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**Presentation to the
Birth-3rd Grade Interagency Council**
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Smart investments in children's early years produce the best outcomes in education, health and economic well-being for North Carolina. Together, we can ensure that our future leaders have the skills required to tackle the challenges of tomorrow.


39%

of North Carolina 4th graders in 2016
scored **at or above proficient in reading**
as measured by NAEP





End of third grade
reading predicts
academic achievement
and career success.



Brains are Built, Not Born

**Dr. Jack Shonkoff
Harvard Center for the Developing Child**

It's Achievable

- 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



Public Early Learning in NC

Birth – 2 years	3 years	4 & 5 years	5 – 8 years
<p align="center">Child Care Subsidy (serves children through age 12)</p>			
<p align="center">Early Head Start</p>	<p align="center">Head Start</p>		
<p align="center">Smart Start</p>			
<p align="center">NC Infant & Toddler Program</p>	<p align="center">Preschool Exceptional Children</p>		<p align="center">Exceptional Children</p>
		<p align="center">NC PreK</p>	
			<p align="center">K-12 System</p>

Program	What	# Served	# Eligible
Smart Start	NC's statewide infrastructure for birth through five child development	N/A	N/A
Child Care Subsidy	Affordable child care for working families	70,201 (current)	50,742 waiting list ~ 305,000 eligible
Early Head Start	Comprehensive child development and family support services to low-income infants and toddlers and their families, and to pregnant women	4,214	~80,100
Head Start	Preschool for 3- and 4 -year-olds	17,845	~63,300
NC Infant & Toddler program	Promotes development of birth - 3 with special needs	20,353 (2016/17)	N/A
Preschool Exceptional Children	Promotes the development of preschool-age children with special needs	16,107	N/A
Exceptional Children	Ensure that students with disabilities develop in the least restrictive environment	187,935	N/A
NC Pre-K	Prekindergarten for at-risk 4-year-olds	28,365 (2017)	4,690 waiting list ~63,900 eligible
K – 3rd Grade	Public education	1,072,959 (2015/16) K-8 incl. charter	N/A

Who Oversees Public Early Learning?

Department of Health and Human Services	Department of Public Instruction	Federal Government
Child Care Subsidy	K-12 System	Early Head Start**
Smart Start*	Preschool Exceptional Children	Head Start**
NC PreK	Exceptional Children	
NC Infant and Toddler Program		

*While funds flow through the Department of Health and Human Services, Smart Start is administered by The North Carolina Partnership for Children.

**Funds flow from the Federal government directly to local grantees.

Who Oversees Public Early Learning?

