • Registration event will be a sharing and screening of resources for children and families • Academic expectations: hearing, vision, dental screening, behavior expectations, supply list, teacher recommendations • Meet and greet parents, teachers, students, transition packet, follow-up transition activities, open house, parent trainings, reading/math
Transylvania	<p>PoP Reach all children 0-5 years of age not in a formal childcare setting</p> <p>Strategies: Develop partnerships and collaborations with all community touchpoints, working through the existing collaborative</p>
Guilford	<p>PoP With only 10,000 children of 37,000 (under the age of 6) in formal childcare, we have a need to reach more families. How do we inform every family with a Pre-K eligible child about NC Pre-K programming?</p> <p>Strategies:</p> <ul style="list-style-type: none"> • Partner with agencies providing food to families • Collaborate with churches/synagogues, etc. • Send postcards to families • Collaborate with pediatricians • Engage private childcares and FCCH’s billboard • Strategic advertising -> parks, movie theaters, libraries, rec centers • Agencies working with immigrant and refugees
Davie	<p>PoP Increase identification of children 0-5 not currently enrolled in structured care</p> <p>Strategies:</p> <ul style="list-style-type: none"> • Enlist medical practitioners to share resources with families – prior to 2019-2020 school year • Present resources to school administrators and teaching staff – beginning of 2019-2020 schools year • Information sharing among providers – within 30 days • Track number of students and progress of those that attended structured care • Use power school data from childcare providers and parents when child enters K • Track progress until graduation

Rockingham	PoP Engage children and families not enrolled in formal/licensed child care/Pre-K through resource provision, family engagement, community activities to support transition to K
	Strategies Developing uniform materials at child development for community partners/social media/medical partners/libraries/faith community/parent resource centers/community businesses
Union	PoP 76% of our children are not in regulated childcare settings. Our vision is to reach these children in order to improve family engagement, school readiness and transition
	Strategies: On March 19, 2019, convene team to identify core components and data for reaching targeted children, survey parents, create timeline for 0-5, create timeline for reaching all children 0-5, create proposal for partnership (SS/LEA) to present to leadership on kaleidoscope
Alexander	PoP Children in our county have LEA accessibility to preschool services
	Strategies: <ul style="list-style-type: none"> • HS – provide transportation, family engagement opportunities, parent teacher conferences, home visits, family goal setting, family advocate • PFC – PD, technical assistance/coaching
Polk	PoP To increase the percentage of K students who attend PreK in Polk County to 85%
	Strategies: <ul style="list-style-type: none"> • Conduct survey to determine barriers • Explore PreK tuition cost for those who do not qualify for Head Start or NC PreK • Include WCCA and Tots and toddlers in district professional development opportunities • Include additions to district preschool webpage: contact info, pictures, etc. • Create “welcome baby” packets and deliver at home visits

Family Engagement

Brunswick	PoP As a community, we would like to identify families within the poverty line and young maternal age mothers and educate them of methods of supporting positive behavior
	Strategies: <ul style="list-style-type: none"> • Community partners will collaborate to provide an evidence-based program such as Triple-P– within 2 years • Meet with decision makers from the following organizations: Head Start, NC Pre-K, Smart Start, Brunswick county schools, CC4C, CDSA, DSS – within six months meet with agency to provide information regarding intent; within 8 months bring interested parties together to discuss funding streams • Identify referral sources: hospitals/pediatricians, child care facilities, churches, coast horizons, schools, list from strategy 2

Pamlico	PoP Increasing family engagement
	Strategies: <ul style="list-style-type: none"> • What: family engagement • Who: health department, physicians, DSS • How: testimonies, publicity, target parents, parent agreement • Why: more programs • Differ: awareness, education for parents • Community collaborative • Partnership board • Strengthening families • Parent training and accountability • School system partnerships • Increase number/space available – Pre-K • Outreach/recruitment
Vance	PoP Family engagement
	Strategies:: <ul style="list-style-type: none"> • By Dec 2019 – establish a network of resources • By June 2020 – coordinate with all community agencies and stakeholders to provide transition activities for families and children • By Feb 2019 – seek out and hire a family engagement liaison • By June 2020 – FEL will collaborate with community agencies and stakeholders to develop strategies to improve student and family transition obstacles • By June 2020 - bi-monthly meetings, district meetings with families and agency stakeholder to discuss events, PD for families and discuss how families can stay involved with the child’s education
Dare	PoP <ul style="list-style-type: none"> • Capitalize on those aspects of parent engagement prevalent in the birth-three age group: excitement, inquiry, celebrations, focus on growth, respect as expert on child • Incorporate and create a culture in the 4-8 age span that welcomes and encourages positive parent interactions leading to increased engagement and stronger parent relationships
	Strategies: <ul style="list-style-type: none"> • Create a baseline, surveying parents’ love language • Required parent conferences • Create and implement an exit ticket after conference (perception data collection)
Edenton-Chowan	PoP Recognizing the diversities within the county, how can we improve and increase family engagement?
	Strategies: <ul style="list-style-type: none"> • Combined yearly calendar of events • Collaboration with agencies • Purposeful engagement/agency-based objectives

