



NC DEPARTMENT OF  
HEALTH AND  
HUMAN SERVICES



PUBLIC SCHOOLS OF NORTH CAROLINA  
State Board of Education | Department of Public Instruction

**B-3 Interagency Council Meeting  
Office of State Budget and Management  
Commission Conference Room #5034  
116 W. Jones Street  
Raleigh, NC 27603  
May 9, 2018  
1:30pm-4:30pm**

**Council Members:** Senator Chad Barefoot, Dr. Nancy Brown, Kevin Campbell, Representative Josh Dobson, Elisha W. Freeman, Susan L. Gates, Representative Craig Horn, Senator Michael Lee, Susan Perry-Manning, Dr. Sharon Ritchie, Dr. Pamela Shue, Cindy Watkins, Dr. Linda White, Tracy Zimmerman

**Members in Attendance:** Dr. Nancy Brown, Kevin Campbell, Elisha W. Freeman, Susan L. Gates, Susan Perry-Manning, Dr. Pamela Shue, Cindy Watkins, Dr. Linda White, Tracy Zimmerman

**Absent Members:** Senator Chad Barefoot, Representative Josh Dobson, Representative Craig Horn, Senator Michael Lee, Dr. Sharon Ritchie

**Welcome**

- **Susan Perry-Manning, Deputy Secretary for Human Services, NC Department of Health and Human Services**
- **Dr. Pamela Shue, Associate Superintendent of Early Education, NC Department of Public Instruction**

Dr. Shue convened the meeting at 1:31pm and discussed the agenda.

**Approval of minutes from March 13, 2018 meeting**

Ms. Watkins noted that there were two mentions of Dr. Watkins, which should be Ms. Watkins. Ms. Watkins motioned to accept the minutes with corrections; Dr. White seconded the motion. The motion passed unanimously.

**ECATS Multi-Tiered System of Support (MTSS)**

Dr. Shue introduced Ms. Amy Miller, who gave a brief introduction to the ECATS Multi-Tiered System of Support (MTSS)

**ECATS--Every Child Accountability and Tracking System**

- 1) Web-based system—free of charge; houses data from multiple sources e.g., Powerschool; provides a snapshot of how all students are performing across large areas of risk—attendance, behavioral, academic data
- 2) Intervention component—allows problem solving—documenting plans; not authoritative source, it pulls from multiple existing sources
- 3) Analysis and reporting features

Mr. Campbell asked what children were included in the system. Ms. Miller responded that data is provided for anyone in Powerschool, which means children in public schools; this would not include children in Head Start or children in private child care or NC Pre-K in non-public school settings.

Dr. Brown asked for a summary of Powerschool. Ms. Miller explained that PowerSchool is an instructional improvement system and an assessment and reporting platform to streamline processes and school; it is the state's student information

system at the heart of Home Base, a suite of digital classroom tools and instructional resources launched in 2013 to serve teachers, administrators, students and parents.

## Overview of NC's Early Childhood System and Data Driven Improvements and Outcomes

- **Mandy Ableidinger, Policy & Practice Leader, NC Early Childhood Foundation**

Ms. Ableidinger began with the statistic that 39% of NC 4<sup>th</sup> graders scored at or above proficient in reading. She briefly summarized the brain science literature and the importance of early brain development.

Ms. Ableidinger describe the three primary areas that contribute to end of third grade reading proficiency:

- Health and Development; Health and Development on Track, Starting at Birth
- Supported and Supportive Families and Communities
- High Quality Birth-through-Age-Eight Learning Environments with Regular Attendance

Ms. Ableidinger showed charts illustrating the early childhood programs available in the state e.g., Head Start, NC Pre-K, Subsidy, Exceptional Children. She showed the ages that are served along with the numbers of eligible children and children served.

Dr. Brown pointed out the difficulty in measuring the number of children eligible for different programs, as children can be eligible for multiple programs, so adding the number of eligible children together will not provide an unduplicated count of children in need of services.

Who Oversees Public Early Learning?

- DHHS oversees Child Care Subsidy, Smart Start, NC Pre-K and NC Infant and Toddler Program.
- DPI oversees K-12 system, Preschool Exceptional Children, Exceptional Children
- Federal Government oversees Early Head Start and Head Start

Both Departments have additional programs that support children's early learning. For example:

- DHHS regulates child care facilities, oversees the Child and Adult Care Food Program which services child care centers and homes, manages School Health Consultants.
- DPI develops and implements the Kindergarten Entry Assessment, oversees implementation of Read to Achieve, and manages Early Learning Sensory Support and Title I Preschool.

In North Carolina – and in most states – the federal government is a significant source of birth-through-five funding. State funding for birth-through-five and K-12 education make up the smallest and largest proportions of the budget respectively.

