



NORTH CAROLINA
RACE TO THE TOP
EARLY LEARNING CHALLENGE

Status Report — October – December 2015

Reform Area A: Successful State Systems

Project 1: Overall Grant Management

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

Activity 1.1: Overall Grant Management

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

Key Accomplishments:

- Held North Carolina's 2nd annual RTT-ELC Grant Partners Meeting in Raleigh with over 120 participants. The event provided the opportunity to update participants on grant accomplishments, progress, plans for 2016, and the grant's impact on early childhood systems building efforts in North Carolina. State agency and project leaders provided presentations available for viewing on the website: <http://earlylearningchallenge.nc.gov/nc-rtt-etc-presentations>
- Attended the federal 2015 Annual RTT-ELC Grantee Meeting in Arlington, VA, with the other grantee states and provided presentations on workforce development and NC ECIDS. Participated in the StoryCorps-inspired interviews on grant accomplishments.
- Planned and held the fall 2015 meeting of the NC Early Childhood Advisory Council. Continued sub-committee work to study NC's investments in children birth through age 8 and began planning for an action planning process at the Spring 2016 meeting.
- Continued work with the NC Early Childhood Foundation on a communications plan to highlight the impact of NC's RTT-ELC grant on advancing the State's early learning goals and to promote sustained progress.
- Held regular grant management staff meetings to coordinate efforts, problem-solve challenges, and support project implementation.
- Held monthly calls to communicate with federal project officers about progress, challenges, and other issues.
- Conducted monthly monitoring of all projects, and reviewed and enhanced monitoring processes.
- Managed budgets, tracked expenditures and processed payments.
- Engaged in ongoing project evaluation activities continuing to assess and discuss opportunities for process improvements.



- Developed, managed and/or revised contracts and Memorandums of Agreement with participating agencies and contractors, as needed. Amended many contracts in order to implement NC's approved plan for the no-cost extension year (2016).
- Revised GRADS to reflect approved updates and corrections to the RTT-ELC Scope of Work.
- Continued to provide e-newsletter.

Challenges:

- None to report this quarter.

Upcoming Tasks:

- Continue to develop and execute contracts and amendments to implement NC's approved plan for the no-cost extension year (2016).
- Review final reports from projects ending in 2015.
- Close out 2015 expenditures and develop budget amendment to revise project budgets for 2016.
- Develop 2015 Annual Performance Report.
- Continue communications planning and implementation of strategies, including website updates and e-newsletter.
- Hire and oversee consultant for NC ECAC's sub-committee work on understanding and documenting federal and state investments in young children in North Carolina.

Activity 1.2: Transformation Zone Support and Capacity Building

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

Key Accomplishments:

- State-level:
 - Funder & Grant Administration work:
 - NIRN continues to support *NC Partnership for Children (NCPC)* in their efforts to expand organizational capacity to use Implementation Science best practices internally and with Local Partnerships for Children.
 - NIRN supports NCPC staff in convening and facilitating a small team of NCPC leaders for learning and planning. This team met several times in the fourth Quarter and developed a plan to further enhance NCPC implementation capacity, as follows:
 - Engaging a diverse group of NCPC staff as an internal implementation team. This team will receive training and coaching to develop their own understanding and use of implementation science. This team will also select a project that



will allow them to learn and develop their practice while addressing an organizational priority.

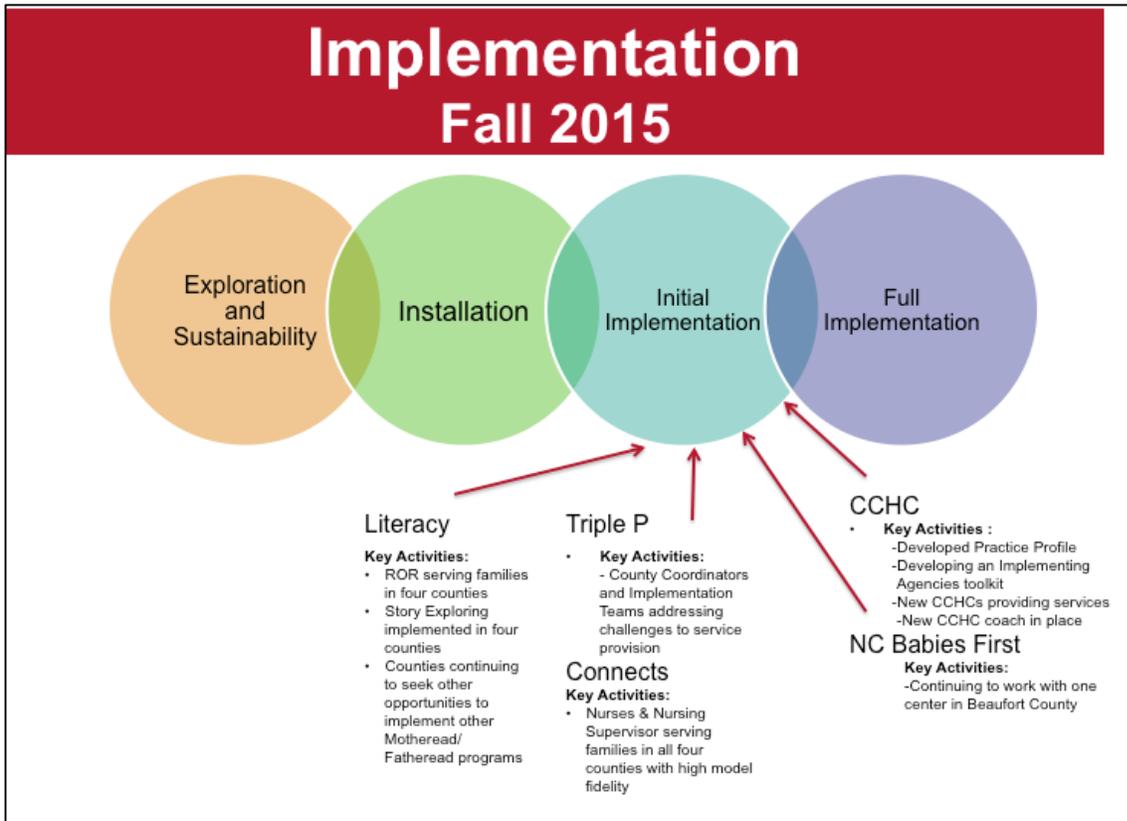
- Merging the original team's leadership role into the existing organizational leadership team, thereby providing a sustained and resourced home for the work.
- NIRN provided intensive coaching in Implementation Science and change agent skills to the NCPC Coach Coordinator, so that she may support local Implementation Coaches in their knowledge and skill development. NIRN staff met weekly with Coach Coordinator in Q4 as well as providing coaching as needed in response to emergent opportunities and challenges.
 - *RTT-ELC Grant Partners Meeting:* NIRN chaired a panel on systems change and implementation at the December 2015 Grant Partners Meeting. NIRN was also part of the panel which focused on the use of implementation to support systems change. Examples from education and early child hood were discussed.
 - *Funders Group/State Leadership Team:* NIRN attended the October 2015 State Funders Group meeting in a support role, and will attend upcoming State Leadership Team meetings in 2016.
 - *Evaluation Team:* NIRN continues to join Evaluation Team meetings on a bi-weekly basis to provide feedback to Evaluation Team and receive updates.
- Purveyor work:
 - NIRN participated with grant management team members, Family Connects Staff and DPH to discuss the definition of full implementation for the program. That meeting identified a need for more intentional and sustained communication of the program FC has made in reaching newborn, making appropriate referrals and ensuring follow up on referrals. This effort will continue in Q1 2016.
 - With NCPC, NIRN co-facilitated a meeting of the Child Care Health Consultation Toolkit Work Group in October 2015 to support identification of infrastructure needs and resources to support CCHC implementation across North Carolina.
- County-level:
 - NIRN staff collaboratively designed, with NCPC and Able Systems Change partners, a consultative process designed to solicit county priorities for technical support in the final year of the grant. Input was received from and discussed with each county. This feedback is being used in January to develop annual plans that align with organizational mandates and resources among NIRN, NCPC and Able Change.
 - Strengthening the collection, analysis and use of data for decision making is a cross cutting theme prioritized in all counties in 2016. This priority will be addressed in shared and county specific ways based on each counties emergent needs and priorities.



- Support for self-assessment and improvement included;
 - Providing County leadership with feedback on their August County Capacity Assessment. This informed their priority setting for 2016.
 - NIRN supported the finalizations of the county goals framework. This document integrates and build on the work of the ELC, namely the linked leadership and implementation teams, the early childhood focus, and the use of data to guide decision making.
 - NIRN support included facilitation of small group discussions of potential governance structures to link the priority areas to be addressed by county sustainability plans and a careful review of the leadership team’s terms of reference, a critical resource for the fast evolving effort there.
 - NIRN partnered with NCPC, Grants Management and the Evaluation Team to visit the county CLT and discuss plans for 2016.

Challenges:

- State-level:
 - Funder work: No challenges identified to work with NCPC at this time.
 - Purveyor work: At this Implementation Stage, purveyor work is limited. No challenges identified at this time.
- County-level:
 - NIRN Support: Developing county responsive, in scope and feasible plans for technical assistance be a challenge to be address in Q1 2016.
 - Cross-agency Coordination: Coordinating and align (where possible) TA efforts across NIRN, NCPC and Able Change, so that the demand on county coaches and teams is reasonable and benefits are maximized, will be a priority challenge to address in early Q1 2016.



Next Steps:

- State:
 - NIRN will continue its work with NCPC to support implementation capacity development through individual coaching of NCPC staff and facilitation of NCPC group learning and application.
- County:
 - NIRN will work with NCPC to assess counties’ current needs and goals for the remaining year of Transformation Zone funds. This will allow NCPC and NIRN to strategically target technical assistance efforts for county partners.
 - NIRN’s county technical assistance will focus on:
 - County Capacity Assessments and facilitation for local county discussions related to infrastructure sustainability, and
 - Building County Leadership and Implementation Teams’ capacity to use data as a part of feedback loops within the county and with state partners.

Activity 1.3: Evaluation

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

Key Accomplishments:



- Held regular staff meetings to discuss project activities.
- Facilitated the Evaluation Work Group meetings on 10/19/15, 11/17/15, and 12/15/15.
- Finalized TZ Evaluation mid-point synthesis report and executive summary and emailed both documents to TZ teams, funders, purveyors, local service providers, Evaluation Work Group, and Pennie Foster-Fishman. Posted to AI Hub and sent to Grants Management for posting to RTT-ELC website: <http://earlylearningchallenge.nc.gov/activities/transformation-zone-evaluation>
- Completed data coding and analysis of meetings attended from 9/19/15 to 12/15/15.
- Drafted proposed timeline for fall and winter data collection activities.
- Attended County Leadership Team meetings in Beaufort (10/16/15, 11/20/15), Chowan (10/6/15, 11/3/15) and Hyde (12/8/15) and Bertie Joint Leadership and Implementation Teams (11/5/15).
- Attended TZ meetings: bi-weekly coaches' priorities and ELC planning, TZ coordination calls (10/2/15, 10/30/15), funders (10/29/15), NCPC implementation science education (10/27/15) and Coaches' Team (11/11/15, 12/2/15).
- Attended RTT-ELC Grant Partners meeting (12/1/15).
- Finalized protocol and codebook for case study of the literacy strategies. Conducted and transcribed 15 interviews for case study of literacy strategies.
- Completed review and coding of NCPC's ELC RTT literacy strategy monitoring reports.
- Provided feedback on NCPC's Communications and Messaging Project Discovery Phase Report.
- Provided specific feedback to NCPC, NIRN, ABL e and Grants Management about TZ findings.
- Reviewed ABL e Change Network Dropbox, NIRN document files, NC-ELC TZ Sakai site, and other informational documents.
- Monitored TZ Evaluation email account and responded as needed.