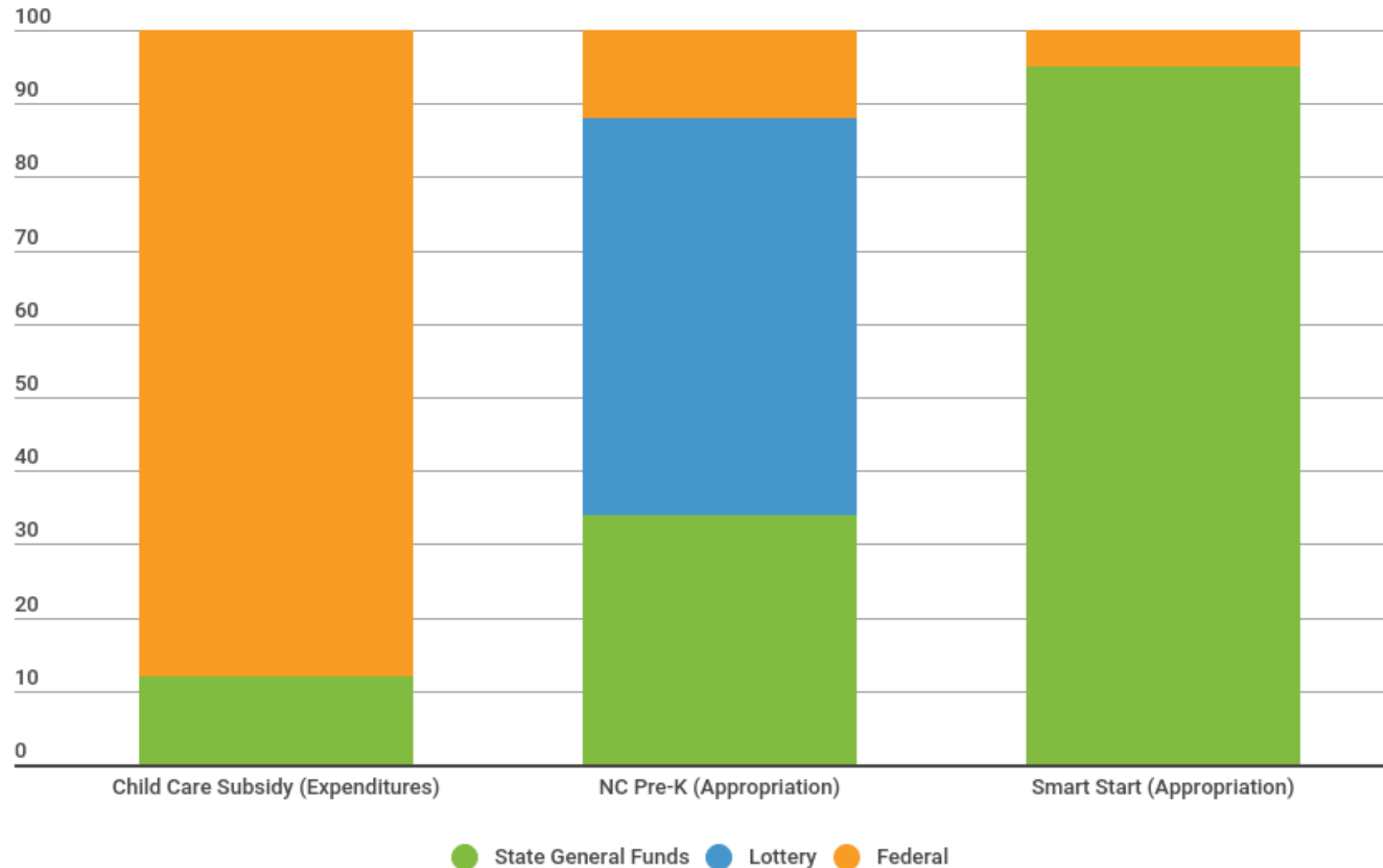
Both Departments have additional programs that support children's early learning. For example:

- 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.

