



### Overview

NCPFCE is proposing to offer an intensive technical assistance opportunity for States and Territories through a Peer Learning Community (PLC) to support use of the *Parent, Family and Community Engagement Framework for Early Childhood Systems* and the *Relationship-Based Competencies to Support Family Engagement* (RBCs) to promote parent, family, and community engagement (PFCE) in early care and education (ECE) programs. This offering is one of NCPFCE's menu of supports.

### Background

A major component of the 2014 Child Care and Development Block Grant (CCDBG) included improving early learning program quality as well as enhancing the quality and capacities of the child care and early education workforce. As a result, many states are working to promote parent, family, and community engagement practices as a strategy to improve quality.

Within state systems, we are seeing these practices occur in some of the following ways:

- Professional development and workforce competency systems that support strong relationships and active, meaningful engagement with parents and families
- The design of policies, regulations, and standards (e.g., workforce competencies and QRIS indicators) that include strong parent and family engagement practices as part of their design
- The formation of partnerships which strengthen and enhance the practices and content taught within colleges and universities to promote the inclusion of family engagement in pre-educational opportunities
- Consumer education and engagement designed to support parents and families in supporting their children's development
- The coordination and alignment of family engagement efforts across early childhood initiatives and systems
- Supporting families in equitable participation within the system in culturally and linguistically responsive ways

Through the publication of several key resources, including *Parent, Family and Community Engagement Framework for Early Childhood Systems* (PFCE Framework for EC Systems), the accompanying *Action and Implementation Guide* and *Assessment Workbook*, and the *Relationship-Based Competencies to Support Family Engagement Series* (RBCs), NCPFCE is poised to support states in promoting PFCE through the integration of the RBCs into their ECE systems.



### PLC Overview

The PLC is intended as an opportunity for participants to work together as a community of learners to achieve higher levels of quality in order to achieve positive outcomes for children, families and communities. The PLC will explore how State and Territory Child Care Administrators and their relevant colleagues, including early childhood leaders in Tribes, can integrate the RBCs into their ECE systems in order to improve quality and engage families in their children's learning and development.

The design of the PLC is informed by the Early Childhood Training and Technical Assistance System (ECTTAS) T/TA Planning Process Approach document as well as conversations with state colleagues and T/TA State Systems personnel. It has been designed to support the current needs and aspirations of States and Territories related to parent, family, and community engagement. The peer learning opportunity is designed to utilize the expertise within NCPFCE and to include collaboration across National Centers when goals and opportunities align.

### PLC Objectives

During the PLC, participants will:

- Use the *Crosswalk: 2016 Child Care and Development Fund Final Rule and the Parent, Family, and Community Engagement Framework for Early Childhood Systems* to examine the how key provisions of the CCDF Final Rule align to the system-level components of the PFCE Framework for EC Systems. In particular, we will identify opportunities for promoting use of the RBCs within specific System Components to support the goals of the CCDF Final Rule. (i.e., Policies, Regulations, and Standards, Continuous Learning and Quality Improvement, Workforce and Professional Development, etc.).
- Complete relevant sections of the *Parent, family, and Community Engagement for Early Childhood Systems: State Systems Assessment Guide* (Professional Development; Continuous Learning and Quality Improvement; Policies, Regulations, and Standards) to assess their current efforts and to identify potential opportunities for actions which can be taken to integrate the RBCs into their early childhood systems.
- Consider how the RBCs can be used when working with professional development partners, such as colleges and universities, and statewide TA systems, such as Child Care Resource and Referral Agencies (CCR&Rs). We will explore opportunities for workforce development, enhanced contracts, and grant processes that promote the competencies.
- Develop an Action Plan to integrate the RBCs into their workforce and professional development systems and policies.



### **Audience and Participation**

The PLC will include a maximum of ten (10) participating States and/or Territories. In order to promote systemic approaches to integrating the RBCs, it is recommended that teams of at least two individuals with different roles in the early childhood system participate together.

Participating roles may include early childhood leaders in Tribes, CCDF Administrators and their designated staff, CCR&R partners, higher education, and/or partners supporting QRIS, professional development, child care licensing, state-funded prekindergarten, IDEA Part B Preschool, home visiting, and related programs and services.

### **Commitment, Format and Dates**

Participants will commit to engaging in a combination of web-based virtual meetings, individualized team-based technical assistance, and assessment and planning assignments between May and September 2019. The PLC will also include one individualized follow-up meeting to discuss actions taken towards state Action Plans during 2020.

Participants will also have the opportunity to communicate regularly through the MyPeers communications platform to share questions, challenges, successes, and innovative ideas in between virtual meetings.

Specifically, participants will be asked to:

- ***Designate a State/Territory Team Lead:*** The CCDF Administrator from each participating State or Territory will serve as, or will designate, a Team Lead who will be the point of contact with NCPFCE staff and will be responsible for communicating information with others on the State / Territory team.
- ***Participate in Web Meetings:*** The Team Lead and other team members will participate in three (3) monthly, 90-minute, web-based virtual meetings between May and September 2019. Web meetings will focus on interactive presentation of content, peer-sharing, and opportunities for questions and exploration around action steps.
- ***Commit to Two Individualized Technical Assistance Meetings:*** State teams will be asked to schedule two (2) 60-minute individualized team technical assistance meetings with NCPFCE staff in order to more deeply discuss the content and formulate their action plans. Meetings will take place in June and August.
- ***Complete Relevant Assessment Workbook Activities and Share Findings with Other PLC Members:*** Each team will use designated tools, including the *PFCE Framework for Early Childhood Systems: Action and Implementation Guide* and *Assessment Workbook* to assess the degree to which parent, family, and community engagement is integrated into their early childhood system. Specifically, they will examine opportunities for



promoting use of the RBCs through policy, training, partnerships and other actions in order to improve quality in ECE programs. Participants will be asked to reflect with the PLC team members on their findings and to retain these assignments for future reflections and activities. (Estimated time required: 1-2 hours to complete each assessment assignment; 1-2 hours to reflect on findings as a team)