Challenges:

- None to report this quarter.

Upcoming Tasks:

- Continue attending bi-weekly ELC planning meetings.
- Facilitate Evaluation Work Group meetings in January, February and March 2016.
- Complete coding of literacy strategy case study interview transcripts.
- Plan final round of county focus groups.
- Support the state in telling TZ "stories" by providing data.
- Continue to provide feedback to TZ Evaluation leadership and stakeholders on findings/recommendations.
- Continue document review of ABL e Dropbox, NIRN materials, and NC-ELC TZ Sakai site.
- Continue to monitor TZ Evaluation email account and respond as needed.

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

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

**Key Accomplishments:**

- None to report this quarter.

Challenges:

- None to report this quarter.

Upcoming Tasks:

- None to report this quarter.

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

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

Activity 18.1 Leaders Collaborative/Learning Community

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

Key Accomplishments:

Over the fourth quarter, Leaders Collaborative Cohort IV members focused on:

- utilizing new tools, protocols and skills to prepare and hold a cross-sector community gathering and/or a local leading for equity retreat,
- peer coaching groups for support to carry out community engagements,
- preparing summaries, refining shared agreements and creating final presentations, and
- held community gatherings to address a data-specified local disparity and take action that will change outcomes for young children. Leading for Equity facilitated retreats were held in six counties. Based on community member evaluations of these retreats, they have had a great impact and plans are being actively developed by communities to carry on the work.
- Cohort IV members met for their final session in November to celebrate their accomplishments as leaders and community conveners. Members creatively presented their leadership journeys using slide shows, picture books, show-and-tell, music and poems. The prevailing theme was members' increasing ability to interweave the tools and approaches learned throughout Leaders Collaborative/Leading for Equity into daily practices that strengthened their confidence and competency as leaders.
- The cumulative program evaluation is almost complete, including two case studies of the impact of the Leading for Equity/Leaders Collaborative program on all NC communities. Word is spreading about the Collaborative model and its results. The state of Oregon has implemented Leaders Collaborative in their early childhood hubs, using the curriculum and leadership assessment from this project. The NC Department of Public Health is trying out the model in four counties in the northeastern part of the state, over six-months time to build a broader and more comprehensive infrastructure for early childhood services in this area.



Challenges:

- None to report this quarter.

Upcoming Tasks:

- Planning and contracting with facilitators for Leaders Collaborative/Leading for Equity Alumni Retreats to extend the capacity of leaders beyond the final grant year.
- Waiting to hear about two national conference proposals to present results and learning from this project. Preparing a workshop for the National Smart Start Conference in Greensboro, NC in May 2016.
- Full implementation of fabrikONE, the renewed e-learning community of practice for early childhood professionals, systems builders and subject matter experts to connect, engage and extend learning around topics relevant to their work.

Activity 18.2: Transformation Zone Implementation Team

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

Key Accomplishments:

- **Implementation and Systems Level Work:** Over the past several months, agenda items, in particular those of the County Leadership Teams (CLT) have increasingly shifted to demonstrate a marked interest in sustaining the work beyond the grant.
 - **Data-** Due to the stage of implementation for the strategies and where we are in the life cycle of the grant, the amount and types of useful data available to the counties has increased. Subsequently, the ability of the county teams to assess data needs as well as an interest in using data to drive decision making is on the rise. In particular, some strategies ending in 2015 triggered team discussions around the benefits of continuing to receive data if similar services are being provided in the county though in a different capacity (i.e. Regional Healthy Social Behavior & Infant Toddler services offered through local partnerships). Additionally, team discussions support that the data has been viewed as beneficial in highlighting the need to sustain specific types of services to children and families even if the exact strategy is not sustained.
 - **Technical Assistance Planning –** Planning for and completing technical assistance needs conversations with county partners remained a primary focus during the entire quarter and continues to be a priority as plans are being finalized. As has been a common trend in the work with the four distinct Transformation Zone counties, the technical assistance needs and priorities that emerged for each county have varied considerably.
 - **County Teams:** Though county teams have continued with monitoring and supporting implementation effectiveness, the focus has increasingly shifted more to viewing the work more from a strategic and sustainability planning lens. Three counties have made



traction toward establishing an identity to transcend the Transformation Zone. Beaufort is currently actively exploring the benefits of a 501C3. One county has made significant progress with operationalizing their goals and objects, which should transfer nicely into a strategic plan.

- Visioning Planning- After a series of successful September Visioning Retreats, county partners have continued the efforts by working to operationalize the county plans developed during the retreats. One county hosted a “From Vision to Action” meeting following the retreat, and two other counties have assembled planning teams to work on reconvening the retreat participants.
- Policy-Practice Feedback Loops- Communication feedback loops between the CLT and County Implementation Teams (CIT) to both ensure effective program implementation and to strengthen the effectiveness of the community engagement efforts. Additionally, another state to county communication feedback loop was initiated this quarter in an effort to explore options for maintaining effective communication feedback loops between the state and the counties. NCPC began the exploration process for this effort with county partners in December.
- Sustainability Efforts- As mentioned in the data and county team sections, discussions around sustaining efforts and strategies are occurring more frequently with some actions following to demonstrate a sincere interest. In addition to what has already been mentioned, high levels of interest in the need and desire to sustain an implementation coach position have been expressed over the past several months in all four counties. Beaufort has been the most active to date in taking steps to align actions to the expressed needs by preparing a proposal to a funding source.
- Other Efforts: Quality and collaboration has remained a priority at the state and local levels.
 - The NCPC staff, NIRN Implementation Specialists, and Dr. Foster-Fishman continued conversations with a goal of coordination and alignment of planning efforts.
 - Groups have been intentional about debriefing events and other efforts to effectively embed PDSA improvement cycles into the way of work.
- Communications: The NCPC Communications Team presented initial findings of the discovery phase at the cross county meeting. In addition, staff also participated in county strategic planning retreats to learn more about communications and messaging needs. The Communications and Messaging Project Report was drafted and provided to key state partners, as well as Transformation Zone Coaches for review and feedback. Once feedback was incorporated, the report was finalized and provided to grants management. The report included recommendations for coaching and technical assistance specific to the communication needs of the counties. Moving forward, NCPC Communications staff are working closely with other organizations providing TA to the counties to better align TA efforts and identify areas of collaboration.

Challenges:

- None to report this quarter.



Upcoming Tasks:

- Continued planning between NCPC, NIRN, ABL Change, and the counties to finalize technical assistance plan for each county for 2016.
- Coach team planning with NIRN for the Implementation Science (IS) 101 sessions to build capacity within the county.

Activity 18.3: Transformation Zone Early Literacy

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

Key Accomplishments:

- Motherread and Reach Out and Read (ROR) Carolinas facilitated a sustainability discussion with counties at the cross-county Early Literacy meeting on 10/29/15. The presentation included use of sustainability plan worksheets and examples of successful recruitment, retention, and fundraising strategies.
- An overview of the national Campaign for Grade Level Reading was provided to all Smart Start ROR grantees and transformation zone ROR implementing counties during the October ROR Project Coordinator call.
- Counties were given an overview of the ROR Carolinas' site assessment process and strategies for how the literacy coordinators can support ongoing ROR implementation and best practice at medical clinics.
- NCPC has submitted contract documents for full RTT Early Literacy funding to the transformation zone counties for 2016.
- Counties are continuing staggered initial implementation of Reach Out and Read and Motherread.
- Several of the counties have been innovative in identifying dual implementation sites. For example, in one county, they are offering Motherread/Fatheread at an implementing Story Exploring site. Also, several counties have partnered with their local health departments to offer BABY classes to new and expectant parents.
- Counties continue to strategize about how to leverage collaboration with other community partners to message the importance of early literacy. One county has held two successful agency mixers, another county puts board books and early literacy resource information in all Family Connects new parent baby baskets, and one other TZ county held a "Baby Shower" event at their local health department for new and expectant parents to learn about various community resources and encourage education opportunities between agencies.
- NCPC continues to facilitate monthly Reach Out and Read Project Coordinator calls, to which the transformation zone counties are invited to attend. NCPC will be providing information on the February ROR Project Coordinator call around early literacy messaging.
- In-person, cross-county TZ Early Literacy Meetings are held with the Literacy Coordinators, county support staff, literacy purveyors, NCPC, the contracted evaluator, and Transformation Zone Implementation coaches every other month to help support implementation practice and



provide a networking forum. The next scheduled in-person, cross-county meeting is scheduled for February 18, 2016.

Challenges:

- A reduced Motherhead budget in 2016 will limit the number of training offerings.

Upcoming Tasks:

- A new round of Motherhead curricula trainings will be held this winter. Counties have been asked to inform Motherhead and NCPC of their current training needs.
- The next cross-county early literacy meeting is schedule for 2/18/16.

Reform Area B: High-Quality, Accountable Programs

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

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

Activity 4.1: Revising TQRIS

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

Key Accomplishments:

- TA providers finished working with ELDS programs in the sample to meet the requirements in the test model of the TQRIS.
- Continued coordination between the TQRIS Validation Study and the Program Quality Measure, including timeline, comparison measures, and data sharing.

Challenges:

- None to report this quarter.

Upcoming Tasks:

- Continue meetings between Validation Study and Program Quality Measure.



- Conclude child/family recruitment, conclude child outcome (pre) data collection.
- Continue data collection that began on November 15th.

Activity 4.2: Professional Development Bonus Program

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

Key Accomplishments: (CCRI)

- 71 applications were submitted for the Professional Development Bonus Award. Of these, 45 were complete and have been or are being processed for payment.
- Of the complete applications, 48 were from child care centers and 23 were from family child care homes.
- To date in calendar year 2015, 326 applications have been received for review.
- PD Bonus Award brochures were distributed to regional Program Managers for further dissemination within their management regions.

Challenges:

- None to report this quarter.

Upcoming Tasks:

- Continue statewide promotional efforts for the PD Bonus Award activity and process applications.
- Create a method to survey 85% of applicants who received the bonus award regarding their satisfaction level.

Activity 4.3: Support to Enter the TQRIS

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

Key Accomplishments:

- This projects has received 91 applications from public school programs, and 88 of those have been awarded mini-grants.
- 86 of the Public Schools awarded mini-grants have achieved licensures, (5 stars: 48, 4 stars: 37, Special Provisional: 1).
- 5 of 8 GS-110 facilities have achieved a 3 or greater star license. 1 has been awarded a Special Provisional License.

Challenges:

- None to report this quarter.

Upcoming Tasks:

- Submit final report to DCDEE.



Activity 4.4: Task Force on Licensure

Description: DCDEE will work with all fourteen CCR&R Lead Agencies to identify a part-day preschool and a family/ friend/ neighbor care provider to interview about the licensing process.

Key Accomplishments:

- This project is completed and the report is posted on NC RTT-ELC website.

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

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

Activity 5.1: Program Quality Measure Development

Key Accomplishments:

- Finalized observational items and the manual for large scale pilot.
- Received and reviewed documents from programs and scheduled visits for programs from whom documents have been received.
- Interviews for new assessor positions were conducted.
- Procedures for pre- and post- onsite data collection were developed.
- Coordination meeting with NCRLAP on scheduling and assigning assessors was held.
- Coordination meeting with IL on data collection on document review portion of the new measure in school based programs was held.
- Regular coordination meetings were set up and held with FPG/Validation Study team.

