



Building a Connected Early Childhood System (Together) So Each Child Succeeds

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Ready for School, Ready for Life
Guilford County

Working Effectively Across Organizations

Our Mission

Build a responsive, innovative early childhood system so each Guilford County child enters Kindergarten ready for school and life success.



The Problem

- Almost 50% of children entering kindergarten in Guilford County in 2017-18 were not on track for language/communication skills
- One in four needs significant remediation to catch up with peers

Trend: Getting worse



New Approach Required

Insanity is doing the same thing over and over again and expecting different results.

- Attributed to Albert Einstein

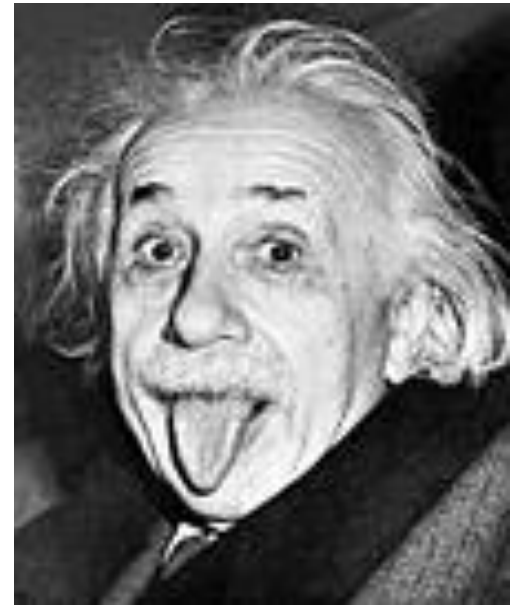
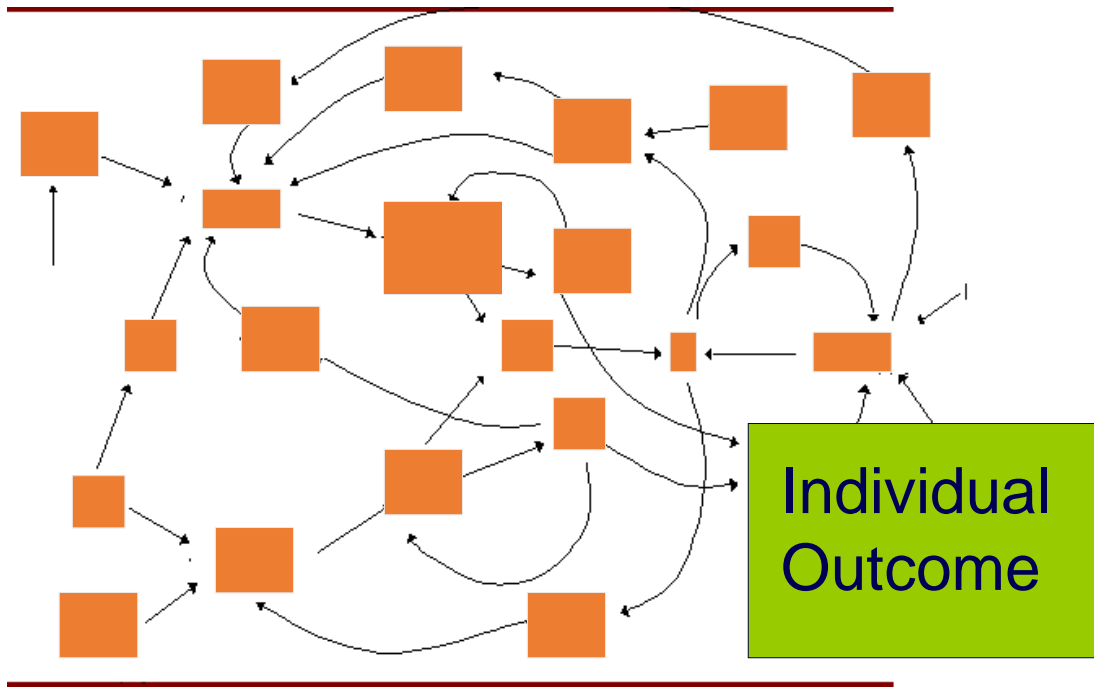


