



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
NC Department of Transportation, Board Room 150
1 S. Wilmington Street
Raleigh, NC 27603
December 3, 2018
9:00am-11:00am

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, Representative Josh Dobson, Elisha W. Freeman, Susan L. Gates, Representative Craig Horn, Susan Perry-Manning, Dr. Pamela Shue, Dr. Linda White, Tracy Zimmerman

Absent Members: Senator Chad Barefoot, Senator Michael Lee, Dr. Sharon Ritchie, Cindy Watkins,

Welcome, Approve Meeting Minutes, Review Council Charge, Review Agenda

- **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. Pam Shue convened the meeting at 9:09am and welcomed the group.

Deputy Secretary Susan Perry-Manning also welcomed the group and discussed the agenda.

Approval of minutes from August 13, 2018 meeting

Representative Craig Horn motioned to approve the minutes from the August 13th meeting; Ms. Susan Gates seconded the Motion; the Motion was approved unanimously.

Updates to the NC Early Childhood Action Plan Draft: Learning & Ready to Succeed Section

- **Rebecca Planchard, Senior Early Childhood Policy Advisor, NC DHHS**

NC Early Childhood Action Plan: All North Carolina children will get a healthy start and develop to their full potential in safe and nurturing families, schools and communities.

Early Childhood Action Plan Framework:

Tracking Progress: Annual dashboard on progress toward targets and metrics

Actions and Strategies: Specific and measurable intervention efforts

Metrics: Annual measures that indicate progress toward target and commitment

Targets: Specific and measurable, child-level outcomes by 2025

Commitments: North Carolina's broad aspirational goals to work toward by 2025

Goals: Areas where focused measurement and effort is needed to change outcomes

Vision: What North Carolina wants to be true for young children ages birth to eight

Guiding Principles: Our fundamental beliefs to be used throughout the development and implementation of the Early Childhood Action Plan

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
 1. Healthy Babies
 2. Access to Prevent Health Services
 3. Food Security

- 2) **Safe and Nurtured:** Children grow confident, resilient and independent in safe, stable, and nurturing families, schools and communities
 4. Safe and Secure Housing
 5. Safe and Nurturing Relationships
 6. Family Stability for Children in Foster Care
 7. Social Emotional Well-Being and Resilience

- 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
 8. Access to High Quality Early Learning Programs
North Carolina will work to ensure that all families have the opportunity to enroll their young children in high quality, affordable early care and learning programs.
Part 1) By 2025, increase the percentage of income-eligible children enrolling in high quality early care across North Carolina by 10%, according to data provided by the Division for Child Development and Early Education (DCDEE) and Head Start.
Part 2) By 2025, decrease the percent of family income spent on childcare to 7%, according to data provided by ChildCare Aware America
Percent of early childhood teachers with post-secondary early childhood education
 9. Early Development
North Carolina is committed to ensuring that all children meet developmental milestones so that they can succeed in school and beyond and that children and families have the tools they need to support early development.
By 2025, increase the percentage of children across North Carolina who enter kindergarten developmentally on-track.*
Percent of children enrolled in Medicaid receiving general developmental screening in first 3 years of life
Percent of children who receive appropriate and timely early intervention and early childhood special education services to address developmental risks and delays
 10. Reading Proficiency
North Carolina will work to increase reading proficiency in the early grade levels for all children, with an explicit focus on African American, American Indian, and Hispanic children who face the greatest systemic barriers to reading success.
Part 1) Increase reading proficiency from 45.8% to 61.8% for 3rd – 8th grade students on statewide end of grade tests (EOGs), consistent with the state’s Every Student Succeeds Act (ESSA) Plan 2025 reading proficiency benchmark
Part 2) Increase reading proficiency from 39% to 43% according to the fourth grade National Assessment of Educational Progress (NAEP)
3rd grade reading End of Grade (EOG) exams proficiency rates
4th grade reading National Assessment of Educational Progress (NAEP) scores for priority populations
Percent of students reading or exhibiting pre-literacy behaviors at or above grade level by the end of the year according to mCLASS ®: Reading 3D™
Percent of students who are chronically absent
Percent of families living at or below 200% of the federal poverty level

Feedback on the Draft Plan Guiding Questions:

1. Are these the right goals to focus on?
2. What would you change about the commitments, targets, or metrics?
3. What would it take from DPI and DHHS to move the needle on these goals?

Group Discussion:

Deputy Secretary Perry-Manning reminded the Council that Dr. Mandy Cohen presented on this Action Plan at the last meeting and that every metric discussed has longitudinal data that can be shared.

Dr. Nancy Brown asked if health included dental care. Ms. Planchard stated that dental health is included as a part of health.