Challenges:

- Timeline for hiring and training assessors.

Upcoming Tasks:

- Hire additional staff.
- Conduct program visits.
- Streamline procedures for scheduling and data storage.
- Continue development of project website to its full functionality.
- Reliability training of EQuIPS on family child care homes.
- Additional CLASS trainings of assessors.
- Finalize data collection plan with IL.
- Reliability visit with DE of FCCHs.



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

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

Activity 6.1: Support for 3 or More Stars

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

Key Accomplishments:

- Statewide, 122 of 149 temporary, 1-, and 2- star programs currently working with CCR&R staff applied for a 3 or higher star rated license.
- Of those 122 who applied, 103 programs achieved a 3- rated license or higher in 2015.
- 77 participating programs have completed a Quality Improvement Plan and a TA evaluation survey and all documented increased knowledge of quality programming.

Challenges:

- None to report this quarter.

Upcoming Tasks:

- Continue to recruit and provide technical assistance and professional development support services to Temporary, 1- and 2- star programs who are committed to achieving higher star ratings.

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

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

Key Accomplishments:

- Enhanced payments were made to 4 programs for the following service months:
 - September- 41 children total (16 infants, 25 ones)
 - October- 43 children total (13 infants, 30 ones)
 - November- 37 children total (9 infants, 28 ones)
- 5 IT Expansion Grant programs received TA (47 consultations) in 3 TZ counties.

Challenges:

- Shifting to a culture of continuous quality improvement has been a challenge. Providing support to administrators over time helps.



Upcoming Tasks:

- Infant Toddler QEP manager will complete a review of all documentation to close out this activity and prepare a summary to be included in the December update. The IT Specialist's last day was 11-30-15.

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

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

Key Accomplishments:

- 37 infant/toddlers attending; all are in double slots; 9 receiving transportation.

Challenges:

- One site closed.

Upcoming Tasks:

- Provide TA support to current NCB1 sites.
- Continue ITERS-R mock assessments of classrooms to ensure ongoing quality of care.
- Continue research and preparation for admin support group.
- Conduct final ITERS-R mock assessment for Bertie site. Work with teachers to maximize use of materials and knowledge after NCB1.
- Facilitate ASQ assessments on children at one Site. Provide assistance to teacher and director if children need referral or continuing observation.

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

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

Activity 7.1: TQRIS Validation Study

Key Accomplishments

- The FPG team participated in 5 DCDEE-Child Trends-FPG project meeting calls to discuss plans for upcoming project tasks and the status of recruitment throughout the Quarter.
- Of the 176 CCCs and 70 FCCHs that agreed to participate, 161 CCCs and 49 FCCHs remain.
- All data collectors were trained on the ECERS, FCCERS, and ITERS observations. Classroom observations began on November 15th. 21 observations were completed by Nov. 30th.
- Document review checklist was distributed to administrators and data collectors were trained on the director interview and documentation review process.



- Child Assessments began on Sept. 10th. To date 771 Child Assessments have been completed in English and 48 in Spanish.

Challenges:

- Some sites indicated that they won't be able to upload or mail their documents because it is against policy. FPG data collectors will be reviewing the documents on site.

Upcoming Tasks:

- Continue classroom observations.
- Continue with directors and providers interviews.
- Prepare for spring child assessments.

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

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

Activity 12.2.7 – Infant Toddler Specialist in the Transformation Zone

This Activity has been completed.

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

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

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

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

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

This Activity has been completed.

- Twenty-two hubs were selected.

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



Description: This activity provides technical assistance, demonstration, and coaching on family engagement strategies provided by Head Start Hubs to the ECE workforce in non-Head Start ELD programs.

Key Accomplishments:

- As of this reporting period, all Training Hubs (22 total) have completed their scopes of work.
- All Hubs have collectively reached 33.8% of all licensed childcare providers across the State for training and coaching.
- Many participating childcare providers are reporting changes in their practice as a result of the family engagement trainings that they are attending. Several examples were outlined in the April 2015 report.
- The collaboration with Frank Porter Graham Child Development Institute (UNC) to incorporate this family engagement content into North Carolina's Early Learning Foundations online modules continues. Approximately 30% of that work has been completed to date.

Challenges:

- None to report this quarter.

Upcoming Tasks:

- None.

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

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

FORMATIVE EVALUATION RESULTS

Child care providers across the State of North Carolina provided the following feedback with regard to changes in their practice as a result of the training/coaching they received on strategies for family engagement:

Hub 1 (Macon Program for Progress~western NC)

- Reports providers creating strategic plans for Parent Engagement.
- One provider reported utilizing lending library along with increased parental reading to children at home.

Hub 2 (Verner Center for Early Learning~western NC)

- 69% of providers trained reported improvements in family-provider communications – being more intentional with how they speak with parents about topics like child development, disabilities, and behaviors.
- 52% of providers reported offering new or additional parent activities at their facility. For example, some added open houses, talent shows, fall festivals, ice cream socials, etc.
- 34% of providers reported having an increased focus on partnering with families to ease transitions into and out of their programs.



HUB 4 (BROC~western NC)

Hub #4 reported the following from providers:

- Improved relationships with parents that were previously “hard to communicate with.”
- Have become more knowledgeable about community resources, as to where to go when parents need help.”
- Assisting families better to make child transitions to Kindergarten easier for them.
- We make a point to speak to each parent on a daily basis either by way of school bus or car transport.
- We have worked on the center’s appearance and atmosphere to make it more inviting to parents and children.
- I have shared my personal cell phone number with parents so they are free to communicate with me, and have been given permission to also call me over the summer break with any educational issues or concerns.

HUB 5&21 (Guilford Child Development~central NC)

- Providers report having more communication with parents now (including sending home personal thank you notes to parents to create a classroom culture that promotes gratitude).
- Some providers added the term “guardian” in all places where “parent” was used (including handbook).
- Some providers reported being more sensitive to the different cultures of families in the community.
- Some providers reported posting pictures of families in classrooms and greeting families upon arrival and departure.
- Some providers reported inviting parents on field trips now.
- Some providers reported being more diligent to find appropriate methods of communication with families (including email, text, etc.).
- Some providers reported making the office space at their facility a place where parents can use to assist their children with homework.

HUB 12 (CCAP~eastern NC)

- Directors report now understanding the difference between “involvement” and “engagement” of parents.
- Some providers report developing Parent Engagement Opportunities Surveys.
- Some providers reported developing parent committees.
- Some providers reported developing methods of 2-way communication with families (specifically email and newsletters).
- 80% of participating providers have included parent engagement statements or similar information in their Parent and Employee Handbooks.
- Some providers reported implementing “family engagement” practices as a means to gain a quality point in the NC TQRIS.

HUB 13 (EIC~eastern NC)

- Providers reported implementing a newsletter in the center.
- Providers reported teaching parents how to get involved in their children’s development in the home environment (e.g. having their children write down positive learning things that they have done at home and at school).
- Providers reported using parent goals and achievements as well as children progress in Center to instruct parents that they are their child’s primary teacher.



- Providers reported using a Parent Curriculum Suggestion Form to be sent out monthly.
- Providers reported implementing transition by contacting the elementary schools to set up transitioning contacts with those in charge to prepare when Kindergarten sessions begin.
- Providers reported working with bi-lingual families and so now creating dual language signs in the classroom for families.

HUB 14 (Pender Co. Schools~south, eastern NC)

- Many providers reported beginning to offer parenting classes and parent education classes.
- Providers reported giving out Kindergarten information and packets to families.
- Providers reported engaging parents to vote on something at least once per month (e.g. choice of field trips for children).
- Providers reported starting a lending library and/or “borrow closet.”
- Providers reported sharing information with parents by creating information centers at the entrance of their facilities.

HUB 15 (Southeastern Community & Family Services, Inc.)

- Some providers reported implementing parent support groups.
- Providers reported sharing information with staff about cultural competence.

HUB 16 (Union County Community Action~south, central NC)

- Some providers added other parent activities to promote two-way communication with families (e.g. sending book-bags home with children with information); as well as hosting a workshop at the beginning of the program year to get feedback from families.
- Providers also reported implementing a self-assessment process within their programs to evaluate the quality of their family engagement.
- Some providers elected to change their terminology from “parent involvement” to parent engagement.”

HUB 17 (Cleveland Co. Schools~south, central NC)

- The majority of participants reported they were implementing family engagement activities through an increase in parent conferences.
- Other activities mentioned were home visits, center activities, a parent suggestion box, and parent input into curriculum.
- When asked whether or not they had implemented the 6 principles of partnership within in their practice 50 % said they had.
- 54% of participants stated they had implemented new practices within their work since the training.

HUB 19&20 (Alexander Co. Schools~western NC)

- The majority of participants reported they are consistently making families feel welcome, regardless of diversity.
- Most providers are now practicing active listening and positive communication with parents.
- Most are now treating parents like partners with regard to their child by asking for and honoring their input and suggestions.



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

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

Activity 18.4: Faith Summits

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

Key Accomplishments:

- This project is operational with final evaluation deliverable in early 2016.

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

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

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

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

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

Key Accomplishments:

This Activity has been completed.

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

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

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



Key Accomplishments:

- NC Foundations for Early Learning and Development .5 CEU has been offered 136 times statewide in 2015.
- Choosing and Using an Approved Curriculum with Formative Assessment Strategies .5 CEU have been offered 74 times in 2015 statewide.
- Cultural Competence .5 CEU has been offered 96 times in 2015 statewide.
- A total of 64 CLASS trainings have been offered statewide in 2015.

Challenges:

- None to report this quarter.

Upcoming Tasks:

- Continue to offer courses.

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

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

Activity 9.1: ELDS Foundations Revised

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

This Activity has been completed.

- Revisions to the North Carolina Foundations for Early Learning and Development has been completed.

Upcoming Task:

- Although this activity is operational, we anticipate an upcoming task in printing 50,000 additional copies of the document to meet high demand.

Activity 9.2: ELDS CEU and Professional Development

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

Key Accomplishments:

- The online Train the Trainer of *NC Foundations for Early Learning and Development* .5 CEU was submitted to CCRI and is currently in the final design process.



- A successful collaboration occurred between CCRI and NC Community College group at the “Growing Greatness Grant” meeting held from November 12-14 in Asheboro.
- Tentative meeting objectives, agendas, and dates were planned for the Higher Education/Technical Assistance Institutes.
- The Advanced Online Foundations training modules were converted to an online format; drafts 1 and 2 revisions from all stakeholders were received and incorporated. The project director completed self-paced online training for Moodle and Adobe Presenter and attended a grantee meeting in December 2015. Introduction, Modules 1 and 2 productions were completed.
- Contract extension paperwork to extend work through December 2016 was completed and submitted.

Challenges:

- None to report this quarter.

Upcoming Tasks:

- Finalize the Train the Trainer version of the online NC Foundations for Early Learning and Development .5 CEU.
- Confirm dates for the Higher Education/Technical Assistance Institutes.
- Plan marketing, agenda, and meeting objectives for the upcoming Higher Education/Technical Assistance Institutes.
- Continue to work with the Early Learning Network, Frank Porter Graham Child Development Institute, UNC-CH to develop advanced online Foundations training modules.

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

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

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

Key Accomplishments:

- Statewide launch of the first component (KEA) of the NC K-3 Formative Assessment Process (FAP) completed.
- Statewide Regional, District, and Building Implementation structures established and functional.
- NC K-3 FAP Regional Consultant positions established as permanent positions.
- NC K-3 FAP content completed and loaded onto the technology platform.