Hickory City & Catawba	PoP Create for our community what quality – culturally responsive family engagement looks, feels like. To ensure families participate productively in quality EC experiences
	Strategies: <ul style="list-style-type: none"> • Marketing tools...welcome bag • Mobile play groups • Go to where families are • Connective with new families through realtors, housing authorities, apt., rec-centers, maternity wards
Montgomery	PoP Local partners, agencies, Thrive comm.
	Strategies: <ul style="list-style-type: none"> • Leverage support in order to increase F.E. • Implement a variety of communication methods • Assess the family's needs
Richmond	PoP Develop a district wide family engagement plan for expectant parents through parents of second grade
	Strategies: <ul style="list-style-type: none"> • Within 90 days, convene planning team to identify goals for each stage • Within 6 months, create guidance for engagement including target groups, timelines • Objectives and relevant stakeholders for implementation • Invite relevant stakeholders to summer retreat for feedback/guidance • Improved engagement of families will have multiple impacts across settings
McDowell	PoP Family engagement with two-way communication
	Strategies: <ul style="list-style-type: none"> • What: PreK: transition home visit, proactive expectations, understanding family needs, relationships mater • Who: teachers, principals, resource officers, student services, counselors, Smart Start, NC Pre-K, Head Start (MCS) • When: Feb 18, 2019 – August 31, 2019

Professional Development

Perquimans	<ul style="list-style-type: none"> • Develop a district-wide professional development plan to encompass cultural awareness, culturally responsive teaching, implicit bias and ACEs • To reduce achievement gap and promote family engagement
	Strategies: <ul style="list-style-type: none"> • Create a stakeholder group/survey • Identify professional development source • Administrative training/follow-up • Staff training/follow-up • Develop cohesive action plan to address cultural bias with timebound goals and accountability

Moore	PoP Alignment in PD to create high-quality birth-8 educators and leaders will collaborate in planning and implementation
	Strategies: <ul style="list-style-type: none"> • Pre-K and K teachers together in PD • Vertical alignment • Bridge Pre-K to K and MCS and Head Start • Teaming – public and private
Rowan-Salisbury	PoP PD for B-3 rd grade staff is aligned and supports SE development and includes opportunities for joint learning across EC and school settings
	Strategies: <ul style="list-style-type: none"> • Develop partnerships and collaborations with all community agencies • Increase community awareness of developmentally appropriate practices • Utilize community resources for (mental health family) support/empowerment
Gaston	PoP In the next 5 years, develop a systematic collaborative, data-driven process of high-quality professional development involving community organizations and individuals who have an impact on the development and well-being of children aged 0-8.
	Strategies: <ul style="list-style-type: none"> • Define community stakeholders – 30 days • Convene planning team – 60 days/share training plans of current organization • Establish common themes • Invite teachers/staff/admin to summer PD 2019 • Community of practice agreement
Jackson	PoP Increase capacity and common language for providers from 0-8 years old through PD aligned to a collaborative process
	Strategies: Develop a PD plan for 0-8 providers including: trauma and resiliency, literacy, family engagement
Franklin	PoP <ul style="list-style-type: none"> • How does having administrative support of early learning affect children’s success in schools? • To bring awareness to all administrators to understand the important of early learning and the impact it has on children’s success in school
	Strategies: <ul style="list-style-type: none"> • Provide data from various agencies that highlight the overall well-being of children and families in the county • Identify strengths and weaknesses from data • Collaborate with admin and develop strategies that will help target the weaknesses • Celebrate the success
Wake	PoP [Aligned and collaborative professional development for] Professional staff (all)
	Strategies: <ul style="list-style-type: none"> • Who: Children, families • What: Resilience, Family engagement • How: Aligned and collaborative professional development • Why: You cannot give what you do not have!