Creating a Connected Comprehensive system:

Ms. Ableidinger discussed the difficulties in developing a comprehensive system of children 0-8.

3 areas of interest:

- 1) Transitions
- 2) Teacher/administrator preparation and effectiveness (very different requirements for early childhood)
- 3) Data systems

Transitions:

**Effective transition** activities can lead to **larger academic achievement** by the end of kindergarten. Gains are greatest for children from low- and middle- income families.

**Effective transition approaches** require that two traditionally separate learning systems (ECE and K-12) become more coordinated and aligned.

**HHS has been collaborating with DPI** to:

- Develop a standardized method for NC Pre-K teachers to document children's learning in five domains of learning and development to be shared with the public-school kindergarten program.
- Develop a planning template and guidance for NC PreK Committees to develop a local transition plan.

**Head Start** programs have performance standards on transitions that all programs must meet.

Teacher and Principal Preparation and Effectiveness:

In North Carolina:

- Principal preparation programs are **not required** to offer coursework around **early learning and/or child development**.
- Elementary school principals are **not required** to have **clinical experience in elementary schools**.
- Elementary principals receive a license for leading PreK-12. There is **no credential** for a **more specific grade span** (i.e., PreK-5).

Ms. Gates mentioned that there are two other entities working on teacher and principal preparation and effectiveness that the Council might want to consider coordinating with.

- The Professional Educator Preparation and Standards Commission (PEPSC), created in 2017 through SB599: <https://www.ncleg.net/Sessions/2017/Bills/Senate/PDF/S599v7.pdf>
- The task force being created as a result of the “Leading on Literacy” report from the review of the UNC Colleges of Education: [https://www.northcarolina.edu/sites/default/files/documents/unc\\_teacher\\_preparation\\_report\\_final\\_021418.pdf](https://www.northcarolina.edu/sites/default/files/documents/unc_teacher_preparation_report_final_021418.pdf)

Ms. Perry-Manning stated that Ms. Gates’ remarks point out that an important part of the charge of the subcommittees, which will be to be aware of other work already being done in the respective areas.

Ms. Perry-Manning discussed elements of the packet provided to the Council that included summary of funding sources for DCDEE, DPI, and Smart Start.

Dr. Brown expressed the need to have Head Start funding information to see how funding sources are braided.

Ms. Watkins asked for a description of the Excellent Public Schools Act. Mr. Tetreault stated that it is referencing Read to Achieve, KEA, formative assessment process, which is state-funded.

Dr. White expressed appreciation for this useful information provided to the Council.

Mr. Campbell referenced the DCDEE authorized budget handout and asked about the breakdown of the 3% regulation and oversight of child care; Ms. Perry-Manning responded that funding category included child care regulatory and oversight staff.

Mr. Campbell requested a breakdown of the activities to support quality referenced on the SDHHS handout. Ms. Carter responded that this includes T.E.A.C.H, CCR&R, EESLPD licensure, WAGES\$.

Ms. Zimmerman noted that the quality set aside is federally mandated.

### **Ms. Ableidinger resumed her presentation:**

#### **Data—What Gets Measured Gets Done**

##### NC Pathways to Grad-Level Reading Measures of Success

- The Measures of Success Framework was developed by a Data Action Team – composed of 30 experts from North Carolina’s leading universities, research institutes, government agencies, businesses and think tanks – in partnership with the Pathways to Grade-Level Reading stakeholders.
- The Data Action Team was tasked with translating the **research** behind what moves third-grade reading proficiency into a framework of measures

#### **The framework includes indicators in the three goal areas impactful to end of third grade reading proficiency:**

- Health and Development on track, beginning at birth
- Supported and Supportive Families and Communities
- High Quality Birth to Eight Learning Environments and Regular Attendance

Each goal area includes five measures of success, as well as influence measures that are most impactful in moving the measures of success.

The Data Action Team also identified critical Developmental Milestones for children on the way to third grade regarding proficiency and a set of Community Conditions measures that impact third grade reading proficiency Literacy Milestones

- Language skills on track 24, 36, & 48 months
- Developmentally ready at Kindergarten entry
- Meeting expected growth in reading
- Reading at grade-level by end of third grade

Ms. Ableidinger referenced charts to highlight what data is available in NC on each of the measures and what data is not.

Dr. Shue mentioned that the social emotional piece is being addressed by the Office of Early Learning. Vivian James is collecting data on the implementation of the CSEFEL model and can present at the August meeting if the Council is interested.

Mr. Campbell clarified that the measure of suspension mentioned is a calculation of the rates of suspension.

Ms. Perry-Manning also pointed out that these suspension rates are only from the public schools and do not account for suspensions and expulsions in child care centers.

#### **Dashboard:**

The final part of Ms. Ableidinger's presentation included a demonstration of the Interactive Dashboard currently in development.