Challenges:

- Capacity to provide technical assistance and PD for over 10,000 users.
- Technology additions and upgrades.
- Current assessments within LEA’s vary and the implementation of a new process has a new set of challenges. Streamlining existing assessments and a new assessment requires intense PD and TA.
- Ensuring the data from the FAP is used as intended will also require PD and TA support.



Upcoming Tasks:

- On- going implementation support to all District Implementation Teams.
- Regional Implementation Team TA throughout the year.
- Usability Districts will pilot the K-3 process and implementation.
- Continue improvement of the technology component of the assessment.

Activity 15.2: Using Data to Improve Classroom Instruction

Key Accomplishments:

- Project completed

Upcoming Tasks:

- Final report expected first quarter 2016.

(Repeated) Project 16: Family Engagement (see pages 16-19).

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

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

Activity 17.1: Family Connects

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

Key Accomplishments:

- A no-cost extension has been approved that will support Family Connects through calendar year 2016.
- The Agreement Addendum with Albemarle Regional Health Services has been executed effective January 1, 2016 to end December 31, 2016. It is anticipated that there are sufficient funds to fully support the project to December 31, 2016.
- The CCFH contract has been executed effective January 1, 2016 to extend to December 31, 2016, including the subcontract with the Center for Child and Family Policy for the evaluation. This will allow for two full years of implementation and evaluation.

Challenges:

- To retain Family Connects staff through the end of the project. Attrition is always anticipated when a grant is ending.

Upcoming Tasks:

- DPH and CCFH will continue monthly calls to coordinate reporting and monitoring.



Activity 17.2: Positive Parenting Program (Triple P)

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

Key Accomplishments:

- The no-cost extension for Triple P has been approved, providing carryforward funding until May 31, 2016. The January-May Agreement Addenda has been executed effective January 1, 2016 to extend serviced to May 31, 2016.
- All sites have developed a budget and plan for this funding through May 31, 2016. All sites are focusing on refresher training (much less expensive) for previously trained practitioners. This will encourage those practitioners not providing Triple P to become engaged in delivering Triple P, and participating in peer-to-peer support and submitting data.

Challenges:

- Establishing local peer-to-peer support groups.
- Re-affirming the MOU's with agencies regarding peer-to-peer support groups, delivering Triple P, and submitting state data.
- Setting up refresher seminars for trained providers who are hesitant to provide the service, or who are not engaged in peer-to-peer support networks.
- Our Northeast Collaborative Data Specialist has resigned. Plans are to post and rehire using Title V funding for ongoing support for the northeastern counties.

Upcoming Tasks:

- Given that RTT-ELC-funded sites will receive base-funding (ongoing support via Title V funding) as of June 1, 2016, all sites will be grouped into three major clusters. A lead county will be identified for each cluster. The lead county is responsible for continued implementation and maintenance of Triple P across the region.

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

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

Activity 18.5: Child Care Health Consultants (CCHC)

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



Key Accomplishments:

- On 10/27/15, NCPC and the Health and Safety Resource Center co-hosted an introductory NC Health and Safety Assessment APP webinar. The webinar included the history of the assessment tool and APP development, a brief walkthrough of APP features, available supports for testing and using the tool, and testimonials from counties who are current users. The webinar had 78 participants.
- On 10/9/15 and 12/8/15, NCPC, NIRN, DPH, and the Resource Center facilitated a Hiring Agency Orientation Manual workgroup meeting with CCHCs, CCHC supervisors, and funders from five counties. The workgroup, using the implementation driver framework, discussed best practices for selecting and supporting CCHCs, as well as creating a hospitable environment for successful and sustainable CCHC services. The group has agreed to meet every other month in order to create a Hiring Agency Orientation Manual that will be part of a series of CCHC orientation manuals. To date, a New CCHC Orientation Manual is complete and being used in the field.
- NCPC, DPH, the CCHC Association, the Resource Center, and other TA providers continue to support the NC Institute for Child Development Professionals in the development a CCHC Certification process. The discussions have included how to align with and support the CCHC work being supported by the RTT-ELC.
- The Regional CCHC Coaches continue to provide coaching and technical assistance to CCHCs statewide.
- Regional Coaches continue to be integral to the roll out of the CCHC Model, Coaching Module, and NC Health and Safety Assessment (NC HSA) APP. The CCHC Regional Coaches are the conduit for receiving information related to successes and barriers in the field. They have filled the role of not only coach, but advocate and trainer for new and seasoned CCHCs. They have helped mediate and inform community decisions around CCHC services and provide on-going health and safety related technical assistance to CCHCs.
- The NC Child Care Nurse Consultant also provides ongoing technical assistance to the CCHC network and works collaboratively with NCPC and the Regional Coaches.
- CCHCs statewide are working with the support of the CCHC Regional Coaches to incorporate the coaching approach in their technical assistance to early care and education programs. In December, the UNC-CH Child Care Health and Safety Resource Center began a webinar series to discuss updates to their coaching materials, including:
 - Information on how to dig deeper in a coaching interaction.
 - Additional materials from the Family, Infant, Preschool Program (FIPP): Roadmap for Reflection, Roadmap for When Coaches Presents a Problem, and Roadmap for Follow-up Conversations.
 - Coaching videos.
- Initial CCHC coaching evaluation results demonstrate that of those providers who were surveyed, a majority were satisfied with coaching.
- There has been some positive momentum building around CCHCs engaging with other child care technical assistance providers to coordinate services, create efficiencies, and educate each other



on roles and services. Recently, CCHCs in the Transformation Zone noted success in partnering with SHAPE NC sites.

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

Challenges:

- The Project Coordinator for the NC Child Care Health and Safety Resource Center, last day was December 21, 2015; the previous Project Coordinator, will be supporting the work part-time to assist in the transition period.

Upcoming Tasks:

- An updated CCHC model and NCPC endorsed logic model will be released in February 2016. The new CCHC model will include an introduction, frequently asked questions list, and clarification of certain tasks designated for only RNs versus a CCHC generalist.

Activity 18.6: Assuring Better Child Development (ABCD)

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

Key Accomplishments:

- All regional projects are now in implementation mode as we have entered the final year of the grant period.
- Technical assistance to ABCD coordinators continues as needed. Coordinators make great use of the monthly TA phone calls, sharing successes, discussing challenges, and exchanging information.
- Meetings occurred this quarter between NCPC staff, project evaluator, CCNC staff, and researchers from RTI and Frank Porter Graham to discuss the project and applying for a research grant through NC TraCS to develop a comprehensive sustainability framework grounded in implementation science for the ABCD project.
- The evaluator finished conducting the medical practice survey and compiled a report. A total of 36 persons were contacted and invited to participate in the phone survey. Twenty (55%) completed the interview, representing 20 separate practices.
- The final 2015 progress reports from the lead local partnership agencies in each region were submitted to NCPC December 14th. Please see below for some Key accomplishments obtained from these reports.
 - Two rural and underserved counties with significant levels of poverty, unemployment, and lower educational levels had not had the ABCD program previously, and are currently serving 8 practices in this region.
 - ABCD has benefitted programs like the Exceptional Children's Preschool Program who has seen an increase in referrals since collaborating with the ABCD coordinator.



- The Part C local interagency coordinating council has become more active and collaborative.
- The ABCD project coordinator has provided training on referrals to a large group of Health System referral coordinators.
- Twenty-seven pediatricians and family practices from the seven county region participated in the ABCD project.
- The contracts were amended for 6 lead local partnerships serving 8 Community Care of North Carolina Network regions that requested and received a no-cost extension and the ABCD evaluator to continue their work into 2016.
- The Request for Proposals for video production services to create the online training series was released on December 6th, 2016.
- In December 2015, the quarterly ABCD Quality Improvement (QI) meeting and the ABCD State Advisory Committee meetings took place.
 - The QI meeting was well attended in Greensboro, NC. Pediatric program manager with CCNC, provided updates on handouts to use with practices, coding and billing for development screens, and a new Practice Transformation Network grant CCNC received that will have indicators to also target development screens.
 - A representative from Autism Society also attended the meeting and presented information for the coordinators.
 - The ABCD project evaluator shared results from the Medical Practice Survey she conducted as well as the most recent quarter's data. The ABCD project coordinator shared updates on reporting requirements, sustainability, and no-cost extension updates.
 - The Advisory Committee meeting was well attended in Raleigh, NC with a variety of stakeholders represented. Updates were provided from Dr. Earls, DPH and DPI (Part C, and Part B). The committee took time to complete an adapted sustainability framework through a group discussion that will guide future work.

Challenges:

- The final region to move to implementation, via the NW Community Care network and Forsyth Partnership, continued to have challenges hiring a coordinator. After consulting and collaborating with the staff at the lead local partnership and key CCNC personnel, a "shared services" model across the two regions was proposed. The shared services agreement will begin with the No Cost Extension contract implementing on 1/1/2016. This demonstrates a significant collaborative partnership between each of the CCNC entities as well as the local Smart Start partnership.

Upcoming Tasks:

- Continue TA to all regions, especially the last region that will go into implementation in January 2016.
- January monthly coordinator call and review 2015 end of the year reports from the lead partnerships.
- Begin writing in-depth script and outline for each module of the on-line training series, and review videographer request for proposal, select contractor and set up contract. Contractor and ABCD project coordinator will begin working together in February.



- Continue work with contracted evaluator on data collection and evaluation.
- Continue discussions around sustainability regionally and at the state level.

Reform Area D: A Great Early Childhood Education Workforce

Project 3: Professional Development Capacity Building

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

Activity 3.1: NC Early Childhood Professional Development Support

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

Key Accomplishments:

- This Activity is completed. NC Early Childhood Professional Development Support funding is being used to support the On-Line Master's Degree Program.

Activity 3.2: On-Line Master's Degree Program

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

Key Accomplishments:

- 139 students are actively enrolled at two universities, UNCG and UNCW.
- Course evaluation data shows high levels of satisfaction and learning in both programs. At UNCG, Based on a 5-point rating scale, the students who completed the evaluation rated these classes on average a 4.48 (across 14 items). This average exceeds the projected outcomes from the project proposal.
- UNCW:
 - Updated the website to make it more interactive and added a section for news and upcoming dates to remember: <http://www.uncw.edu/ed/eemls/ec/index.html>.
 - New books were added to a Faculty Resource Area at the university which will aid in developing courses and assigning readings to students.
 - A new course, the Art and Science of Technical Assistance, was offered in the J-mester (December 15-January 31) for students as an elective.



- Two new courses were identified to develop and offer in Summer 2016, Collaborative Special Services for Young Children and Families and Advanced Administrative Strategies. These were based on a survey sent out to the students.
- A webinar with the North Carolina Child Care Coalition was held in November.
- UNCG:
 - A meeting was held online in September to review the internship guidelines. A meeting in October reviewed the final portfolio requirements. Final portfolios will be due in February and March.
 - All students were successfully advised in October 2015 for spring and summer sessions in 2016.
 - All students in cohort #2 developed their leadership internship proposals during the fall 2015 semester in conjunction with their advisor and the BK Graduate Committee. Students completed multiple drafts of the proposals and made connections with community members. Adjunct instructors for the internship course began working with students in December to provide additional feedback on their projects. Internships formally began in January 11, 2016.
 - Both the Department of Human Development and Family Studies and the Department of Specialized Education Services agreed to move forward with making the Leadership and Program Administration a formal concentration within the Masters of Education program. Formal paperwork to add this concentration will be put forward to the UNCG Curriculum Committees in February 2016.