Social-Emotional/Early Intervention

<p>Craven</p>	<p>PoP How to reduce suspensions in Preschool – third grades?</p> <p>Strategies:</p> <ul style="list-style-type: none"> • Adopt the Preschool pyramid model to share principles and practices in supportive and nurturing environments
<p>Jones</p>	<p>PoP How can we provide professional learning to all stakeholders, i.e. parents, staff and community (students) in regard to trauma and building resilience?</p> <p>Strategies:</p> <ul style="list-style-type: none"> • Engaging all stakeholders in whole child reform • ACE • Training on trauma and resilience for entire staff • Community pd on the impact of trauma and building resilience • Train the trainer (by June 2019) • Counselors train teachers (by august 2019) • Parents and community training • Teachers administer student probe • Data evaluation • Develop service plans • Provide opportunities for continual engagement of stakeholders
<p>Asheboro City</p>	<p>PoP Our community has extremely limited capacity to meet the social, emotional and mental health needs of children ages birth-K</p> <p>Strategies:</p> <ul style="list-style-type: none"> • Develop and implement a continuum of social, emotional and mental health strategies • Design strategies based on all, some, few • Identify, convene team • Connect to existing teams doing related work • Brainstorm PD topics • Identify: connect with approved mental health/providers (play-based) • Collaborate to identify funding sources
<p>Sampson/Clinton City</p>	<p>PoP Implement and develop a plan for support of the social-emotional health of children and families birth-8 in Sampson county</p> <p>Strategies:</p> <ul style="list-style-type: none"> • Training school staff on emotional-social strategies and tools • Write a grant that will enable S County schools to increase their counselor/social work support from 2-4 • Develop a crosswalk that illustrates how various district agencies are integral to creating positive outcomes to our PoP • Provide teen speak training • Tours • Orientations • Round table (small group) • County agency involved • Parent/teacher training

	<ul style="list-style-type: none"> • Resource guide or website for families
Alleghany	<p>PoP Through community collaboration, support and positive parent involvement, all children ages birth through eight will acquire age appropriate developmental skills by the end of third grade</p>
	<p>Strategies:</p> <ul style="list-style-type: none"> • Lunch and learns • Meet with hospital staff to share resources • Develop an information sheet • Share with parents & community agencies
Surry	<p>PoP Identify and serve children ages 0-3</p>
	<p>Strategies: Meet with community resources, gather data on 0-3, leveraging, PD for medical providers, Early HS, communicate with urgent care, 0-3 canvas (serving at unserved community areas, community needs assessment, camp K for unserved, mapping neighborhoods</p>
Watauga	<p>PoP To connect and support the 0-3 population (children and families) with resources (physical, SE) and supportive relationships thru partnerships with all community stakeholders (schools, SS, HS, medical) by providing programming and resource</p>
	<p>Strategies:</p> <ul style="list-style-type: none"> • Pilot 2 home-visit programs based in our two schools with the highest density of families not accessing care/resources • Connect our hub diaper banks to the program listed above
Edgecombe	<p>PoP There is no strong and effective system for providing support and early intervention to young children who have challenging behaviors and mental health issues.</p>
	<p>Strategies:</p> <ul style="list-style-type: none"> • Develop plan of support for educators and early learners to support behavior and access to services for unmet mental health behavior needs • NC Pre-K written plan for children with unique needs and challenging behaviors

General Collaboration

<p>Person</p>	<p>PoP As a community, how can we intentionally prepare schools to be ready for our children and how can we support children and their families in preparing for school?</p> <p>Strategies:</p> <ul style="list-style-type: none"> • Involve stakeholders: SS/NC Pre-K, Title I, HS, DSS, families, LEA • Create community plan involving stakeholders • Provide PD on family engagement to all PK-3rd grade teachers • At the school level, provide families with education/information about K expectations -> parent panel and personal experiences • Progress measured by transition follow-ups and quarterly meetings
<p>Stokes</p>	<p>PoP To improve collaboration among community stakeholders (SS, LEA, HS)</p> <p>Strategies:</p> <ul style="list-style-type: none"> • Family engagement: share event calendars, collaboration meetings, parent friendly info, utilize social media effectively, seek ways to reach families • Transitions: cross agency meetings, K readiness camp, mental health • PD: use each other to provide PD, providing education on programs, share back to school level, workshop
<p>Thomasville City</p>	<p>PoP 80% of students on grade level by 3rd grade within the next 5 years</p> <p>Strategies:</p> <ul style="list-style-type: none"> • Professional development: HS, daycare, school alignment, vertical alignment, literacy training, program training • Family engagement: provide literacy strategies and resources, reading buddies at daycares, literature to local doctor's office, Friday football book nights, CIS book library, partnership with local library, parent night for each grade level • Transition: parent tours during K-screening, survey to find out B-K services, data sharing PK-K, tours of school for daycares, Head Start
<p>Winston-Salem/Forsyth</p>	<p>PoP Quarterly school readiness meetings; Pre-K vertical planning (school system, NC Pre-K, HS); joint PD (opportunity for collaboration in PD)</p> <p>Strategies:</p> <ul style="list-style-type: none"> • Schedule next meeting (3/29) • Collect data
<p>Chapel Hill-Carrboro</p>	<p>PoP To align our EC, focus with strategic goals of CHCCS around the areas of transition, family engagement and PD. This alignment and articulation establish positive relationships among the school system, EC system families/parents and other community stakeholders. It will affect positive outcomes for academic achievement and social emotional development for all students</p> <p>Strategies:</p> <ul style="list-style-type: none"> • Meet with full team • Categorize strategies in ESSA plan with CHCCS strategic goals • Delve deeper into concrete actionable items with a timeline and responsible entities • Coordinate more discussion with a fuller audience of EC professionals.
<p>Chatham</p>	<p>PoP Develop a family orientation presentation to use county-wide</p>