Public Early Learning Funding

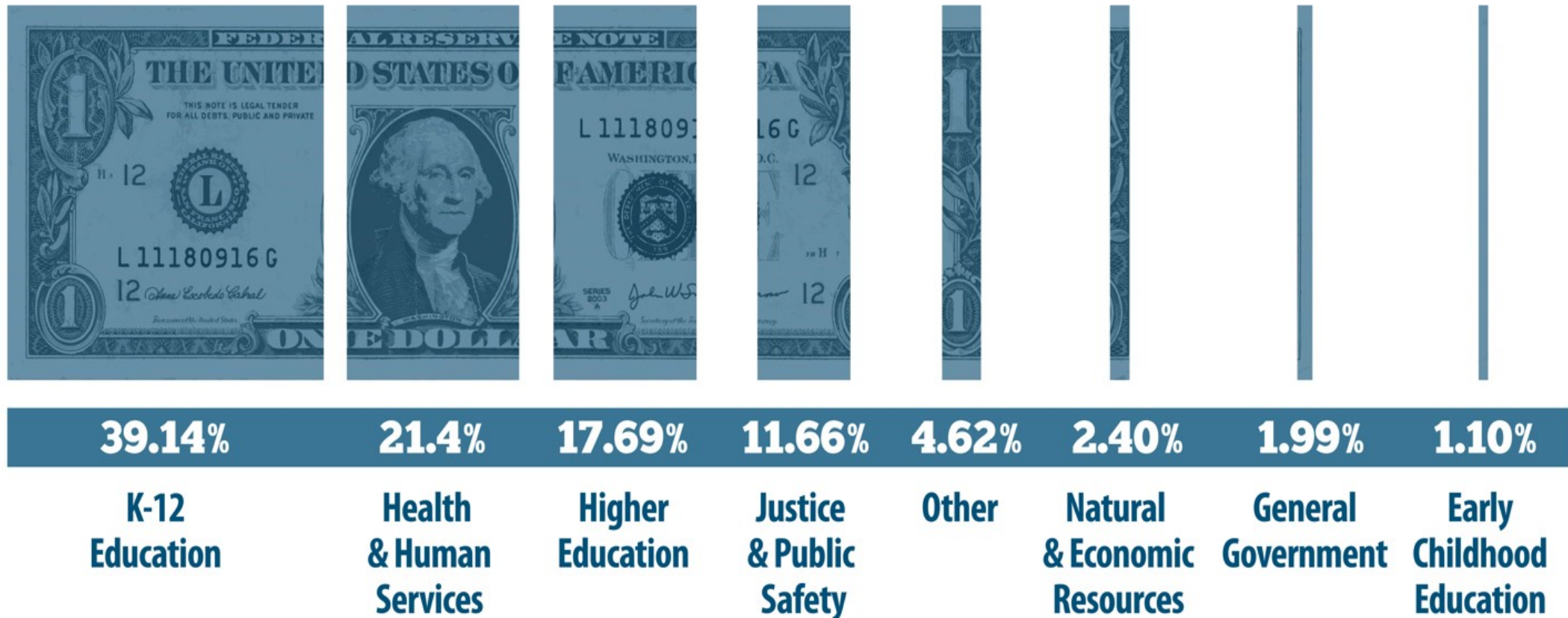
In North Carolina – and in most states – the federal government is a significant source of birth-through-five funding

Graph shows funding for FY 2016-17.



Public Early Learning Funding

State funding for birth-through-five and K-12 education make up the smallest and largest proportions of the budget respectively.



Program	State General Funds	State Lottery Funds	Federal Funds
Smart Start	✓		✓ (TANF)
Child Care Subsidy	✓		✓ (Child Care and Development Block Grant)
Early Head Start			✓
Head Start			✓
NC Infant & Toddler program	✓		✓ (IDEA Part C)
Preschool Exceptional Children	✓		✓ (IDEA Part B Section 619)
Exceptional Children	✓		✓ (IDEA Part B Section 611)
NC Pre-K	✓	✓	✓ (TANF)
K – 3rd Grade	✓	✓	✓ (ESEA)



Creating a Connected System

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).

	Birth-to-Five Lead Teacher	NC Pre-K and K-3 Teacher
Minimum Requirement	NC Early Childhood Credential (5 community college credits)	Bachelor's Degree
Licensure	No	Yes



Data – What Gets Measured Gets Done



NC Pathways to Grade-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.

Cross-Sector Experts

- Gary Ander, NC Infant Mental Health Association
- Laila Bell, NC Child
- Jessica Murrell Berryman, Parent Representative
- Anna Carter, Child Care Services Association
- KC Elander, Department of Public Instruction
- Kelly Evans, Duke Center for Child and Family Policy
- Paula Henderson, SAS
- Brisa Hernandez, Carolinas HealthCare System
- Jennifer Johnson, NC Division of Child Development and Early Education
- Sandy Johnson, Early Learning Teacher
- Mary Jones, Principal, Bailey Elementary, Nash-Rocky Mount Schools
- Jennifer Mattie, Parent Representative
- Kelly Maxwell, Child Trends
- Priscilla Jacobs Maynor, Ph.D., imaginED
- Mark McDaniel, UNC Center for Community Capital
- Karen Mills, Johnston County Partnership for Children
- Tazra Mitchell, Budget and Tax Center, NC Justice Center
- Nicole Gardner-Neblett, Ph.D., FPG Child Development Institute, UNC Chapel Hill
- Amy Hawn Nelson, Ph.D., UNC Charlotte Urban Institute
- Kristin O'Connor, NC Division of Social Services
- Chris Payne, Ph.D., Center for Youth, Family, and Community Partnerships, UNC Greensboro
- Ellen Peisner-Feinberg, Ph.D., FPG Child Development Institute, UNC Chapel Hill
- Olivia Rice, RTI International
- Katie Rosanbalm, Ph.D., Duke Center for Child and Family Policy
- Meghan Shanahan, Ph.D., UNC Gillings School of Global Public Health
- Terry Stoops, Ph.D., John Locke Foundation
- Kim McCombs-Thornton, Ph.D., North Carolina Partnership for Children
- Kathleen Jones Vessey, NC State Center for Health Statistics
- Marvel Andrea Welch, Ph.D. Candidate in Public Health at Walden University
- Meghan Shanahan, Ph.D., UNC Gillings School of Global Public Health
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How do we know children are on a pathway to grade-level reading?