Ms. Watkins asked about who are the intended users of this Dashboard. Ms. Ableidinger responded it could be used by both State agencies and local county agencies and others.

Dr. Brown asked when they expect that the Dashboard will be available. Ms. Ableidinger responded that the planned rollout was for this summer.

Ms. Gates asked about accounting for the eligible but not served children; specifically, how to show how many eligible children are not currently being served by the programs.

Ms. Gates asked about the data gaps; specifically, if the dashboard would highlight where the data gaps are currently and need to be developed.

Ms. Zimmerman expressed the importance of examining what is being done to address the gaps. She stated that the NC Early Childhood Foundation is currently partnering with Institute of Medicine to examine each of the measures that are lacking and what resources would be required to collect it; these efforts will be presented at a data advisory council.

#### **Update on Preschool to Kindergarten Transition Activities**

- **Kristi Snuggs, Deputy Director, Division of Child Development and Early Education, NC Department of Health and Human Services**
- **Dan Tetreault, K-3 Education Project Implementation Lead, Office of Early Learning, NC Department of Public Instruction**

**Legislative Requirements**--During the 2016 legislative session, Session Law 2016-94, Section 12B.5.(d) was passed. In the law the Division of Child Development and Early Education, in consultation with the Department of Public Instruction, were charged with developing unified vision of what our system of transitioning children from preschool into kindergarten should be.

- (1) Methods to standardize student transition information such that it is quantifiable.
- (2) Recommendations for sharing data contained in a student's transition plan between preschool teachers, and either kindergarten teachers or the schools that receive the incoming kindergarten students.
- (3) Recommendations for sharing data contained in a student's transition plan between preschool teachers, and the parents or guardians of the child who is transitioning to kindergarten.
- (4) Recommendations for preschool teacher training and continuing education to support their role in completing transition plans for preschool children.
- (5) Recommendations for baseline information that should be compiled in transition plans for students transitioning to kindergarten.
- (6) Procedures for the management of transition plan documents, including recommendations for the length of records retention, provisions for confidentiality, and proper disposal.
- (7) Any other components the department deems appropriate in the provision of information between preschools, students' families and kindergartens.

#### **Work to-date:**

**Recruited Pilot Counties:** The current communities that have agreed to participate in some of these activities are Davidson County, Iredell County, and Craven County.

**Stakeholder Input:** Information was collected from stakeholders about transition practices in different ways around the state.

**Child Development Information Form:** Critical early learning and development skills/progressions were cross walked to the construct progressions in the KEA, so that the information that preschool teachers send to kindergarten will help inform the KEA rating process. In addition to including learning progressions that align with the construct progression in the KEA, key social and emotional skill progressions were included. This form has been recreated as a survey within

Qualtrics to support the process of recording the information. Once entered, the teacher will then be able to print out a copy to share with the family.

**Communication, virtual training, and onsite support for PreK teachers:** Development of All About Me and Getting to Know Your Family forms for families to share information about their children with Kindergarten teachers Staff in schools that deliberately create a culture that promotes **relationships** among families.

**Next Steps:**

- Communication, virtual training, and onsite support for Kindergarten teachers
- Receive feedback from pilot participants
- Seek additional input from PreK and K teachers and families
- Make revisions to the Child Development Information Form and conduct a second pilot
- Finalize a draft planning template and get feedback from local NC Pre-K committees
- Pilot the transition planning template in the fall 2018

**Pre-K Transition Plan Scale-up Timeline**

2018-2019-NC Pre-K classrooms in 10 Counties

2019-2020- NC Pre-K classrooms in 30 Counties

2022-2023-All NC Pre-K and Subsidy classrooms in 100 counties

2025-All 4-year-old classrooms in 100 counties

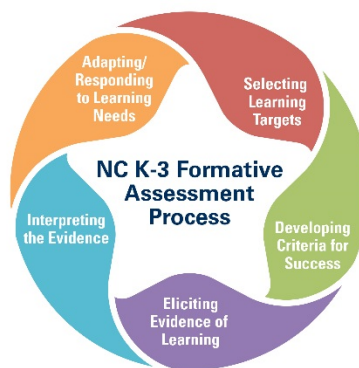
**NC K-3 Formative Assessment Process-Family Engagement Platform**

K-3 teachers will have the ability to:

- Add Family Members to the platform
- Manage Family Members' accounts
- Share Evidences of Learning
- Share Development and Learning Reports
- Share Family Conference Forms

Family members will be able to:

- Access and view information shared by the teacher
- Share their own observations with their child's teacher



**Key Considerations for Scaling Transition Activities**

- Development of electronic data system
- Process for matching Pre-K children’s data to appropriate Kindergarten teachers
- Change in Legislation

Ms. Zimmerman stated that ESSA does not currently require the development of a transition plan; she inquired what is currently required by State of school districts so that all children can benefit.

