



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
Department of Public Instruction
301 N. Wilmington Street
Raleigh, NC 27601
March 13, 2018
9:00am-12:00pm**

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, Representative Craig Horn, Senator Michael Lee, Susan Perry-Manning, Dr. Sharon Ritchie, Dr. Pamela Shue, Cindy Watkins, Dr. Linda White, Tracy Zimmerman

Absent Members: Senator Chad Barefoot, Representative Josh Dobson, Susan L. Gates

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 9:07am and discussed the agenda.

Approval of minutes from January 31, 2018 meeting

- Dr. Brown asked for a correction to the language reflecting her goal for the Council from “early childhood professionals are recognized for the professionals that they are” to “the people working with all children have the professional preparation they need”
- Tracy Zimmerman asked that the spelling of her name be corrected.
- Two references to Dr. Gates were changed to Ms. Gates.

Representative Horn motioned to accept the minutes as corrected; Mr. Campbell seconded the motion.

Dr. Shue reiterated the charge of the Council.

Review Committee Charge and Summary of Major Themes from January 31, 2018 Meeting—Susan Perry-Manning

Ms. Perry-Manning reviewed a summary document of slides that highlighted the major themes from the January meeting.

Dr. Ritchie commented that on page 2, slide 2, bullet 1 the language of “decreased intellectual functioning” be changed to “decreased ability to optimize learning environment”

Prioritize Work Areas—Dr. Pam Shue and Susan Perry-Manning

After reminding the Council of the focus area, Dr Shue asked the Council members to prioritize the areas The top 3 ranked areas: data, teacher and admin prep and effectiveness, transition and continuity.

- 1) Standards and Assessments--7
- 2) Data driven improvements and outcomes--28
- 3) Teacher and administrator preparation and effectiveness--27
- 4) Instruction and environment--8
- 5) Transition and continuity--21
- 6) Family Engagement--6
- 7) Governance and funding—19

Ms. Perry-Manning stated that “governance” and “funding” should be separated out into two distinct categories.

Priority Work Areas Committee Structure, Membership and Charges

Ms. Perry-Manning began the discussion of the three highest priorities and asked the Council members to discuss what was behind their choices.

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

Data driven Improvement and Outcomes

- Ms. Zimmerman stated that the most important questions surrounding data driven improvement are 1) are we currently measuring the right things?; 2) what should we measure that we are not currently measuring?; 3) *how* do we measure what we want to measure?; and 4) how should the data be used to inform policy?
- Representative Horn raised the question of distinguishing between data driven improvements and outcomes and standards and assessments; he stated that everyone agrees that decisions should be made based on good data, and aren't standards and assessment part of that data?
- Dr. Watkins stated that the standards and assessments are usually referring to child assessments, while data driven improvements are referencing the broader system.
- Ms. Zimmerman expanded on Dr. Watkin's statement. She stated that population level data can be disaggregated into groups to inform policy, while child standards and assessment are measured at the child level. She gave the example of *Pathways* and the data that is needed to determine what will improve the 3rd grade reading scores, such as a high-quality learning environment and healthy birthweights. Birthweight is an example of data that can be disaggregated into groups. She stated that milestones have been identified and now data is needed to measure those milestones.
- Dr. Ritchie stated that there are two sources of data at DPI on which to build; 1) the KEA formative assessment, which addresses the whole child and looks at progressions; and 2) an in-depth analysis done several years ago on the existing measures.
- Mr. Campbell stated that from a child care provider perspective, he prioritizes the standards and assessments in terms of a long overdue review of the standards of the rated license and the tools we use; the system is 20 years old and needs to be evaluated.
- Dr. Brown stated that the data collection is fragmented; there is no consistency and no collaboration or even knowledge of all data and how collective data could be used.
- Dr. Shue stated that we need to know all the pieces to the puzzle to figure out how they fit together.

- Ms. Freeman stated that she takes the same perspective as Mr. Campbell regarding standards and assessment, also seeing the necessity of focusing on the standards at the classroom level.
- Ms. Zimmerman stated that the data piece is what drives the other pieces. She also noted that the types of data collected for 0-5 children is very different from what is collected K-3.
- Dr. White stated that we have *NC Pathways* and grade level reading measures; the Council has the opportunity to determine what data needs to be gathered between *NC Pathways* and grade level reading.
- Dr. Ritchie stated that the Council has an opportunity examine the alignment of current data gathering practices and effective teaching practices.
- Dr. Watkins stated her perspective is that the priorities should be focused where there is less being done, i.e., family engagement and involvement because family engagement and involvement is key. She acknowledged it is difficult to pick priorities because they are interrelated.
- Ms. Perry-Manning highlighted that an overarching responsibility in the legislation is data-driven improvements in terms of focus and outcomes.
- Dr. Shue stated that the data needs to be examined to determine if all the data is what we need; there tend to be a lot of outputs that are not outcomes and not moving the needle. We need programs that provide outcomes that demonstrate a positive impact.
- Ms. Zimmerman asked the question whether we are looking to fill in gaps in the data or build on existing systems?