Dr. Shue stated that DPI is pulling together the data from multiple places and high-level analyses reveal that skill sets missing in third grade EOG scores are skills that should be taught in early childhood. These findings can be used to form recommendations for what needs to be done in earlier years.

Ms. Tracy Zimmerman asked about validity and reliability of KEA data; do we know if teacher ratings are consistent? Dr. Shue indicated that analyses to establish reliability and validity have not been established.

Dr. Linda White echoed that it remains to be seen the validity of these assessments.

Representative Horn asked what structural changes need to be made so that data is gathered in one place. He stated that his understanding is that the B-3 Interagency Council was supposed to bring experts in field together to recommend a more comprehensive approach. Secondly, he expressed that in addition to using the data to inform providers, it needs to be used to inform parents.

Ms. Zimmerman expressed gratitude for the work that has gone into the Action Plan. She stated that, because it is so aligned with Pathways, North Carolina has an opportunity to lead as a State. She also expressed that it is important to distinguish between the need for strategic data at the state level to inform policy from individual-level data to inform instruction.

Submit Feedback by Dec. 21st to ECAP@dhhs.nc.gov

Policy Recommendations from Work Groups and Discussion

Transitions and Continuity—Elisha Freeman

Tracy Zimmerman (council member), Elisha Freeman (council member), Rep. Josh Dobson (council member), Kristi Snuggs, Karen McKnight, Dan Tetreault

Vision Statement

In North Carolina, all young children birth through age 8 and their families are engaged and supported as they transition between home, early care and education programs, and schools. This is accomplished when early care and education programs and schools are ready to support all children effectively and engage with families within the context of the community to plan transitions that meet the diverse needs of all children and families. Collaborative transition planning results in a system that builds upon the strengths of families and provides continuity in care and education from year-to-year and across programs to positively impact growth and success.

Policy Recommendations

Recommendation 1

[G.S. 115C-105.41](#) addresses the identification of “students who are at risk for academic failure and who are not successfully progressing toward grade promotion and graduation, beginning in kindergarten” and directs local boards of education to “adopt policies that direct school improvement teams to develop plans to include successful transition between elementary and middle school years and between the middle school and high school years for students at risk, as defined by the State Board of Education.”

The work group recommends that this law be amended to include a requirement for LEAs to work with community Early Care and Education partners to develop a plan for transitioning all children into kindergarten. State Board of Education policy defining the Transition to Kindergarten Plan is addressed in Recommendation 2.

Recommendation 2

In order to create shared responsibility for cross-programmatic planning for transitioning all children into kindergarten, this recommendation has five parts:

1. Establish an MOU between state partners that:
 - a. identifies what role each partner will take in providing the implementation supports needed (ex. DPI, DHHS, NCPC, Head Start).
 - b. identifies a process and timelines for horizontal and vertical alignment of education, programmatic, and learning standards (including the North Carolina Foundations for Early Learning

- and Development and the K-12 standard course of study) between Early Intervention, Head Start, Title I Preschool, Preschool EC, NC Pre-K, child care subsidy, kindergarten, first grade, second grade, and third grade).
- c. establishes common terms and definitions.
2. Revise the State Every Student Succeeds Act (ESSA) Plan to include strategies to further support meaningful alignment and coordination between early care and education and K–12 such as:
 - a. Guidance for the development local agreements between LEAs, Head Start, and other early childhood providers addressing requirements in the Improving Head Start for School Readiness Act of 2007 and the Every Student Succeeds Act of 2015 along with best practices. Guidance should include procedures for data and records sharing; establishing channels of communication and coordination of services; engaging families in transition; joint professional development; and linking standards, curriculum and instruction and other educational services horizontally and vertically between early education programs and LEAs.
 - b. A requirement for Local Education Agency decision makers to coordinate with local Early Care and Education programs (NC Pre-K contract administrators, Head Start Grantees, local Smart Start partnerships, private childcare providers, etc.) families, and other community partners to develop a plan. The plan should include strategies and practices for successfully transitioning all children and their families into kindergarten and create a shared understanding between early childhood programs, schools, administrators and families of what children should experience between early childhood programs and schools and between kindergarten, first grade, second grade, and third grade.
 - c. LEA outreach into the community to identify children who are not being served in regulated care settings to engage their families in planned transition processes and activities.
 - d. The provision of ongoing joint professional development between Pre-K and Kindergarten educators including administrators.
 3. The development of a State Board of Education Policy under the “Kindergarten/Early Childhood (KNEC)” section that defines LEA requirements for transition planning for all children from Pre-K into kindergarten.
 4. Revise NC Pre-K policies related local transition planning for transitions from NC Pre-K programs in to kindergarten to require that NC Pre-K Contract Administrators coordinate with Local Education Agency decision makers, Head Start Grantees, local Smart Start partnerships, private childcare providers, families, and other community partners to develop a community plan for kindergarten transition as described above in 2b.
 5. Identify revisions to child care rules and/or QRIS to include language related to collaborative planning for transitioning children from four-year-old programs receiving childcare subsidy into kindergarten.