Challenges:

- Students are concerned about completing their internship project, portfolio requirements, and one additional course. This is a lot of work for students who are also employed full time.
- Students are still submitting applications although they are told the funding source might end prior to completing the program. Students are frustrated when courses fill and they are placed on waiting lists. They seem reluctant to take electives until they satisfy all requirements.

Upcoming Tasks:

- Monitoring students in their internship experiences and the completion of their final portfolios.
- Set up portfolio defenses and schedule community members to serve on these portfolio review committees.
- Review graduate student applications for fall 2016 admission.
- Advise students for summer and fall 2016 courses in March.
- Plan and deliver a webinar with leaders in the field.
- Continue advising, recruiting, and support of current students.
- Identify new electives for the program, complete the research and develop the syllabi.
- Continue to develop the website.
- Complete evaluation of program's first two years, after the first graduating group completes



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

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

Activity 6.4: Workforce Study

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

Key Accomplishments:

- Completed survey collection for all teachers and all directors in all regions.
- Completed data entry and checking.
- Weighted teacher data as appropriate.
- Finished second draft of report.

Challenges: None to report this quarter.

- None to report this quarter.

Upcoming Tasks:

- Complete third draft of report.
- Begin formatting report.
- Edit formatting of report.
- Finish all last minute details of report and submit.

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

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

Activity 8.2: Course on Mentoring and Technical Assistance

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

Key Accomplishments:

- The project contractor developed and submitted a proposal to CCRI and DCDEE regarding the planning of a graduate-level three semester credit hour course entitled- *The Art and Science of Early Childhood Coaching, Mentoring, and Technical Assistance*.
- Bids were secured for the graphic design work for *The Art and Science of Early Childhood Coaching, Mentoring, and Technical Assistance*.

Challenges:

- None to report this quarter.



Upcoming Tasks

- Offering graduate course on Technical Assistance, Coaching, and Training.

(Repeated) Activity 8.3: Child Care Resource & Referral (CCR&R) Enhancement (see pages 20-21)

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

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

Key Accomplishments:

- Final caseload selection has been made by the TZ Behavior Specialists. In the last quarter of 2015, the project is serving 13 classrooms across the 4 TA counties.
- The Statewide Project Manager worked with the National Training Institute (NTI) organizers to arrange a presentation of the TZ project and accomplishments to date at NTI 2015.
- The Statewide Project Manager visited with each county TZ implementation or Leadership Team to review project design, answer question, and report classroom progress to date.
- Attendance at the RTT-ELC Grant Partners Meeting.
- Preparation of presentation on Transformation Zone and accomplishments to date at the National Training Institute 2015.

Challenges:

- None to report this quarter.

Upcoming Tasks:

- TZ Behavior Specialist:
 - Work with county Head Start and NC Pre-K classrooms, with shortened implementation periods, in an attempt to bring these classrooms current.
 - Score Pre-TPOT and collect and score ASQ-SE pre-technical assistance screening for children identified as using challenging behavior by teachers in a NC Pre-K classroom.
 - Work with county coach to determine outcome of classroom at issue.
 - Continue classroom observation, technical assistance, and cohort training.
 - Prepare and submit end-of-year reports.
- Statewide Project Manager:
 - Site monitoring visit with TZ Specialist and local manager.
 - Development of HSB practice profile.



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

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

Activity 10.1: Support for BK Teacher Licensure

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

Key Accomplishments:

- Assignments of Mentors and/or Evaluators, based on teacher license level, have been finalized for a total of 123 teachers under the RTT-ELC B-K Project.
- A new part-time Activity Coordinator position has been proposed and submitted for approval according to University procedures.
- A total of 44 new Partners were trained.
- A selected group of 42 newly enrolled teachers, site administrators, and partners piloted the redesigned format of Professional Development.
- Statewide webinars were offered for all teachers to learn about the new Licensure system implements by the NC Department of Public Instruction (NCDPI). All participants registered online with the NCDPI Licensure Division.
- Contract development between two Universities was completed. Subcontract is awaiting final approval.
- The EESLPD Welcome video has been completed and used in the Mentor training for new partners.
- Feedback for the revision of the *resource Manual for Administrator and Principals Supervising and Evaluating Teachers of Young Children*, piloted with the staff of one University, continues to be reviewed by the work group.

Challenges:

- Developing effective, independent online learning modules requires much time and expertise.
- Planning for continued support and coaching of our partners requires unique resources from each university: experiences staff time, and travel.

Upcoming Tasks:

- Ongoing close coordination between State EESLPD Office and two Universities to ensure implementation of all EESLPD processes, including sustainability activities under the grant extension.
- Make final assignments for teachers targeted to complete required training Pilot.



- Identify key staff to lead development, training and coaching initiatives in each part of the State (East and West). Extend contracts or adjust caseloads for these leaders.
- Complete NCTEP and Mentor training in the Western part of the State.
- Hold virtual Regional Meetings for new partners to review the *2015-2015 Guidelines & Protocol*, which outline all aspects of the work with teachers for Mentors/Evaluators.

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

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

Key Accomplishments:

- A total of 120 endorsements have been issued as of 11/20/15.

Challenges:

- None to report this quarter.

Upcoming Tasks:

- Continue recruitment efforts.
- Continue to work with CCR&R Council to encourage staff to submit the application they are working on.
- Finalize the budget revision and FSR changes for the last quarter.

Activity 10.3: Offer Early Educator Certification at reduced cost

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

Key Accomplishments:

- 201 ECE professional were certified through this grant during this quarter. (124 initial, 77 renewal)
- Currently a total of 11,799 early educators hold an active certification.
- Renewal reminder mailed to individuals expiring in coming months.
- CEU opportunities shared via Facebook.
- EEC information was shared at NCAEYC's Table Talks.

Challenges:

- DCDEE's use of expired EEC levels will likely have a negative impact on the renewal application rate.
- The Administrator Endorsement is not currently in rule, limiting its impact.

Upcoming Tasks:

- Leveraging Institute partnerships to build more EEC Rewards and Benefits.
- Recruiting new and renewal applicants.



- Sending reminders to early educators due to renew in upcoming months.
- Processing applications and issuing certifications to early educators who have applied. Seeking funding to support expansion of the EEC system.
- Supporting and working with partners to increase CEU opportunities.
- Surveying those who choose not to renew to determine why and how to support them in renewing.
- Surveying those who elect to certify (initial and renewal) to determine why they applied and what is needed to support them remaining certified.
- Responding to emails and telephone calls about EEC application and renewal.
- Assessing use of EEC benefits and developing outreach to inform and/or support use.
- Building health and wellness benefits.

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

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

Activity 11.1: NAEYC Accreditation of Community College Early Childhood Programs

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

Key Accomplishments:

- Southeastern Community College had the NAEYC peer review site visit in October 2015.

Challenges:

- None to report this quarter.

Upcoming Tasks:

- Durham Tech is scheduled to have the peer review site visit in March 2016.
- Southeastern Community College will be notified of their accreditation decision in March/April 2016.

Activity 11.2: Community College Innovation Fund

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

Key Accomplishments:

- NC Script webinar on Creative Activities was presented on November 3, 2015. (This series has reached full capacity.)
- DCDEE Moodle page is organized and resources are being uploaded.



- A POS was designed that eliminates duplicative coursework; and Final revisions and paperwork were sent to the NCCCS System Office.

Challenges:

- None to report this quarter.

Upcoming Tasks:

- Pass the baton to NC-ACCESS regarding upcoming professional development needs.
- As articulation agreements are completed, plug courses in template.

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

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

Activity 12.1 WAGE\$ in the Transformation Zone

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

Key Accomplishments:

- Data reflects the year to date:
 - 644 participants did or will receive RTT-ELC funds for completing commitment periods during the reporting period (January-November).
 - 399 did or will receive full RTT-ELC supplements.
 - 256 did or will receive Smart Start supplements plus RTT-ELC enhancements.
- WAGE\$ provided an insert with each payment to remind participants that the RTT-ELC funding ends in 2015. This is in addition to the letter itself, which also state the funding dates.
- WAGE\$ recruited individuals with their Early Educator Certification who had not yet applied to WAGE\$.
- WAGE\$ completed multiple spending projects to help determine opportunities for paying more individuals through the RTT-ELC grant.
- WAGE\$ sent emails to all partnerships whose counties were fully funded through the RTT-ELC grant to confirm that they do not plan to continue after December 2015 using Smart Start funds for the supplements.

Challenges:

- New detailed policies have been necessary to facilitate the integration of Smart Start and RTT-ELC funds in ten of the eligible counties and ensure that supplementation does not occur. These policies and procedures have increased the complexity of the program.
- Due to the combined funding sources, more oversight is needed for RTT-ELC WAGE\$ than anticipated.
- Based on information available at this time, those counties fully funded by RTT-ELC will not be providing WAGE\$ supplements after the end of the grant. When asked in a survey if participants



had suggestions to improve WAGE\$, many responded with requests that it continue because it is needed and beneficial.

Upcoming Tasks:

- Process applications.
- Process increases in education.
- Complete employment confirmations.
- Issue payments.
- Close out grant.

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

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

Key Accomplishments:

- Early Care and Education Community Specialist Program
 - 13 Early Care and Education Community Specialist Scholarships were awarded during the reporting period.
 - 12 recipients have submitted enrollment documentation for Fall 2015 and stipends have been requested.
 - 6 recipients are employed at a Smart Start partnership agency.
 - 6 recipients are employed at a resource and referral agency.
 - 1 recipient is employed as a home visitor in a Head Start program.
- NC Foundation of Infant and Toddler Care Mentor Teacher Scholarship (NC-FITC)
 - Completed 6 COP calls/webinars for CC Instructor participants.
 - Completed 5 day FITC Institute for 21 TA providers
 - Closed out grades and bonuses for FITC course for TA providers.
- Early Care and Education Enhancement Scholarship in the T-Zone
 - 34 T.E.A.C.H. recipients participating on an enhanced Transformation Zone scholarship at this time
 - 31 Associate Degree recipients
 - 1 Bachelor Degree recipient
 - 2 Birth-Kindergarten Licensure recipients
- Master's Degree Scholarship
 - UNC-Greensboro
 - 43 scholarships awarded to date
 - 39 participants enrolled for Fall 2015
 - UNC-Wilmington
 - 107 scholarships awarded to date
 - 7 new scholarships awarded for Spring 2016
 - 82 participants enrolled for Fall 2015
- NC Articulation Agreement
 - UNC Charlotte submitted it's signed, institutionally approved enhanced articulation agreement to the Project Director.
 - Project Director continued follow up with Shaw University and Winston-Salem State University to get signed copy of articulation agreement.



- North Carolina Central University B-K Licensure Program Director reached out to Project Director to discuss the possibility of enhancing their existing agreement.
- Project Director continued efforts to compile articulation agreements for inclusion in the repository.
- Project director met with representatives from NC A&T State University to assess current articulation agreement and discuss possibilities for enhancement.

Challenges:

- Early Care and Education Community Specialist Program
 - Increasing scholarship participation.
 - Recipients do not always submit their paperwork in a timely manner.
- NC Foundation of Infant and Toddler Care Mentor Teacher Scholarship (NC-FITC)
 - For the TA session there was a short turnaround time for paperwork, etc. This didn't allow the participants as much time as they possibly needed to work through their pre-session assignments to be able to complete them to the level that was expected.
- Early Care and Education Enhancement Scholarship in the T-Zone
 - None to report.
- Master's Degree Scholarship
 - None to report.
- NC Articulation Agreement
 - Efforts to expand articulation agreement at North Carolina Central University and Winston-Salem State University have stalled.
 - Impending exam periods at universities have presented a barrier to their faculty actively working to improve their existing articulation agreements with the Project Director.