Ms. Susan Perry-Manning discussed complicating factors to scale transition plans across the state, including the need for teacher training and an appropriate data and technology platform, along with potential rule or legislative changes if transition plans were to become a requirement across public and private early childhood settings.. Ms. Perry-Manning also commented on the need to think about transitions across K-3 as well as between Pre-K and Kindergarten,

Mr. Tetreault mentioned the importance of establishing measures.

Ms. Gates mentioned how to help the eligible but not served children in the transition process.  
Ms. Zimmerman stated that the templates for family engagement is an important next step.

### **BREAK: 3:25pm-3:37pm**

### **B-3 Council Vision, Goals and Desired Accomplishments**

- **Pam Shue and Susan Perry-Manning; Group Discussion**

Ms. Perry-Manning referenced the handout that highlighted the charge of the Council—to establish a vision and accountability for a birth to third grade system of early education.

Ms. Perry-Manning highlighted the two options for Vision Statements and asked the Council to read these and underline words that stand out.

**Option 1:** *“The council’s vision for a birth to third grade system of early education for North Carolina’s children and families are supported by a seamless and aligned birth-through-eight early care and learning system that engages families; maximizes program, funding and administrative efficiencies; and is based on clear accountability and research-based, data driven outcomes.”*

**Option 2:** *“A seamless continuum of high-quality birth to third grade education for all children and their families that is easy to navigate and access, supports young children’s optimal learning and development, and values families as their children’s first and best teachers.”*

Ms. Gates stated that Option 2 is great but lacking mention of data driven outcomes and funding.

Ms. Zimmerman liked the wording of “seamless continuum” and “for all children and families” in option 2.

Ms. Freeman agreed with Ms. Zimmerman about the wording of Option 2.

Dr. Brown mentioned the absence of teacher preparation in both options.

Ms. Gates and Ms. Zimmerman stated it is important to separate the vision statement from the list of strategies it would take to achieve the vision.

Dr. White agreed that she liked the wording of option 2, but suggested adding the language “through high-quality programs”.

The consensus was option 2 with adding language about the data driven outcomes.

Mr. Campbell suggested using the language from option #1 about engaging families.

#### Council Goals:

Ms. Perry-Manning referenced the two options of the Council Goals.

**Option 1:** Adopt Pathways to Grade-Level Reading (named in the Council legislation) relevant measures to track:

- Increase the percent of young children with language skills on track at 24, 36, and 48 months
- Increase the percent of children developmentally on track at kindergarten entry
- Increase the percent of children meeting expected growth in reading K-3
- Increase the percent of children reading at grade level by end of third grade
- Increase the percent of children with disabilities achieving expressive and receptive communication goals commensurate with their developmental ages

**Option 2:** Establish new measures considering what outcomes NC’s birth to third grade early education system should be held accountable for achieving and how these outcomes align with other state planning efforts

Dr. Brown stated that the Pathways measures are valid, but they are essentially focused on literacy; subsequently, these are great measures but could be added to.

Ms. Gates stated that there are two systems in place—the data system and the accountability system.

Ms. Perry-Manning stated that the ultimate question is what does a successful system look like; what would the outcomes for children look like?

Ms. Perry-Manning asked whether the Council agrees that there is general consensus that the Pathway measures are appropriate umbrella goals that other more specific goals will under.

Ms. Perry-Manning stated that the next step involves the committees convening and developing specific policy recommendations.

Dr. Shue referenced the legislation and asked the Council to consider what parts of the Council’s charge they want to address now and what parts later. Specifically, she wanted to address “implementing a statewide longitudinal evaluation of the educational progress of children from prekindergarten programs through grade 12”.

Ms. Gates stated that a 0-8 data system will be looked at in conjunction with already existing data systems and this falls under the rubric of data and accountability systems.

Ms. Perry-Manning stated part of the charge of the data and accountability committee will be to integrate with existing systems.

### **Reflections, Next Steps and Close**

- **Susan Perry-Manning and Pam Shue; Group Discussion**

Ms. Perry-Manning asked that the Council sign up for the committees in which they would like to participate and list anyone else they would recommend for each committee.

Ms. Perry-Manning and Dr. Shue will develop charges for each committee.

The first meeting of each committee will be attended by a lead from both DPI and DHHS attend each meeting. It is expected that the committees will have recommendations to present back to the full Council.

### **Committees:**

- Data Driven Improvement and Outcomes
- Teacher and Administrator Preparation and Effectiveness
- Transition and Continuity

**A sign-up sheet was sent around the room.**

**Dr. Shue reminded the Council members that Travel reimbursements must be turned in to Mary Hutchings by May 16<sup>th</sup>.**

**Meeting adjourned 4:25pm**