Recommendation 3

The B-3 Interagency Council submit a request for funding through a fiscal note for a data system to facilitate the sharing of child and family information between programs serving 4-year-olds and LEAs as well as funding for human resources to support statewide scale-up and implementation to all programs serving 4-year-olds and all elementary schools.

Group Discussion:

Ms. Gates asked if there is a model for transition that other states are doing. She also asked how the work group envisions addressing children who are not in formal pre-k setting?

Mr. Dan Tetreault stated that we are looking at best practices occurring within the state of NC; the pilot is helping to in forming a template.

Deputy Secretary Perry-Manning stated that no states are doing transition planning to scale, but we do see it at the local level.

Ms. Zimmerman stated that there are research-based best practices in transition, and there are pockets of excellence around the country looking at transitioning children who are not in formal setting.

Deputy Secretary Perry-Manning led the discussion determining to whom recommendations are going and whether the Council supports the recommendations.

Recommendation 1: This is a recommendation to the legislature.

Ms. Gates recommended including language around best practices.

Representative Horn stated that he and Representative Dobson can direct staff to work with a point person to develop language.

Recommendation 2:

Part 1: This is a recommendation to the four agencies, and, if they do not comply, a recommendation to the legislature to direct the agencies.

Ms. Freeman stated that MOUs exist between Head Start and LEAs, so the work group was envisioning building on the existing structure.

Mr. Tetreault stated that maybe B-3 Interagency might recommend to agencies to draft an MOU and bring it back to the Council.

Ms. Zimmerman stated that they should direct agencies before turning to the legislature.

Part 2: This is a recommendation to the State Board of Education with DPI leading.

Ms. Zimmerman asked Dr. Shue if other recommendations will be made, and Dr. Shue stated yes.

Part 3: This is a recommendation to the State Board of Education.

Part 4: This is a recommendation to DHHS.

Mr. Campbell pointed out that participation of schools not ensured. Ms. Zimmerman stated that Parts 2&3 are onus on the LEAs, while Part 4 is onus on DHHS. The Council agreed.

Deputy Secretary Perry-Manning stated that this would be asking LEAs and local programs to do something new, and Dr. Shue echoed that this puts level of burden on already struggling systems.

Ms. Gates stated that the cost of NC Pre-K 4% administration cap is example of Dr. Shue's point.

Ms. Gates stated that best practices help guide.

Ms. Zimmerman asked if an overarching recommendation could be to ask participating agencies to submit what it would take to implement level of support from state.

Dr. White stated that currently doing this in Chowan County with multiple agencies represented.

Dr. Brown recommended to reconstruct the language to sound less burdensome.

Part 5: This is a recommendation to the Child Care Commission for Rule change; however, Mr. Campbell raised the question of whether this could be a recommendation for policy like the recommendation or Pre-K. The Council was comfortable with this change.

Recommendation #3: The Council suggested this would become part of Recommendations 1&2.

Deputy Secretary Perry-Manning asked for motion to move forward with recommendations. Ms. Zimmerman motioned to approve the recommendations with changes discussed. Dr. Brown seconded. The Motion passed unanimously.

Data Driven Improvement and Outcomes—Susan Gates

Susan Gates (council member), Rebecca Planchard, Vivian James, Carla Garrett, Mandy Ableidinger, Whitney Tucker, Cindy Dewey, Kim McCombs-Thornton

Vision Statement

Educators, policy-makers and stakeholders will be able to make data-driven decisions for children and families through access to a coordinated, integrated data system including, but not limited, to early care, education and child development, focused on children from birth to age eight. They will understand and be able to track shared “whole child” accountability and outcome measures, such as indicators and goals set forth in the NC Pathways to Grade-Level Reading Measures of Success Framework and the NC Early Childhood Action Plan. An integrated data system that tracks and reports both individual child-level data and population-level data will allow stakeholders to determine policies, practices, programs and services that result in positive educational and developmental outcomes for young children. The birth through third grade data system will be aligned with other statewide data systems, facilitating data sharing and the ability to make data-informed decisions as children progress through the birth through 12 education system, and beyond.

Policy Recommendations:

Recommendation 1

Undertake an analysis and assessment of the 0-8 data landscape, (e.g., health, education, child welfare, etc.). This analysis will include, but not be limited to, data quality, data ownership, data governance, data access, data systems, and data gaps. This analysis should include an evaluation of strengths and limitations of each relevant data system.