Upcoming Tasks:

- Early Care and Education Community Specialist Program
 - Begin collecting Fall 2015 grades.
- NC Foundation of Infant and Toddler Care Mentor Teacher Scholarship (NC-FITC)
 - Compile data to write up an overview of FITC activity.
 - Create agendas for upcoming COP calls with CC Instructors.
- Early Care and Education Enhancement Scholarship in the T-Zone
 - Close out any remaining claims for release time.
- Master's Degree Scholarship
 - Continue to process authorizations for the Spring 2016 semester and entering of grade reports.
- NC Articulation Agreement
 - Project Director is continuing to chronicle Project's activities, accomplishments and events for final yearly report.



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

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

Activity 13.1: Cultural Competence Support

Key Accomplishments:

- Completed first draft of Final Report.

Challenges:

- None to report this quarter.

Upcoming Tasks:

- Complete edits to Final Report.
- Submit Final Report to DCDEE.

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

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

Activity 14.1: Early Childhood Director Leadership Institute (ECDLI)

Key Accomplishments:

- Continue to recruit an ECDLI Project Manager to complete the revised scope of this contract.

Challenges:

- None to report this quarter.

Upcoming Tasks:

- Hire replacement Project Manager upon receipt of extended contract.



Reform Area E: Measuring Outcomes and Progress

Project 2: Data Systems and Management

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

Activity 2.1: NC Early Childhood Integrated Data System (NC ECIDS).

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

Activity 2.1: NC ECIDS.

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

Key Accomplishments:

- The NC ECIDS External Research Stakeholders Group met in Chapel Hill on November 9, 2015. They were provided an overview of NC ECIDS, focusing on the data request and research capability of the system. They provided needed feedback about components of the system, as well as beginning to generate questions to frame a possible research agenda.
- The NC ECIDS Executive Committee met November 20, 2015. Agenda items included an update of the Research Stakeholder meeting, especially sharing of the list of research questions of interest to those participants. An update was provided on adding Head Start data to NC ECIDS and ongoing work with Child Plus. Other agenda items included an update on data element changes and how to proceed in the future, a web portal review, and NC ECIDS project status update. Specific feedback on the web portal requested photos with more diversity, and staff are looking into how to find appropriate pictures.
- The NC ECIDS project team meets twice a week with Department of Information Technology (DIT) for updates and ongoing decisions about the application and web development for NC ECIDS. The NC ECIDS application itself has been built and staff is now working on making any final tweaks needed to the system.
- DIT continues to hold regular meetings with the technology representatives from the participating programs and agencies to discuss the architecture of the system and the next steps in moving forward in terms of roles and responsibilities.
- DIT continues to work with both CSDW (the DHHS data warehouse) and CEDARS (the DPI data warehouse) to develop the capabilities for both warehouses to connect with NC ECIDS and to store the Unique Identifiers (UIDs). DIT has successfully tested the pathways to send mock data back and forth between CEDARS and NC ECIDS and between CSDW and NC ECIDS.



- Now that the contract and MOU between DHHS and NCDPI for eScholar (UID software) has now been signed by both parties, communication with eScholar is beginning. DIT worked with NCDPI to conduct some test runs for UIDs for the Part B program in CEDARS. DIT also worked with NCDPI to run all of the data files through eScholar using the NCDPI test environment. This was done for two main purposes: first to identify any data abnormalities, and second to be able to give the NC ECIDS project team an estimate of how many UID near matches need to be resolved in order to plan for additional resources and develop a timeline. However, after an initial start to this testing period, the test environment at NCDPI crashed and there were numerous delays to the process due to staffing, timing and resources. This process has now been halted and DIT is working with the NC ECIDS project team, GDAC and NCDPI to find a resolution to move this along as fast as possible in January.
- NC ECIDS staff set up training by eScholar for the near-match resolution process for December 8, 2015. Program Managers and program-specific “near-match” resolution contacts were invited. Determining staff/contract resources for each of the participating programs for the near-match resolution process is underway.
- DIT is making final edits and changes to the web portal and has engaged another group within DIT to review the web portal to make sure it is ADA compliant, and accessible via multiple forms of technology (e.g., laptops, tablets, mobile devices, etc.).
- NC ECIDS staff and DIT worked with the NC Head Start State Collaboration Office (HSSCO) Director to develop a MOA between Head Start grantees, DIT and Child Plus (the software vendor that stores approximately 95% of all Head Start data in North Carolina). This MOA was signed by Child Plus and is currently being reviewed and signed by DIT. Starting in January, HSSCO Director will work with the Head Start grantees to have them sign the MOA as well, authorizing Child Plus to release specific data elements to NC ECIDS and thus agreeing to participate in the system.

Challenges:

- Staffing to help with the near-match resolution of UIDs will be critical. We are working now to try and hire graduate students on an hourly basis since we are anticipating a large number of near matches to occur during the initial upload process.
- Due to delays and issues with the eScholar test environment and resources within NCDPI, the timeline for the first release has been pushed back to at least February or even March 2016. We are working with NCDPI to come up with plans for resolution for this, but to date, NC ECIDS still has not successfully been able to test all of the data files to assign UIDs.
- As part of the process to obtain Head Start data from Child Plus, we need to develop a statement of work and determine a payment process and execute a contract. The challenge is getting a contract and payment through in a reasonable amount of time so that Child Plus will be able to get the work done and export the data to DIT before the grant ends. We are working with both DIT and DHHS to figure out the most efficient way to proceed with this process.



Upcoming Tasks:

- Continue to hold Executive and Program Management Committee meetings to be able to make policy decisions about the system and approve key documents.
- Continue to work with P20W to ensure that our systems can be aligned once they are built, including whether or not to hash (assign random) UIDs for each request made.
- Finalize development of the web portal, including user ability testing, anticipated for January or February 2016.
- Continue to meet with DIT to make decisions about next steps regarding the UID assignment and working with the participating state agencies.
- Continue to work with source system data warehouse personnel on any issues that emerge with the UID assignment and any data abnormalities found.
- Work on executing a contract for Child Plus to begin the work of getting Head Start data exported and into NC ECIDS.
- Work to hire the necessary resources for assistance in the UID near-match resolution process.

Activity 2.2: Smart Start Data Project

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

Key Accomplishments:

- Smart Start Outputs and Outcomes and Data Reporting System
 - Data collection systems are finalized
 - ✓ First quarter outputs data have been reported into Fabrik by LPs
 - ✓ Outcomes data collection system will be open to LPs in early January
 - Training and technical assistance are launched
 - ✓ Outputs training webinar is on Fabrik
 - ✓ Outcomes training webinar for pre and post data collection is on Fabrik
 - ✓ A per-measure Smart Start Outcomes Measurement Tools Resource Guide is available in the Fabrik Outcomes reporting system
 - Reporting is in process
 - ✓ A local partnership level Outputs report is online
- Data Mini Grants
 - Fifteen mini grants representing 30 partnerships were awarded. Seven of these went to partnerships who had not received mini grants previously. Grant requests totaled \$167,513.95; approximately \$100,800 was awarded. Fifteen partnerships will be involved in a training and technical assistance network for maximizing the use of the iDashboards and GEMSlite data systems.
- Data Management, Governance & Stewardship Training
 - Issued an RFP for training and technical assistance to local partnerships and NCPC on issues related to Data Management, Governance and Stewardship. Completed the review process and selected two contractors to complete the work in 2016. The award totals \$11,010



- A multi-agency collaborative initiative to further the use of the CLASS (Classroom Assessment Scoring System) measurement has started. CCSA, CCRI and the Head Start Collaboration Office are in discussion.
- ECIDS
 - The Data Advisory Group provided positive input to having partnerships' family support data in ECIDS. Next steps to determine logistics will be discussed with ECIDS leaders.
 - NCPC participated in ECIDS-sponsored training for resolving Unique ID "near-matches."

Challenges:

- None to report this quarter.

Upcoming Tasks (expectations for the upcoming month):

- Technical assistance to Smart Start partnerships is ongoing:
 - Measures-specific webinars for Fabrik are in development
 - Contacts with LPs to align their outcomes' measures to the Resource Guide measures, where appropriate, is ongoing
- NCPC has scheduled a January meeting with ECIDS IT leaders to discuss logistics so NCPC can plan next steps for data sharing.
- The data governance training project will launch
- Considerations for per-provider data collection at NCPC need additional information; this will be discussed in the coming months.
- A Data Advisory Group meeting will be scheduled
- A quarterly report to summarize Outputs data for NCPC staff will be developed as will reports to summarize Outcomes data from local partnerships.

Activity 2.3: Workforce Data Project (WORKS)

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

Key Accomplishments:

- Submitted RFQ to UNC for review and approval; received response and currently negotiating the IT Terms and Conditions.
- Documenting prototypes of the new system functionality.

Challenges:

- Obtaining agreement on specific IT Terms and Conditions expected with private vendors; but not previously required when contracting with another government entity.

Upcoming Tasks:

- Execute the RFQ Contract
- Staff the Development team
- Set up the IT Infrastructure environments



- Define and manage the agile sprints for developing the new system.

(Repeated) Activity 15.1: Develop/revise K-3 Assessment to include a Kindergarten Entry Assessment and extend through third grade (see page 22-23).

(Repeated) Activity 15.2: Using Data to Improve Classroom Instruction (see page 23).



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

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

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

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

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

Activity 1.2: Transformation Zone Support and Capacity Building (National Implementation Research Network)

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

Key Accomplishments:

- State-level:
 - Funder & Grant Administration work:
 - NIRN continues to support *NC Partnership for Children* in their efforts to expand organizational capacity to use Implementation Science best practices internally and with Local Partnerships for Children.
 - NIRN supports NCPC staff in convening and facilitating a small team of NCPC leaders for learning and planning. This team met several times in



the fourth Quarter and developed a plan to further enhance NCPC implementation capacity, as follows:

- Engaging a diverse group of NCPC staff as an internal implementation team. This team will receive training and coaching to develop their own understanding and use of implementation science. This team will also select a project that will allow them to learn and develop their practice while addressing an organizational priority.
- Merging the original team's leadership role into the existing organizational leadership team, thereby providing a sustained and resourced home for the work.
- NIRN provided intensive coaching in Implementation Science and change agent skills to the NCPC Coach Coordinator, so that she may support local Implementation Coaches in their knowledge and skill development. NIRN staff met weekly with Coach Coordinator in Q4 as well as providing coaching as needed in response to emergent opportunities and challenges.
 - *RTT-ELC Grant Partners Meeting:* NIRN chaired a panel on systems change and implementation at the December 2015 Grant Partners meeting. NIRN was also part of the panel which focused on the use of implementation to support systems change. Examples from education and early childhood were discussed.
 - *Funders Group/State Leadership Team:* NIRN attended the October 2015 State Funders Group meeting in a support role, and will attend upcoming State Leadership Team meetings in 2016.
 - *Evaluation Team:* NIRN continues to join Evaluation Team meetings on a bi-weekly basis to provide feedback to Evaluation Team and receive updates.
- Purveyor work:
 - NIRN participated with GMT members, Family Connects Staff and DPH to discuss the definition of full implementation for the program. That meeting identified a need for more intentional and sustained communication of the program FC has made in reaching newborn, making appropriate referrals and ensuring follow up on referrals. This effort will continue in Q1 2016.
 - With NCPC, NIRN co-facilitated a meeting of the Child Care Health Consultation Toolkit Work Group in October 2015 to support identification of infrastructure needs and resources to support CCHC implementation across North Carolina.
- County-level:
 - NIRN staff collaboratively designed, with NCPC and Able Systems Change partners, a consultative process designed to solicit county priorities for technical support in the final year of the grant. Input was received from and discussed with each county. This feedback



is being used in January to develop annual plans that align with organizational mandates and resources among NIRN, NCPC and Able Change.