95%

of stakeholder respondents said they "felt confident that if the state made progress on these measures, we would improve third grade reading outcomes."

Now in Phase III

I

What are our shared measures?

January–April 2016: The Data Action Team developed the Measures of Success framework.

II

Where should we act first?

August–December 2016: The Health, Education and Families Teams reviewed data for inequities, need and connections, recommending indicators to act on first.

III

What should we do?

June 2017- Summer 2018: Three Design Teams will craft policy, practice, program and capacity-building agendas on the prioritized measures of success.

Pathways Literacy Milestones

Language Skills
on Track at 24, 36
and 48 Months



Developmentally
Ready at
Kindergarten Entry



Meeting
Expected Growth
in Reading (K-3)



Reading at
Grade-Level by the
End of Third Grade

All children with disabilities achieve expressive and receptive communication skills commensurate with their developmental ages.

Vision

At the center of the Framework is the Pathways Vision.



**TO ACHIEVE
LITERACY
MILESTONES &
GRADE-LEVEL
READING**
all North Carolina
children need

Goals

The vision is surrounded by what the research says children need to be on a pathway to grade-level reading.



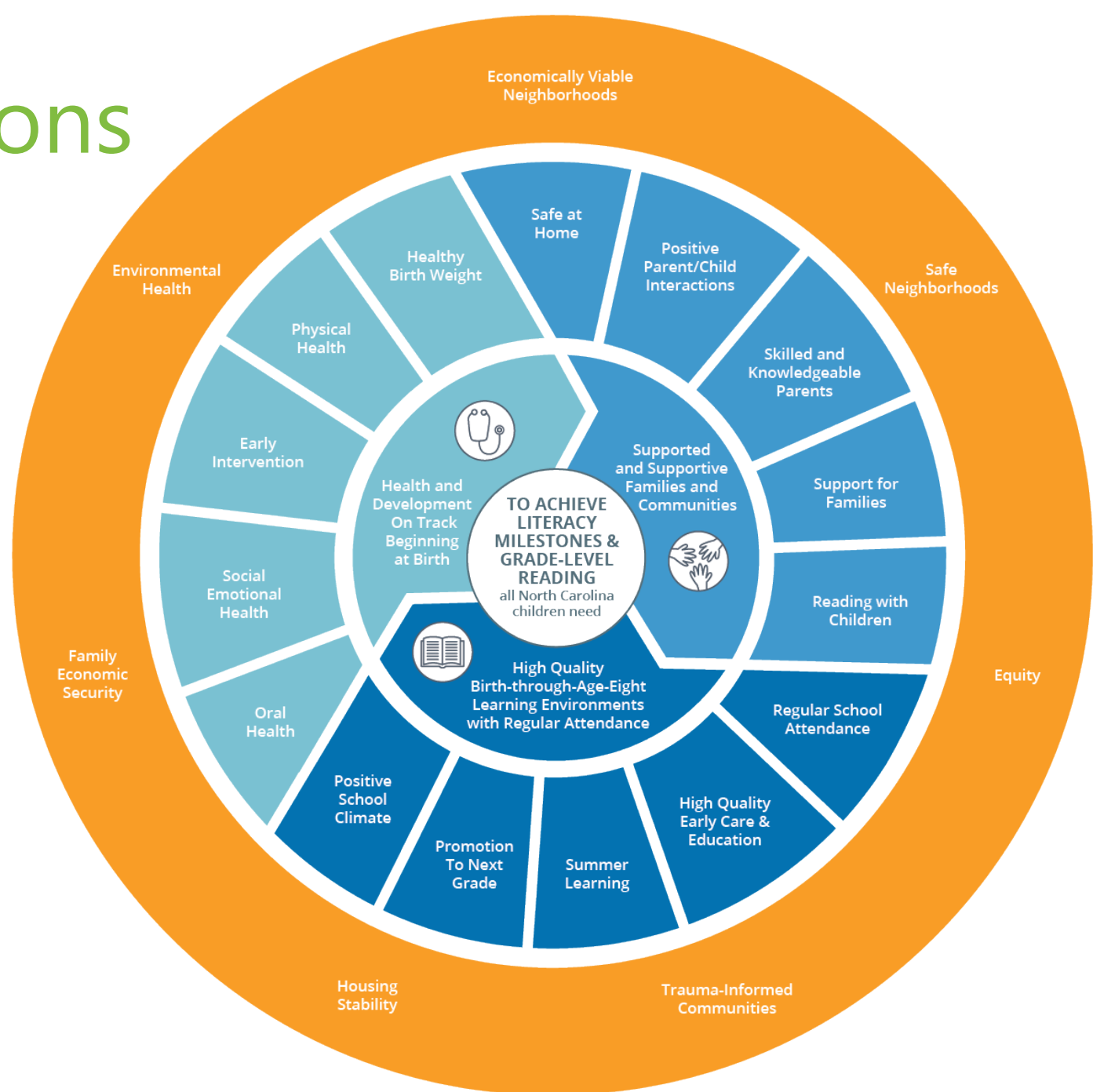
Measures of Success

These **researched-based** measures help to quantify progress toward a Goal and are tied to grade-level reading by the end of third grade.



Community Conditions