Teacher and Administrator effectiveness

- Dr. Ritchie asked the question of what existing data helps evaluate teacher and administrator effectiveness and drive.
- Dr. White stated that there are several initiatives in place to evaluate teachers and administrators-- evaluations, EVAAS (Education Value-Added Assessment System), and growth rates, which are all connected back to teachers, administrators, and schools. She also stated that teachers want to do the right thing; they just need to know what information needs to be communicated.
- Dr. Ritchie stated that the current evaluation data is problematic and other measures need to be considered to measure teacher and administrator practices and the experiences of children in the classroom; there need to be different levels of assessment.
- Ms. Zimmerman stated that the measures of “effectiveness” are vastly different for 0-5 and K-3 teachers.
- Ms. Perry-Manning discussed two levels of outcome data 1) the absolute outcomes for children, i.e., 3rd grade assessments and the growth of children in how they improve; and 2) how teacher’s behavior is affecting children’s outcomes.
- Ms. Zimmerman stated that the focus needs to be on the teacher preparation piece.
- Senator Lee stated that one can fall into a trap by looking at pieces before looking at the vision. He used the analogy that if he were constructing a “vision of transportation”, he wouldn’t focus on wheels and engines.
- Representative Horn stated that, as a legislator, he focuses on funding and accountability and he looks to the experts to advise how to best accomplish the vision and determine how to assess effectiveness.
- Senator Lee called for an integrated support system for the 0-5 and K-3 systems.
- Dr. Brown reiterated that the two systems need to work together; they currently do not, and, in fact, they almost compete against each other. Teachers matter in the lives of children and the data needs to reflect this.
- Ms. Perry-Manning stated that within any of these priorities, the questions may be asked of What does success look like and how do we know it has been successful.

Break 10:08am-10:24am

Ms. Perry-Manning resumed the discussion by stating that there appears to be a tension between focusing on the bigger vision and focusing on the deeper work. She suggested that the Council members split into two smaller groups to discuss and then come back and report to the larger group. One group will focus on the parent perspective and the vision of support needed for a child from birth-Kindergarten, as the child moves into initial institutional settings to pre-k to Kindergarten setting. The second group will focus on the teacher/administrator perspective and what continuity and transition looks like for them for 0-5 and K-3.

10:25:am-10:50am—group discussions

Group 1: Parent perspective—vision of support for children 0-5—reported by Ms. Freeman

- Ms. Freeman stated that the group agreed on a vision that parents, through a medical provider, need to be provided a parenting tool kit that provides the information on all services available in their respective communities.
- They proposed the concept of a “parenting navigator” for each family in a community that will be a centralized source of information as to how to access services.
- In addition, support needs to be provided to the at-home caregiver.
- Ultimately, developmentally appropriate practices need to unite best of both systems for seamless transitions
- Dr. Shue asked about consistency across the state, and Ms. Freeman responded that the same toolkits will exist across communities in the state.

Group 2: Teacher/administrator perspective—continuity and transition—reported by Ms. Zimmerman

- Ms. Zimmerman reported that the group concluded that we need to get rid of the 0-5 and K-3 distinction and develop a coordinated birth-8 early learning system.
- Furthermore, teachers and administrators will be fully informed about the early learning system and deliver a common set of core curriculum.
- Other comments included that the teacher license will belong to the teacher and the setting would not determine the level of knowledge.

Next Steps—Susan Perry-Manning

- Ms. Perry-Manning asked the Council members, as they are thinking about the vision, what else they would like to know. What additional information can be brought to them that would help them make decisions about the vision, strategies and outcomes.
- Ms. Freeman stated that she would like a presentation of the funding streams for early childhood initiatives and the bottom line dollar amount that is spent in early childhood education.
- Dr. White elaborated and asked for a description of the roles of the groups that work in early childhood education to form a holistic picture (e.g., the different roles of Smart Start, Head Start).
- Senator Lee stated that instead of framing this as a “new system”, he would argue for making the current system more efficient. Resources already exist, but they are all over the place; they need to be identified and centralized.
- Dr. Ritchie stated that to help inform the discussion, she would like to present data on the experiences of children in pre-k from year to year.
- Ms. Zimmerman asked for examples of successful models of a parent navigator, so they do not reinvent the wheel. Ms. Freeman gave the example of the 211 program.
- Representative Horn posed the question of “how do we know a child is ready for 4th grade?” He asked what the expectations are for 4th grade teachers of where those children should be; this is part of the accountability question.
- Ms. Zimmerman referenced the *NC Standard Course of Study*, and Representative Horn asked whether these standards are aligned all the way down to age 0.

- It was proposed to present more about the *NC Standard Course of Study* requirements and how they map backwards; however, Ms. Zimmerman expressed caution about getting too caught up in specific standards and losing sight of the larger vision.
- Dr. White stated that social emotional/ behavioral measures do not continue after 3rd grade; child measurement becomes purely academic.
- Ms. Watkins asked to know the number of children in a pre-k program or high-quality early childhood program before they enter Kindergarten because most children are probably not receiving the benefits of these programs. Ms. Zimmerman stated that she would present the *Pathways* data.
- Dr. Shue stated that she would present an update on the pre-k to Kindergarten transition work.

Reflections and Close--Susan Perry-Manning, Dr. Pam Shue

- Dr. Shue and Ms. Perry-Manning will draft a vision statement of what the Council is trying to achieve for their review at the next meeting.
- Dr. Shue and Ms. Perry-Manning will draft the April legislative report and share with the Council.
- The next meeting will be in May and a Doodle poll will be sent soon to schedule the date.

Meeting adjourned 11:07am