- Strengthening the collection, analysis and use of data for decision making is a cross cutting theme prioritized in all counties in 2016. This priority will be addressed in shared and county specific ways based on each counties emergent needs and priorities.
- Support for self-assessment and improvement included;
 - Providing County leadership with feedback on their August County Capacity Assessment. This informed their priority setting for 2016.
 - NIRN supported the finalizations of the county goals framework. This document integrates and build on the work of the ELC, namely the linked leadership and implementation teams, the early childhood focus, and the use of data to guide decision making.
 - NIRN support included facilitation of small group discussions of potential governance structures to link the priority areas to be addressed by county sustainability plans and a careful review of the leadership team’s terms of reference, a critical resource for the fast evolving effort there.
 - NIRN partnered with NCPC, Grants Management and the Evaluation Team to visit the county CLT and discuss plans for 2016.

Challenges:

- State-level:
 - Funder work: No challenges identified to work with NCPC at this time.
 - Purveyor work: At this Implementation Stage, purveyor work is limited. No challenges identified at this time.
- County-level:
 - NIRN Support: Developing county responsive, in scope and feasible plans for technical assistance be a challenge to be address in Q1 2016.
 - Cross-agency Coordination: Coordinating and align (where possible) TA efforts across NIRN, NCPC and Able Change, so that the demand on county coaches and teams is reasonable and benefits are maximized, will be a priority challenge to address in early Q1 2016.

Next Steps:

- State:
 - NIRN will continue its work with NCPC to support implementation capacity development through individual coaching of NCPC staff and facilitation of NCPC group learning and application.



- County:
 - NIRN will work with NCPC to assess counties' current needs and goals for the remaining year of Transformation Zone funds. This will allow NCPC and NIRN to strategically target technical assistance efforts for county partners.
 - NIRN's county technical assistance will focus on:
 - County Capacity Assessments and facilitation for local county discussions related to infrastructure sustainability, and
 - Building County Leadership and Implementation Teams' capacity to use data as a part of feedback loops within the county and with state partners.

Activity 18.2: Transformation Zone Implementation Team (North Carolina Partnership for Children)

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

Key Accomplishments:

- Implementation and Systems Level Work: Over the past several months, agenda items, in particular those of the County Leadership Teams (CLT) have increasingly shifted to demonstrate a marked interest in sustaining the work beyond the grant.
 - Data- Due to the stage of implementation for the strategies and where we are in the life cycle of the grant, the amount and types of useful data available to the counties has increased. Subsequently, the ability of the county teams to assess data needs as well as an interest in using data to drive decision making is on the rise. In particular, some strategies ending in 2015 triggered team discussions around the benefits of continuing to receive data if similar services are being provided in the county though in a different capacity (i.e. Regional Healthy Social Behavior & Infant Toddler services offered through local partnerships). Additionally, team discussions support that the data has been viewed as beneficial in highlighting the need to sustain specific types of services to children and families even if the exact strategy is not sustained.
 - Technical Assistance Planning – Planning for and completing technical assistance needs conversations with county partners remained a primary focus during the entire quarter and continues to be a priority as plans are being finalized. As has been a common trend in the work with the four distinct Transformation Zone counties, the technical assistance needs and priorities that emerged for each county have varied considerably.
 - County Teams: Though county teams have continued with monitoring and supporting implementation effectiveness, the focus has increasingly shifted more to viewing the work more from a strategic and sustainability planning lens. Three counties have made



traction toward establishing an identity to transcend the Transformation Zone. Beaufort is currently actively exploring the benefits of a 501C3. One county has made significant progress with operationalizing their goals and objects, which should transfer nicely into a strategic plan.

- Visioning Planning- After a series of successful September Visioning Retreats, county partners have continued the efforts by working to operationalize the county plans developed during the retreats. One county hosted a “From Vision to Action” meeting following the retreat, and two other counties have assembled planning teams to work on reconvening the retreat participants.
- Policy-Practice Feedback Loops- Communication feedback loops between the CLT and County Implementation Teams (CIT) to both ensure effective program implementation and to strengthen the effectiveness of the community engagement efforts. Additionally, another state to county communication feedback loop was initiated this quarter in an effort to explore options for maintaining effective communication feedback loops between the state and the counties. NCPC began the exploration process for this effort with county partners in December.
- Sustainability Efforts- As mentioned in the data and county team sections, discussions around sustaining efforts and strategies are occurring more frequently with some actions following to demonstrate a sincere interest. In addition to what has already been mentioned, high levels of interest in the need and desire to sustain an implementation coach position have been expressed over the past several months in all four counties. Beaufort has been the most active to date in taking steps to align actions to the expressed needs by preparing a proposal to a funding source.
- Other Efforts: Quality and collaboration has remained a priority at the state and local levels.
 - The NCPC staff, NIRN Implementation Specialists, and Dr. Foster-Fishman continued conversations with a goal of coordination and alignment of planning efforts.
 - Groups have been intentional about debriefing events and other efforts to effectively embed PDSA improvement cycles into the way of work.
- Communications: The NCPC Communications Team presented initial findings of the discovery phase at the cross county meeting. In addition, staff also participated in county strategic planning retreats to learn more about communications and messaging needs. The Communications and Messaging Project Report was drafted and provided to key state partners, as well as Transformation Zone Coaches for review and feedback. Once feedback was incorporated, the report was finalized and provided to grants management. The report included recommendations for coaching and technical assistance specific to the communication needs of the counties. Moving forward, NCPC Communications staff are working closely with other organizations providing TA to the counties to better align TA efforts and identify areas of collaboration.

Challenges:

- None to report this quarter.



Upcoming Tasks:

- Continued planning between NCPC, NIRN, ABL e Change, and the counties to finalize technical assistance plan for each county for 2016.
- Coach team planning with NIRN for the Implementation Science (IS) 101 sessions to build capacity within the county.

Child Care Strategies

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

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

Key Accomplishments:

- Enhanced payments were made to 4 programs for the following service months:
 - September- 41 children total (16 infants, 25 ones)
 - October- 43 children total (13 infants, 30 ones)
 - November- 37 children total (9 infants, 28 ones)
- 5 IT Expansion Grant programs received TA (47 consultations) in 3 TZ counties.

Challenges:

- Shifting to a culture of continuous quality improvement has been a challenge. Providing support to administrators over time helps.

Upcoming Tasks:

- Infant Toddler QEP manager will complete a review of all documentation to close out this activity and prepare a summary to be included in the December update. The IT Specialist's last day was 11-30-15.

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

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

Key Accomplishments:

- 37 infant/toddlers attending; all are in double slots; 9 receiving transportation.

Challenges:

- One site closed.



Upcoming Tasks:

- Provide TA support to current NCB1 sites.
- Continue ITERS-R mock assessments of classrooms to ensure ongoing quality of care.
- Continue research and preparation for admin support group.
- Conduct final ITERS-R mock assessment for Bertie site. Work with teachers to maximize use of materials and knowledge after NCB1.
- Facilitate ASQ assessments on children at one Site. Provide assistance to teacher and director if children need referral or continuing observation.

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

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

Key Accomplishments:

- Final caseload selection has been made by the TZ Behavior Specialists. In the last quarter of 2015, the project is serving 13 classrooms across the 4 TA counties.
- The Statewide Project Manager worked with the National Training Institute (NTI) organizers to arrange a presentation of the TZ project and accomplishments to date at NTI 2015.
- The Statewide Project Manager visited with each county TZ implementation or Leadership Team to review project design, answer question, and report classroom progress to date.
- Attendance at the RTT-ELC Grant Partners Meeting.
- Preparation of presentation on Transformation Zone and accomplishments to date at the National Training Institute 2015.

Challenges:

- None to report this quarter.

Upcoming Tasks:

- TZ Behavior Specialist:
 - Work with county Head Start and NC Pre-K classrooms, with shortened implementation periods, in an attempt to bring these classrooms current.
 - Score Pre-TPOT and collect and score ASQ-SE pre-technical assistance screening for children identified as using challenging behavior by teachers in a NC Pre-K classroom.
 - Work with county coach to determine outcome of classroom at issue.
 - Continue classroom observation, technical assistance, and cohort training.
 - Prepare and submit end-of-year reports.
- Statewide Project Manager:
 - Site monitoring visit with TZ Specialist and local manager.



- Development of HSB practice profile.

Child Care Health Consultants (CCHC - Activity 18.5)

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

Key Accomplishments:

- On 10/27/15, NCPC and the Health and Safety Resource Center co-hosted an introductory NC Health and Safety Assessment APP webinar. The webinar included the history of the assessment tool and APP development, a brief walkthrough of APP features, available supports for testing and using the tool, and testimonials from counties who are current users. The webinar had 78 participants.
- On 10/9/15 and 12/8/15, NCPC, NIRN, DPH, and the Resource Center facilitated a Hiring Agency Orientation Manual workgroup meeting with CCHCs, CCHC supervisors, and funders from five counties. The workgroup, using the implementation driver framework, discussed best practices for selecting and supporting CCHCs, as well as creating a hospitable environment for successful and sustainable CCHC services. The group has agreed to meet every other month in order to create a Hiring Agency Orientation Manual that will be part of a series of CCHC orientation manuals. To date, a New CCHC Orientation Manual is complete and being used in the field.
- NCPC, DPH, the CCHC Association, the Resource Center, and other TA providers continue to support the NC Institute for Child Development Professionals in the development a CCHC Certification process. The discussions have included how to align with and support the CCHC work being supported by the RTT-ELC.
- The Regional CCHC Coaches continue to provide coaching and technical assistance to CCHCs statewide.
- Regional Coaches continue to be integral to the roll out of the CCHC Model, Coaching Module, and NC Health and Safety Assessment (NC HSA) APP. The CCHC Regional Coaches are the conduit for receiving information related to successes and barriers in the field. They have filled the role of not only coach, but advocate and trainer for new and seasoned CCHCs. They have helped mediate and inform community decisions around CCHC services and provide on-going health and safety related technical assistance to CCHCs.
- The NC Child Care Nurse Consultant, Sharon Ware, also provides ongoing technical assistance to the CCHC network and works collaboratively with NCPC and the Regional Coaches.
- CCHCs statewide are working with the support of the CCHC Regional Coaches to incorporate the coaching approach in their technical assistance to early care and education programs. In December, the UNC-CH Child Care Health and Safety Resource Center began a webinar series to discuss updates to their coaching materials, including:
 - Information on how to dig deeper in a coaching interaction.



- Additional materials from the Family, Infant, Preschool Program (FIPP): Roadmap for Reflection, Roadmap for When Coaches Presents a Problem, and Roadmap for Follow-up Conversations.
- Coaching videos.
- Initial CCHC coaching evaluation results demonstrate that of those providers who were surveyed, a majority were satisfied with coaching.
- There has been some positive momentum building around CCHCs engaging with other child care technical assistance providers to coordinate services, create efficiencies, and educate each other on roles and services. Recently, CCHCs in the Transformation Zone noted success in partnering with SHAPE NC sites.
- Transformation Zone counties continue to implement CCHC services and have worked with their agencies and stakeholders to identify child care centers and homes prioritized for intensive health and safety consultation.

Challenges:

- The Project Coordinator for the NC Child Care Health and Safety Resource Center, last day was December 21, 2015; the previous Project Coordinator, will be supporting the work part-time to assist in the transition period.