These conditions influence, and frequently drive, child outcomes—when these conditions are positive, as shown in the diagram, children are more likely to thrive; when these conditions are negative, children are more likely to struggle.



Influencers

These are measures that **move, or influence**, the Pathways Measures of Success and also have research connecting them to early literacy.

HIGH QUALITY LEARNING MEASURES OF SUCCESS				
HIGH QUALITY EARLY CARE & EDUCATION	SCHOOL CLIMATE	REGULAR SCHOOL ATTENDANCE	GRADE LEVEL PROMOTION	SUMMER LEARNING
THESE MEASURES ARE INFLUENCED BY				
SUSPENSION AND EXPULSION TEACHER AND ADMINISTRATOR EDUCATION TRAUMA-INFORMED EDUCATION SPECIAL EDUCATION TEACHER AND ADMINISTRATOR KNOWLEDGE OF CHILD DEVELOPMENT		DIVERSE SCHOOLS SUPPORTED TRANSITIONS SPECIALIZED TEACHER TRAINING CULTURAL COMPETENCE		
NATIVE LANGUAGE SUPPORT AFFORDABLE HIGH QUALITY CHILD CARE HIGH QUALITY PRE-KINDERGARTEN		SCHOOL STABILITY		
			QUALITY SUMMER LEARNING PROGRAMS	

Influencers

These are measures that **move, or influence**, the Pathways Measures of Success and also have research connecting them to early literacy.

FAMILIES & COMMUNITIES MEASURES OF SUCCESS				
SAFE AT HOME	POSITIVE PARENT/CHILD INTERACTIONS	READING WITH CHILDREN	SUPPORTS FOR FAMILIES	SKILLED AND KNOWLEDGEABLE PARENTS
THESE MEASURES OF SUCCESS ARE INFLUENCED BY				
MATERNAL EDUCATION PARENT EDUCATION SUPPORTS		PAID LEAVE TREATMENT ACCESS		
SUBSTANCE USE PARENTAL DEPRESSION PARENTAL ADVERSE CHILDHOOD EXPERIENCES			POVERTY SCREENING	
	FAMILY MEALS	BOOKS IN HOME		

Influencers

These are measures that **move, or influence**, the Pathways Measures of Success and also have research connecting them to early literacy.