Photo by Arthur Sasse,
1951

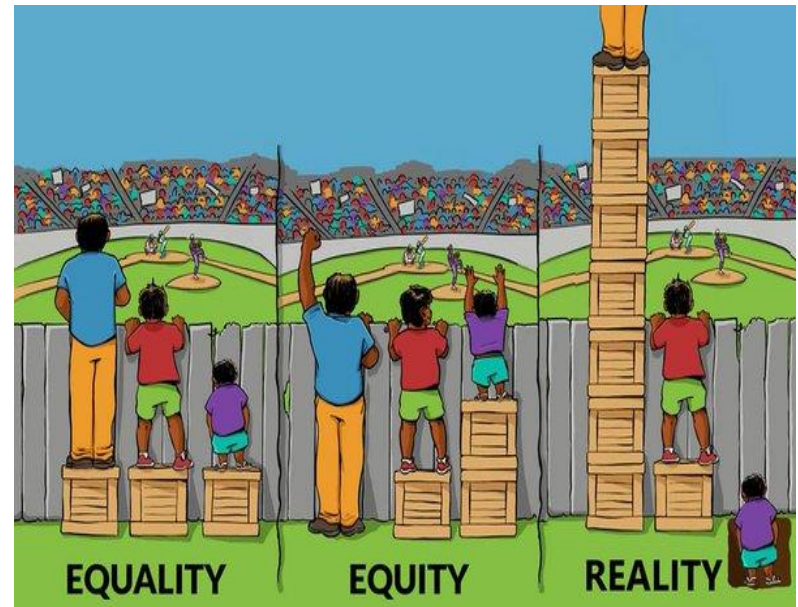
Current State of Early Childhood “System”



- Excellent programs
- Fragmented
- Little navigation help for families
- Focused on individual outcomes
- Family responsibility

Our Charge

- **Address** the multifaceted nature of kindergarten readiness
- **Make decisions using data**
- **Take a systems approach** to address barriers
- **Promote equity**
- **Engage *authentic* family voice**



“Not business as usual”