	<p>Strategies:</p> <ul style="list-style-type: none"> • County-wide teacher training • Common PD time • Collaboration with county-district to create Pre-K MTSS team
Orange	<p>PoP</p> <p>Develop a community advisory board</p>
	<p>Strategies:</p> <ul style="list-style-type: none"> • 30 days – statement of why this is needed to Superintendent and Board of Education • Selection of stakeholders • 60-90 days – present to B.O.E. + schedule meeting and send out invites
Robeson	<p>PoP</p> <p>As a community, engage and develop a collaborative partnership with the early care and education to develop a common vision</p>
	<p>Strategies:</p> <ul style="list-style-type: none"> • Determine key stakeholders • Determine services each stakeholder provides • Review data to determine district needs • Review alignment of needs and services • Develop a vision
Scotland	<p>PoP</p> <p>Connecting the dots</p>
	<p>Strategies:</p> <ul style="list-style-type: none"> • 1st 30 days: invite all stakeholders to meeting, identify most pressing problem seen in EC sector and their families • 60 days: complete a problem analysis to identify root cause • Summer 2019: identify 1 collaborative intervention, implement across all agencies (to reach 1st step of our common goal), create a plan for implementation • Stakeholders: pediatricians, parents, DSS, DJJ, superintendent, literacy council, administration (school – all levels), CDSA
Whiteville City	<p>PoP</p> <p>Develop county wide collaborative for children b-3rd, families child advocates and other related stakeholders in order to improve the welfare of the “whole child” (academic, socio emotional)</p>
	<p>Strategies:</p> <ul style="list-style-type: none"> • In 2 weeks, convene a planning session to outline stakeholders and agenda • In 6 weeks, convene stakeholders to review current strategic plans and identify commonalities • By summer, develop a plan to address gaps/needs and include all stakeholders in our collaborative plan • By fall, implement the plan • In winter, review and improve as needed

Kannapolis	<p>PoP Build a system of collaboration with all EC providers to increase awareness of community resources, support for unmet needs for families, and professional development for all</p> <p>Strategies:</p> <ul style="list-style-type: none"> • Form an advisory committee (continuous outreach to community partners) • Complete a survey of needs • Schedule quarterly meetings with stakeholders • Commit to the process that we are responsible
Henderson	<p>PoP Develop a transition plan that includes effective professional development and family engagement</p> <p>Strategies:</p> <ul style="list-style-type: none"> • Continue to meet with Henderson County Leadership Team/Transition • Participate in the NC Pre-K pilot • Implement transition teams within two school attendance zones • Explore opportunities for joint PD • Explore funding for family engagement navigator • Utilize wonderful community engagement resources
Lincoln	<p>PoP Ensuring positive and successful school experience by engaging students, families, and community in transition activities between Preschool and K in order to increase school readiness, develop age appropriate social skills, and achieve higher academic excellence</p> <p>Strategies:</p> <ul style="list-style-type: none"> • Participate in PK to K transition pilot • Professional development for administrators • Jump start from PK to K
Swain	<p>PoP We believe that families are the child’s first teacher. To ensure that families and children’s strengths are maximized, that cognitive, social, and emotional potential are reached we collaborate as schools, communities, and families. This collaboration allows us to build thriving communities, overcome ACEs, and provide opportunities for all</p> <p>Strategies:</p> <ul style="list-style-type: none"> • Identify accurate data for Swain • Identify and invite collaboration among stakeholders (medical community, LEA, C4C, Head Start, CDSA, PreK, DSS, Health Department, etc.) • Identify available resources: birth-3rd grade and for families • Family input
Wilkes	<p>PoP As a community of early childhood educators, we would like to compare the impact of a licensed child care facility, NCPK, or Head Start participation on 3rd grade reading proficiency as compared to students with limited early childhood intervention</p> <p>Strategies:</p> <ul style="list-style-type: none"> • Collect information from K parents at enrollment about EC program • Collect EOY data for reading each year and add to a spreadsheet by school • Review data at NCPK meeting annually