Upcoming Tasks:

- An updated CCHC model and NCPC endorsed logic model will be released in February 2016. The new CCHC model will include an introduction, frequently asked questions list, and clarification of certain tasks designated for only RNs versus a CCHC generalist.

Family Strengthening Strategies

Activity 17.1: Family Connects

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

Key Accomplishments:

- A no-cost extension has been approved that will support Family Connects through calendar year 2016.
- The Agreement Addendum with Albemarle Regional Health Services has been executed effective January 1, 2016 to end December 31, 2016. It is anticipated that there are sufficient funds to fully support the project to December 31, 2016.
- The CCFH contract has been executed effective January 1, 2016 to extend to December 31, 2016, including the subcontract with the Center for Child and Family Policy for the evaluation. This will allow for two full years of implementation and evaluation.



Challenges:

- To retain Family Connects staff through the end of the project. Attrition is always anticipated when a grant is ending.

Upcoming Tasks:

- DPH and CCFH will continue monthly calls to coordinate reporting and monitoring.

Activity 17.2: Positive Parenting Program (Triple P)

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

Key Accomplishments:

- The no-cost extension for Triple P has been approved, providing carryforward funding until May 31, 2016. The January-May Agreement Addenda has been executed effective January 1, 2016 to extend serviced to May 31, 2016.
- All sites have developed a budget and plan for this funding through May 31, 2016. All sites are focusing on refresher training (much less expensive) for previously trained practitioners. This will encourage those practitioners not providing Triple P to become engaged in delivering Triple P, and participating in peer-to-peer support and submitting data.

Challenges:

- Establishing local peer-to-peer support groups.
- Re-affirming the MOU's with agencies regarding peer-to-peer support groups, delivering Triple P, and submitting state data.
- Setting up refresher seminars for trained providers who are hesitant to provide the service, or who are not engaged in peer-to-peer support networks.
- Our Northeast Collaborative Data Specialist has resigned. Plans are to post and rehire using Title V funding for ongoing support for the northeastern counties.

Upcoming Tasks:

- Given that RTT-ELC-funded sites will receive base-funding (ongoing support via Title V funding) as of June 1, 2016, all sites will be grouped into three major clusters. A lead county will be identified for each cluster. The lead county is responsible for continued implementation and maintenance of Triple P across the region.

Early Literacy Strategies

Transformation Zone Early Literacy (Activity 18.3)

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



Key Accomplishments:

- Motherhead and Reach Out and Read (ROR) Carolinas facilitated a sustainability discussion with counties at the cross-county Early Literacy meeting on 10/29/15. The presentation included use of sustainability plan worksheets and examples of successful recruitment, retention, and fundraising strategies.
- An overview of the national Campaign for Grade Level Reading was provided to all Smart Start ROR grantees and transformation zone ROR implementing counties during the October ROR Project Coordinator call.
- Counties were given an overview of the ROR Carolinas' site assessment process and strategies for how the literacy coordinators can support ongoing ROR implementation and best practice at medical clinics.
- NCPC has submitted contract documents for full RTT Early Literacy funding to the transformation zone counties for 2016.
- Counties are continuing staggered initial implementation of Reach Out and Read and Motherhead.
- Several of the counties have been innovative in identifying dual implementation sites. For example, in one county, they are offering Motherhead/Fatheread at an implementing Story Exploring site. Also, several counties have partnered with their local health departments to offer BABY classes to new and expectant parents.
- Counties continue to strategize about how to leverage collaboration with other community partners to message the importance of early literacy. One county has held two successful agency mixers, another county puts board books and early literacy resource information in all Family Connects new parent baby baskets, and one other TZ county held a "Baby Shower" event at their local health department for new and expectant parents to learn about various community resources and encourage education opportunities between agencies.
- NCPC continues to facilitate monthly Reach Out and Read Project Coordinator calls, to which the transformation zone counties are invited to attend. NCPC will be providing information on the February ROR Project Coordinator call around early literacy messaging.
- In-person, cross-county TZ Early Literacy Meetings are held with the Literacy Coordinators, county support staff, literacy purveyors, NCPC, the contracted evaluator, and Transformation Zone Implementation coaches every other month to help support implementation practice and provide a networking forum. The next scheduled in-person, cross-county meeting is scheduled for February 18, 2016.

Challenges:

- A reduced Motherhead budget in 2016 will limit the number of training offerings.

Upcoming Tasks:

- A new round of Motherhead curricula trainings will be held this winter. Counties have been asked to inform Motherhead and NCPC of their current training needs.
- The next cross-county early literacy meeting is schedule for 2/18/16.



Evaluation

Transformation Zone Evaluation (Activity 1.3)

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

Key Accomplishments:

- Held regular staff meetings to discuss project activities.
- Facilitated the Evaluation Work Group meetings on 10/19/15, 11/17/15, and 12/15/15.
- Finalized TZ Evaluation mid-point synthesis report and executive summary and emailed both documents to TZ teams, funders, purveyors, local service providers, Evaluation Work Group, and Pennie Foster-Fishman. Posted to AI Hub and sent to Grants Management for posting to RTT-ELC website.
- Completed data coding and analysis of meetings attended from 9/19/15 to 12/15/15.
- Drafted proposed timeline for fall and winter data collection activities.
- Attended County Leadership Team meetings in Beaufort (10/16/15, 11/20/15), Chowan (10/6/15, 11/3/15) and Hyde (12/8/15) and Bertie Joint Leadership and Implementation Teams (11/5/15).
- Attended TZ meetings: bi-weekly coaches' priorities and ELC planning, TZ coordination calls (10/2/15, 10/30/15), funders (10/29/15), NCPC implementation science education (10/27/15) and Coaches' Team (11/11/15, 12/2/15).
- Attended RTT-ELC Grant Partners meeting (12/1/15).
- Finalized protocol and codebook for case study of the literacy strategies. Conducted and transcribed 15 interviews for case study of literacy strategies.
- Completed review and coding of NCPC's ELC RTT literacy strategy monitoring reports.
- Provided feedback on NCPC's Communications and Messaging Project Discovery Phase Report.
- Provided specific feedback to NCPC, NIRN, ABL e and Grants Management about TZ findings.
- Reviewed ABL e Change Network Dropbox, NIRN document files, NC-ELC TZ Sakai site, and other informational documents.
- Monitored TZ Evaluation email account and responded as needed.

Challenges: None to report this quarter.

Upcoming Tasks:

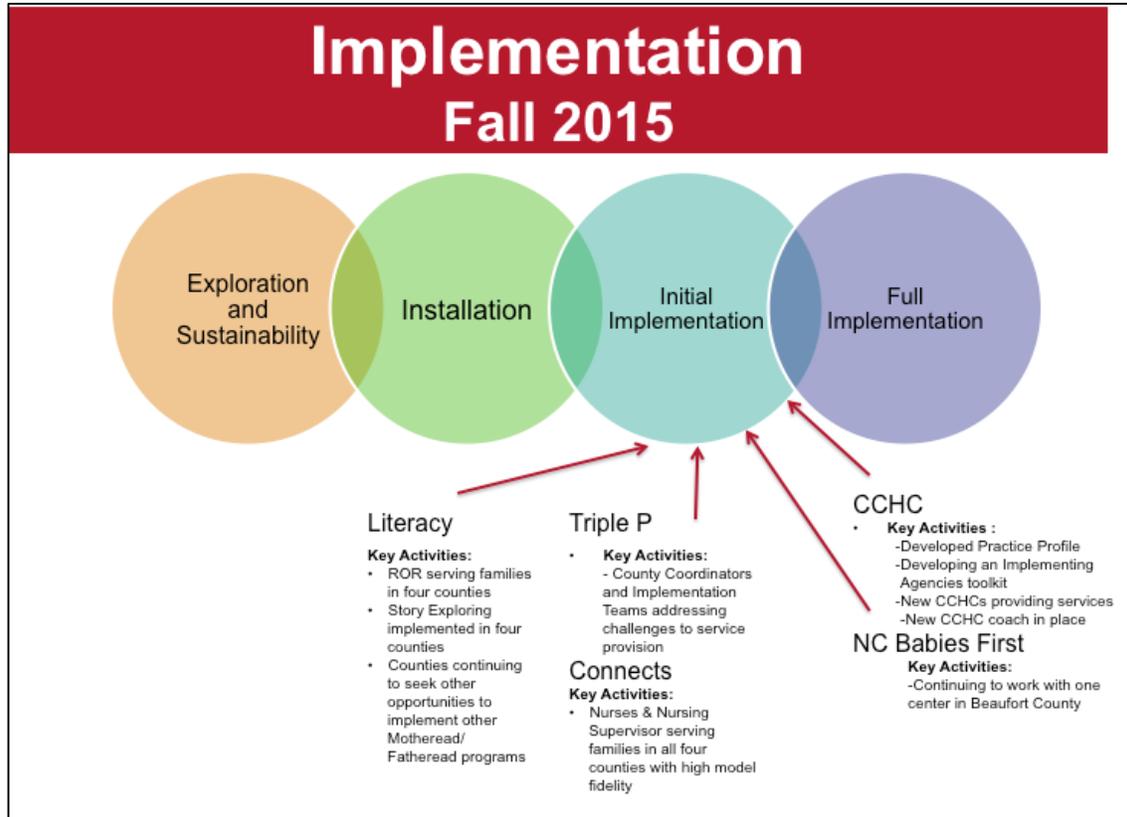
- Continue attending bi-weekly ELC planning meetings.
- Facilitate Evaluation Work Group meetings in January, February and March 2016.
- Complete coding of literacy strategy case study interview transcripts.
- Plan final round of county focus groups.
- Support the state in telling TZ "stories" by providing data.



- Continue to provide feedback to TZ Evaluation leadership and stakeholders on findings/recommendations.
- Continue document review of ABLe Dropbox, NIRN materials, and NC-ELC TZ Sakai site.
- Continue to monitor TZ Evaluation email account and respond as needed.

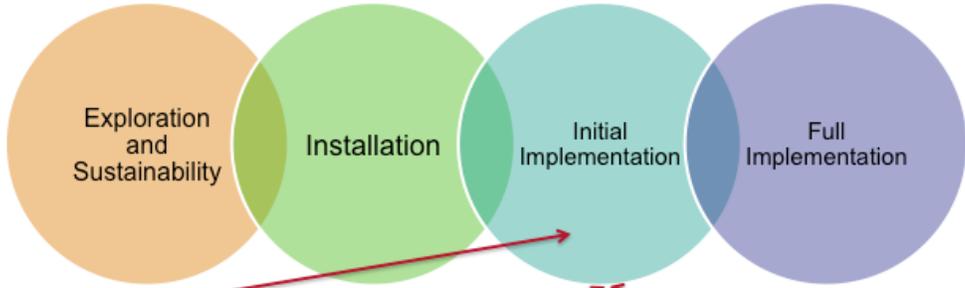


Transformation Zone Strategy by Implementation Phase





Implementation Continues (Fall 2015)



- **County Implementation Coaches**
 - Weekly individual coaching from Coach Coordinator
 - Weekly team meeting/in-service
 - Coaches use active implementation concepts & tools with teams, including facilitating regular team meetings
 - Facilitate ABL e Systems Change work through stakeholder engagement

- **County Implementation Teams**
 - Support for regular monthly meetings
 - Supporting community awareness/engagement activities

- **County Leadership Teams**
 - Clarifying vision, goals and objectives for the county
 - Continue to add key stakeholders to the teams
 - Learning to use data to assess implementation and system challenges