Timeline: Guilford's System-Building Work

Ongoing: Launch & support design teams around priorities

Summer 2016: Set & test 10 key priorities

Feb–May 2016: Launch & support 100-Day Challenge Teams

Sept 2015 – Feb 2016: Build, test & promote community vision

June – Sept 2015: Collect local data

May 2015: Train 120 providers on systems change framework

January 2015: Launch backbone organization & plan

Key Priorities for Guilford's Systems Change Work

Connect New Parents With Supports

Build Public Will for Early Childhood Priorities

Drive Continuous Improvement Across the System

Improve Developmental Screening Process

Improve Coordination and Referrals

Leverage and Expand Early Literacy Resources

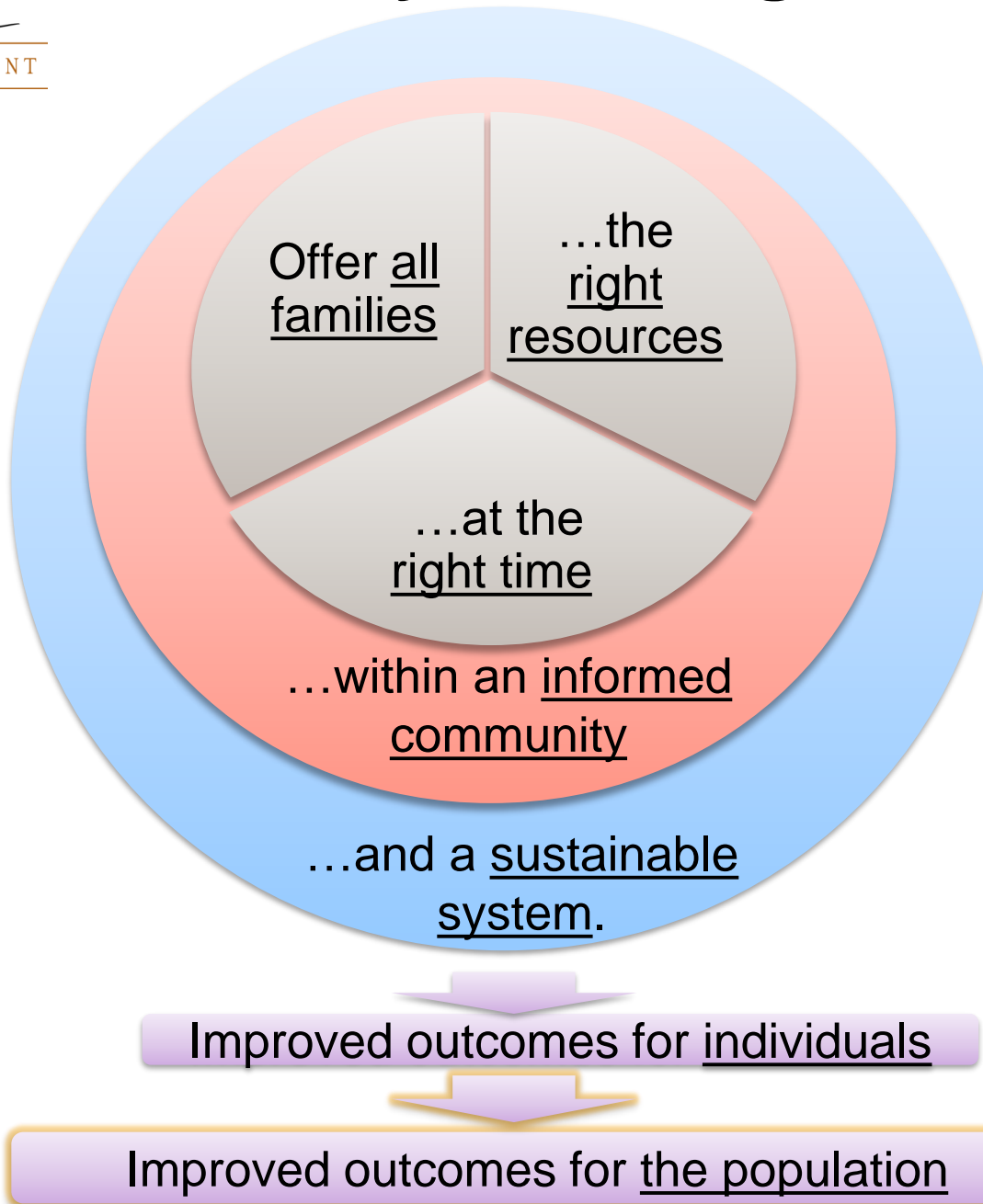
Improve Preschool to Kindergarten Transition

Leverage and Expand Parenting Education Resources

Ensure Responsiveness to Family Voice

Make High-Quality Early Care and Education Accessible and Affordable

Theory of Change



Turning Theory into Action



Families' needs are identified through universal assessment

Programs improve service delivery and outcomes

Families are offered targeted referrals with timely data sharing

Public increases knowledge about healthy child development

Public will is built to support early childhood priorities

Get Ready Guilford Initiative



- Long-term partnership with The Duke Endowment
- Continuum of care built in medical homes
 - Integration of three evidence-based programs (Nurse-Family Partnership, Family Connects, HealthySteps)
 - Supported by continuous improvement coaching
 - Rigorous evaluation and sustainability planning
 - Feasibility study for integrated data system

