Early Childhood Action Plan

*Presentation to B – 3 Interagency Council*

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Secretary, NC Department of Health and Human Services
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Our Vision for NC’s Children

All North Carolina children will get a healthy start and develop to their full potential in safe and nurturing families, schools and communities.
By 2025, all North Carolina young children from birth to age eight will be:

1) **Healthy:** Children are healthy at birth and thrive in environments that support their optimal health and well-being

2) **Safe and Nurtured:** Children grow confident, resilient and independent in safe, stable and nurturing families, schools and communities

3) **Learning and Ready to Succeed:** Children experience the conditions they need to build strong brain architecture and school readiness skills that support their success in school and life
Healthy

Children are healthy at birth and thrive in environments that support their optimal health and well-being.
Healthy | 2025 GOALS

INFANT MORTALITY
By 2025, decrease the statewide infant mortality rate from 7.2 to 5.9 deaths per 1,000 live births

HEALTHY BIRTH WEIGHT
By 2025, decrease the percentage of North Carolina infants born at a low birth weight from 9.2% to 8.2%

PREVENTIVE HEALTH SERVICES
By 2025, increase the annual percentage of North Carolina’s young children enrolled in Medicaid who receive regular well-child visits
  • For children ages 0 – 15 months, increase from 61.9% to 68.7%
  • For children ages 3 – 6 years, increase from 69.3% to 78.5%

FOOD INSECURITY
By 2025, decrease the percentage of children living across North Carolina in food insecure homes from 20.9% to 17.5%
Safe and Nurtured

Children grow confident, resilient and independent in safe, stable, and nurturing families, schools and communities.
Safe and Nurtured | 2025 GOALS

**CHILD ABUSE AND NEGLECT**
By 2025, decrease the rate of children in North Carolina who are victims of maltreatment

**TIME TO PERMANENCY FOR CHILDREN IN FOSTER CARE**
By 2025, decrease by 10% the number of days it takes for children in the foster care system to be either reunified with their family, placed under guardianship, another adult is given custody, or the child is placed into adoption

**SOCIAL EMOTIONAL WELL-BEING AND RESILIENCE**
By 2025, increase measures of social and emotional well-being and resilience of young children by ____%*

*In Data Development*
Learning and Ready to Succeed

Children experience the conditions they need to build strong brain architecture and school readiness skills that support their success in school and life.
Learning and Ready to Succeed | 2025 GOALS

EARLY DEVELOPMENT

KINDERGARTEN READINESS

3RD GRADE READING PROFICIENCY
By 2025, increase the percentage of children across North Carolina who demonstrate on track developmental skills.*

- Children who demonstrate on-track language skills at 24, 36, and 48 months*
- Children with a developmental delay, who are referred to and receive services*
- Parents who regularly read with their children
- Number of books in a family home
- Children screened for developmental delay at well-child visits

*In Data Development
By 2025, increase the percentage of children across North Carolina who enter kindergarten developmentally on track, according to the Kindergarten Entry Assessment.*

**Children under age 6 who are in licensed, high quality centers and homes**

**Early childhood teachers with post-secondary early childhood education**

**Early childhood administrators and principals with post-secondary early childhood education**

**Eligible children under age 6 receiving child care subsidy**

**Teachers working with priority populations who receive targeted training**

*In Data Development*
By 2025, increase the percentage of children achieving reading proficiency across the state from 58% to 64% according to NC DPI Performance Data on third grade reading EOGs, and from 39% to 43% according to the fourth grade National Assessment of Education Progress.

Reading proficiency for priority populations: Black or African-American (non-Hispanic), American Indian (non-Hispanic), Hispanic

1st grade students reading at or above grade level by the end of the year

Kindergarten students reading or exhibiting pre-literacy behaviors at or above grade level

2nd grade students reading at or above grade level by the end of the year
Moving Forward

Identifying Strategies

Content-based work groups to identify and prioritize strategies

Tracking Progress

Development of an online Data Dashboard for annual metrics
Seeking Your Input

• Weigh in?
• What’s missing in goals and metrics?
• What strategies should we consider for Learning?