HEALTH & DEVELOPMENT MEASURES OF SUCCESS				
HEALTHY BIRTH WEIGHT	PHYSICAL HEALTH	SOCIAL EMOTIONAL HEALTH	ORAL HEALTH	EARLY INTERVENTION
THESE MEASURES OF SUCCESS ARE INFLUENCED BY				
ADULT HEALTH INSURANCE PRENATAL CARE SMOKING/ SUBSTANCE USE TEEN PREGNANCY	WELL-CHILD VISITS PARENT HEALTH INSURANCE MEDICAL HOME		CHILD HEALTH INSURANCE ACCESS TO DOCTORS & DENTISTS	
	FOOD SECURITY BREASTFEEDING		DENTAL CARE	DEVELOPMENTAL SCREENINGS, REFERRALS & SERVICE
	IMMUNIZATION HEALTHY WEIGHT PHYSICAL ACTIVITY HEALTHY EATING	SOCIAL EMOTIONAL SCREENINGS, REFERRALS & SERVICES		

What Do We Know?

Measures of Success		State average	Trend (5 year)	National Comparison	Disaggregated by county or school district	Disaggregated by race/ethnicity	Disaggregated by income level	Disaggregated by age
High Quality Early Care and Education	Children birth-to-five attending licensed child care who are in high quality centers, homes (4- and 5-star)	✓	✓	✗	✓	✗	✗	✓
	Children birth-to-five receiving subsidy attending licensed child care who are in high-quality centers, homes (4- and 5-star)	✓	✓	✗	✓	✓	✓	✓
Promotion to Next Grade	Children promoted to next grade level (K-3)	✓	✗	✗	✓	✓	✗	✓
	Children promoted to next grade level (3 rd grade Read to Achieve retentions)	✓	✓	n/a	✓	✗	✗	n/a
Positive School Climate	Schools employing social-emotional strategies	✗ No available data						
Summer Learning	Children who maintain literacy gains over the summer	✗ No available data						
Regular School Attendance	Students in NC schools with K, 1st, 2nd, and/or 3rd grades, who are chronically absent	✓	✗	✓	✓	✓	✗	✗
	Average days attended for children enrolled in NC Pre-K	✓	✓	✗	✓	✓	✗	n/a

Influencer Measures		State average	Trend (5 year)	National Comparison	Disaggregated by county or school district	Disaggregated by race/ethnicity	Disaggregated by income level	Disaggregated by age
Suspension and Expulsion	Children suspended from programs and schools	✓	✓	✓	✓	✓	✗	✗
	Children expelled from programs and schools	✓	✓	✓	✓	✓	✗	✗
Teacher & Administrator Education	Early childhood teachers with post-secondary early childhood education, by degree	✓	✗	✗	✓	✗	✗	✗
	Early childhood administrators and principals with post-secondary early childhood education, by degree	✓	✗	✗	✓	✗	✗	✗
Teacher & Administrator Knowledge of Child Development	Early childhood teachers with early childhood/child development-specific knowledge and competencies*	✓	✓	✗	✗	✗	✗	✗
	Early childhood administrators and principals with early childhood/child development-specific knowledge and competencies*	✓	✓	✗	✗	✗	✗	✗
Diverse Schools	Children who attend schools that reflect the socioeconomic diversity of their school districts	✗	✗	✗	✓	✗	✓	✗
Supported Transitions	Children attending schools that systematically involve child care programs and families before school transition	✗ No available data						
Trauma-Informed Education	Teachers who receive professional development on children's mental health, including trauma	✗ No available data						

Specialized Teacher Training	Teachers working with special populations, including English language learners and children with disabilities, who receive specific training/coaching for these populations	 No available data						
Special Education	Children (K-3) receiving special education services**							
Native Language Support	Students with access to programs in native language	 No available data						
Affordable High Quality Child Care	Estimated eligible children under age 6 receiving child care subsidies							
	Families paying 10% or less of income on childcare							
High Quality Pre-Kindergarten	Estimated eligible four-year-olds attending NC PreK							
School Stability	Children who changed early care and education programs or schools within the past year							
Quality Summer Learning Programs	Availability of summer learning programs	 No available data						



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