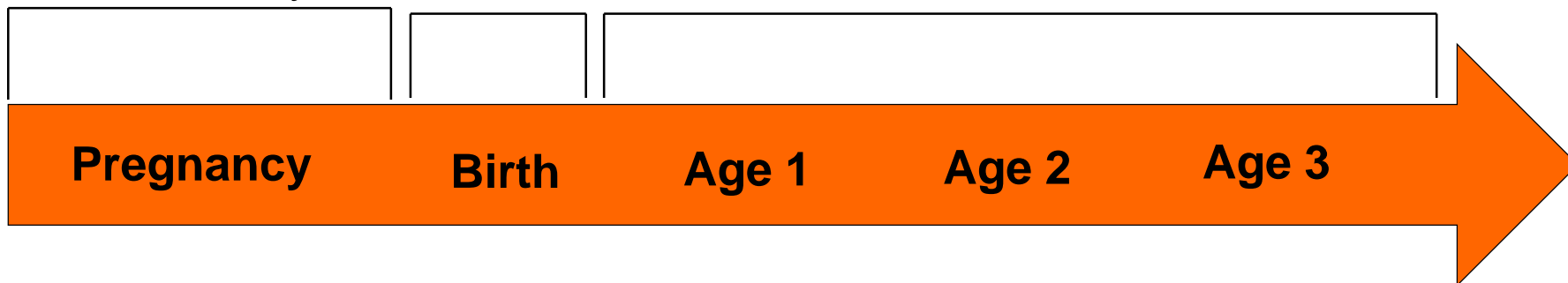
Get Ready Guilford Pilot



All pregnant
women
screened &
connected to
needed
services early

Home visit for
all new
moms/babies

Child development specialist at
every well-child check up;
universal assessment at 18 & 36
months



Families connected to services they need—when they need it:

- Prenatally, Nurse-Family Partnership and/or other local programs
- Basic needs (food, safe housing, etc.)
- Mental health/substance use services
- Early education and care resources
- Early intervention for children with developmental delays

What We'll Measure

Outcome Areas	Indicators Defining the Outcome Areas	Other Related Indicators
A. Planned and Well-Timed Births	<ol style="list-style-type: none"> 1. Pregnancies are planned 2. Subsequent births occur no sooner than 24 months 3. Fewer teen births 	<ol style="list-style-type: none"> 13. Avoidance of child abuse and neglect 14. Mothers initiate breast feeding 15. Mothers avoid depression 16. Children avoid unnecessary ED utilization
B. Healthy Births	<ol style="list-style-type: none"> 4. Babies born at healthy weight 5. Children born after 37 weeks gestation 	
C. On-Track Development at 18 and 36 Months	<ol style="list-style-type: none"> 6 – 8. Children demonstrate age-appropriate: <ul style="list-style-type: none"> • Emotional and social development • Emerging literacy skills • Physical well-being and motor development 	
D. School Readiness at Kindergarten	<ol style="list-style-type: none"> 9. Children demonstrate competence in 5 domains 	
E. Success in Third Grade	<ol style="list-style-type: none"> 10 – 12. Children read, perform math, and have age-appropriate social-emotional skills by end of third grade 	

Continued Ready/Ready Workgroups Linked to Continuum

Connect New Parents With
Supports

Build Public Will for Early
Childhood Priorities

Drive Continuous Improvement
Across the System

Improve Developmental
Screening Process

Improve Coordination and
Referrals

Leverage and Expand
Early Literacy Resources

Improve Preschool to
Kindergarten Transition

Leverage and Expand
Parenting Education
Resources

Ensure Responsiveness to
Family Voice

Make High-Quality Early
Care and Education
Accessible and Affordable

Build a System Responsive to and Respectful of Family Voice

PROBLEM: Connecting families with services is difficult because we assume:

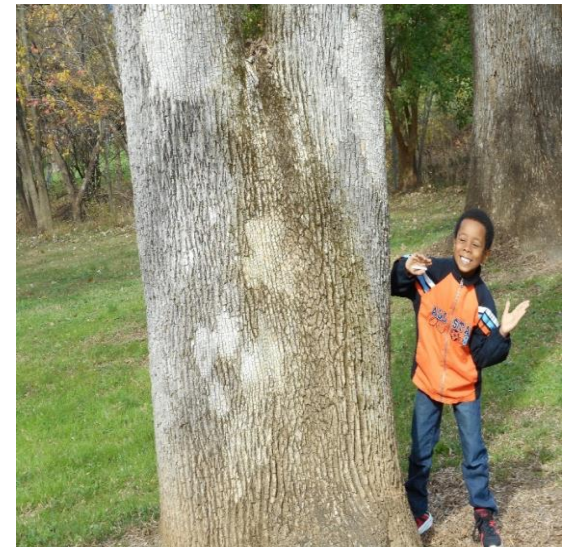
- What families want/need to support their child's development
- How, where and when families would like services delivered
- How to best reach families

SYSTEMIC SOLUTIONS:

- Engage families in design, delivery & communication of services/supports
- Build family capacity & agency to support positive child development
- Build organizational capacity to engage family voice system-wide

Family Voice: Past & Ongoing Work

- Conducted family meetings
- Implemented Family Photovoice Project
- Engaged families in the Early Childhood Summit
- Launched 100-Day Challenge Teams (led by families)
- Facilitate Family Action Learning Team meetings
- Leverage human-centered design practices
- Build capacity with interested agencies/organizations



Leverage and Expand Early Literacy Resources

PROBLEM: Almost 50% of Guilford's children start Kindergarten without needed pre-literacy skills

SYSTEMIC SOLUTIONS:
Three-year Early Literacy Strategic Plan:

- Developed by 25 team members from 20 organizations
- Strategies focused on 6 indicators aligned with NC's Kindergarten readiness standards



High-Quality ECE Affordable & Accessible to All Families

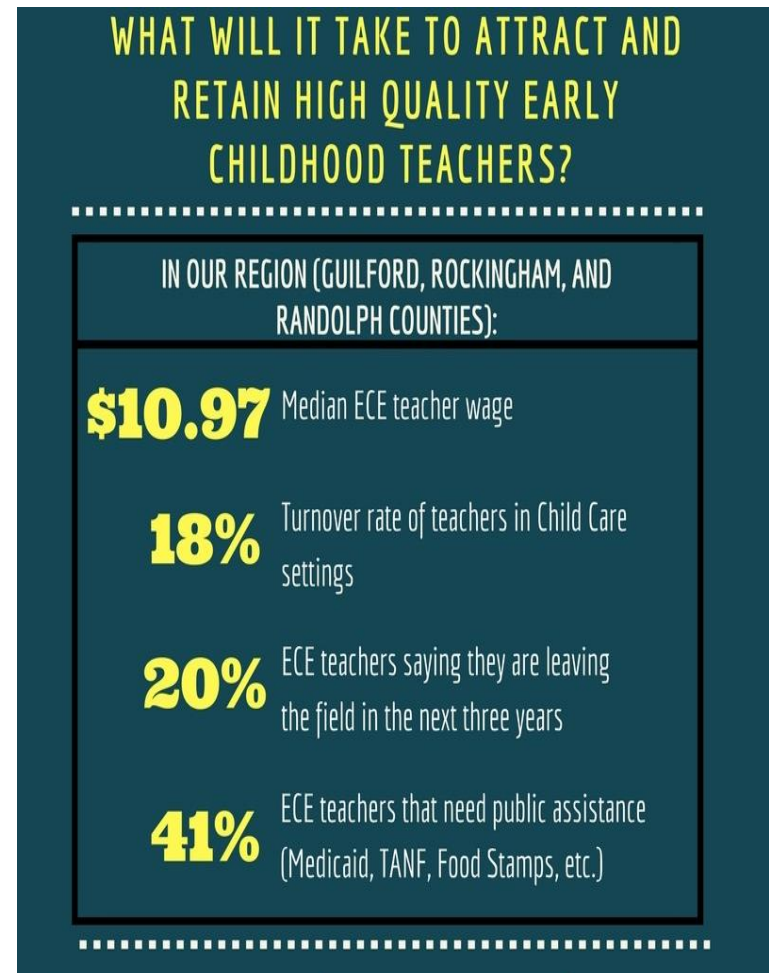
PROBLEM:

Not all early childhood programs can attract, engage and retain well-educated, experienced professionals

SYSTEMIC SOLUTIONS:

Plan developed over next six months

- 24 disruptive thinkers, early childhood experts, business leaders
- Strong focus on compensation



Source: Child Care Services Association, 2015

Develop Processes/Policies to Support Seamless Transition to Kindergarten

PROBLEM: Too many children, families, teachers and school administrators report challenges as children transition into formal school settings

SYSTEMIC SOLUTIONS:

- Increase data sharing: NC PreK & GCS
- Increase number of preschoolers who have high-quality classroom experiences
- Embed K readiness education with families into system early & help them prepare for transition



Build Public Will to Increase Demand for Kindergarten Readiness



- Engaging key stakeholders
- Communicating broadly
- Developing advocacy agenda

www.getreadyguilford.org