- ***Develop an Action Plan and Commit to a Follow Up Meeting:*** Based on the results of their assessment findings and guided by the content and resources explored during the PLC, each team will develop an Action Plan to achieve one or more concrete goals related to integrating the RBCs into their early childhood system. The PLC team will reconvene with NCPFCE staff during 2020 to discuss progress on plans, barriers, and outcomes. (Estimated time required: 2-3 hours to develop Action Plan, 1 hour to prepare as a team for virtual follow-up with NCPFCE in 2020, 60 minutes to participate in virtual follow-up with NCPFCE.)
- ***Collaborate and communicate with other PLC Members via MyPeers Work Group (shared work space):*** All peer learning community participants will be invited to join a closed Work Group in the Mango App's MyPeers peer-networking platform. MyPeers will be used to continue discussions in-between monthly webinars and to share resources and strategies across member States and Territories. NCPFCE will provide technical support for the use of MyPeers.



## NCPFCE Year 4 Peer Learning Community Concept Paper

### Proposed Activities & Deliverables

Meeting Format and Title	Timeline	Description	Pre-Assignment/ Resource	Staff Involved
<b>Virtual Meeting #1:</b> Laying the Foundation: Exploring the PFCE Framework for Early Childhood Systems and the Relationship-Based Competencies	May 2019	During this meeting, we will provide an overview of the PLC goals and objectives. We will begin orienting participants to the <i>PFCE Framework for Early Childhood Systems</i> , the <i>CCDF Regulations Crosswalk</i> , and the RBCs.	Participants will be asked to review the <i>PFCE Framework for EC Systems</i> , <i>CCDF Crosswalk</i> , and RBC Overview documents.	Anna Lovejoy, Brandi Black Thacker, Jennifer Drake, Jennifer Olsen, Nancy Darlington, and other National Center colleagues as identified appropriate
<b>Individualized Technical Assistance with State Teams #1</b>	June 2019	During this first individualized TA session, we will discuss the team's goals for participation in the PLC and their current efforts related to PFCE and professional development; review the assigned sections of the <i>Assessment Workbook</i> ; and answer any questions that the teams have so	Prior to the meeting, participants will review the <i>PFCE Framework in EC Systems: Action &amp; Implementation Guide</i> and assigned sections of the <i>Assessment Workbook</i> to identify their questions and be prepared to discuss their goals and current efforts.	Anna Lovejoy, Brandi Black Thacker, Jennifer Drake, Jennifer Olsen, Nancy Darlington



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		that they can complete the assignments successfully.		
<b>Virtual Meeting #2:</b> How Are the Relationship Based Competencies Represented within Your Workforce and PD System	July 2019	During this meeting, we will have state teams share their reflections from the Assessment Workbook. We will continue to discuss using the <i>RBCs to Support Family Engagement for Teachers &amp; Child Care Providers</i> . We will discuss how teachers and child care providers are supported in pre-training and professional programs within their state. We will also introduce the Action Planning Tool and invite state teams to begin the action planning process following the web meeting.	Prior to the meeting, participants will review their findings from the assigned sections of the Assessment Workbook to identify potential opportunities for action, and review the <i>Relationship-Based Competencies to Support Family Engagement for Teachers &amp; Child Care Providers</i> and the associated Self-Assessment tool.	Anna Lovejoy, Brandi Black Thacker, Jennifer Drake, Jennifer Olsen, Nancy Darlington, and other National Center colleagues as identified appropriate
<b>Individualized Technical Assistance with State Teams #2</b>	August 2019	During this individual meeting, we will connect with participants related to the content shared during the previous PLC meetings, discuss their progress in developing an action plan, and offer technical assistance to help them complete their plans.	Prior to the meeting, participants will use the Action Planning tool to begin development of their action plans and identify needs for technical assistance from NCPFCE staff.	Anna Lovejoy, Brandi Black Thacker, Jennifer Drake, Jennifer Olsen, Nancy Darlington



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Meeting Format and Title	Timeline	Description	Pre-Assignment/ Resource	Staff Involved
<b>Virtual Meeting #3:</b> Goal Setting and Action Planning	September 2019	During the final PLC virtual meetings, participants will review what they have learned, how their reflections have informed their action plan, what they expect to be their next steps, and what they hope to accomplish by early 2020. We will explore what additional support is needed from NCPFCE.	Prior to the meeting, participants will be asked to finalize their Action Plans and be prepared to share key actions and next steps with the full PLC during the final meeting.	Anna Lovejoy, Brandi Black Thacker, Jennifer Drake, Jennifer Olsen, Nancy Darlington
<b>Follow-up Individualized Meeting with State Teams: Progress and Outcomes</b>	January 2020	These meetings will be scheduled with individual state teams and will be focused on: checking-in on progress made around state team action plans; discussing successes; exploring possible ways to overcome barriers.	Prior to this meeting, participants will be asked to look back and review their previously completed Assessment Workbook results and Action Plans, assess their progress, and identify successes and challenges to share with NCPFCE staff during the final individualized meeting.	Anna Lovejoy, Brandi Black Thacker, Jennifer Drake, Jennifer Olsen, Nancy Darlington