Recommendation 2

Conduct a broad survey among teachers, administrators, policy-makers, governmental agencies, organizations and other stakeholders of the 0-8 data to which they would like to have access on a regular basis and what types of questions they would like to have answered.

Deputy Secretary Perry-Manning led the discussion determining to whom recommendations are going and whether the Council supports the recommendations.

Recommendation 1 &2: These are recommendations to the legislature.

A discussion ensued about the funding source for these recommendations.

Dr. Brown asked if the Council can approve the recommendations without knowing where the funding is coming from. It was decided that the Recommendation would need to be contingent on receiving the federal PDG grant with a Plan B request to the General Assembly to help fund the effort.

Ms. Zimmerman stated that the recommendations will include that it is for the purpose of gathering data to drive policy. Representative Dobson confirmed that there is consensus that PDG will be used to fund this recommendation. He also asked what agencies would be involved. Deputy Secretary Perry-Manning stated that she envisions DHHS would be the administrative home, who would then contract out to an external third-party consultant. Multiple agencies would be engaged in conversation and recommendations.

Dr. Brown Motioned to approve the recommendations. Dr. White seconded. The Motion passed unanimously.

Teacher and Administrator Preparation and Effectiveness—Tracy Zimmerman

Tracy Zimmerman (council member), Sharon Ritchie (council member), Kevin Campbell (council member), Elisha Freeman (council member), Nancy Brown (council member), Susan Gates (council member), Linda White (council member), Julie Kowal, Lorie Barnes

*Representatives from NCDHHS DCDEE did not participate in the survey process that was administered by the work group in order to finalize recommendations.

Vision Statement

North Carolina's children, especially those with the most roadblocks to opportunity, have well-trained, high-quality, diverse teachers and school leaders from birth through third grade who support all aspects of children's development, including literacy and language development, cognition, approaches to learning, physical well-being and social-emotional development

Policy Recommendations

Recommendation 1

Undertake a study of the licensure system to determine changes needed to align with the birth to 8 continuum, along with the research from P2P, Pathways, the NAM report on Transforming the Workforce and the work underway with the Professional Education Preparation and Standards Commission (PEPSC). This study could be completed by direction provided by the General Assembly.

Recommendation 2

Professional development related to early childhood education specific for elementary school principals be developed, and there be incentives provided for them to complete. North Carolina should look at a program such as in Washington State as a viable model

Recommendation 3

The Council submit to the Child Care Commission a recommendation that the requirements for Pre-K teacher assistants be amended to require all teacher assistants, regardless of setting, have a minimum of a CDA and be working towards an AAS in Early Childhood, and complete at least 15 hours of annual in-service professional development.

Recommendation 4

The Council recommend to the General Assembly that additional funds be allocated in order to increase the NC Pre-K reimbursement rates to reflect the cost for hiring high-quality educators, as defined in the NC Pre-K Program Requirements and Guidance.

Deputy Secretary Perry-Manning led the discussion determining to whom recommendations are going and whether the Council supports the recommendations.

Recommendation 1: This is a recommendation to the legislature to mandate a study in which the administrative agency would be DPI.

Mr. Campbell questioned whether DPI acting as the administrative agency would lead to potential bias toward a DPI model of licensure.

Deputy Secretary Perry-Manning stated that DPI would be administrative home to contract out external third-party consultant. Multiple agencies would be engaged in conversation and recommendations.

Ms. Zimmerman stated that all licensure falls under DPI right now. She added that this recommendation is about the study, not the recommendation of a licensure system.

Dr. Brown stated that recommendation will define what should be considered in the study process, which should protect against any bias.

Ms. Zimmerman proposed that it will be recommended that a Committee be determined to select the contractor.

Recommendation 2: This is a recommendation to DPI.

Dr. Brown recommended looking within the state for best practices being implemented.

Recommendation 3: This is a recommendation to the Child Care Commission.

Representative Dodson asked about consideration given to the burden on providers and teacher assistants currently in place to gain the proposed required level of training.

DCDEE Director Anna Carter stated that this only impacts public school TAs, which is a small number (123) because private site Teacher Assistants are already meeting this requirement. Scholarships are available to mitigate financial costs.

Recommendation 4: This is a recommendation to the legislature to fund; however, DHHS needs to make recommendations around the rate increases.

Ms. Zimmerman Motioned to approve the recommendations. Ms. Freeman seconded. The Motion passed unanimously.

Quarterly Report Review: May-August Report

Deputy Secretary Perry-Manning informed the Council that the report will be now be submitted to the Superintendent and Secretary.

Dr. Shue informed the Council that the report will be emailed to the Council for review.

Reflections, Next Steps, and Close

A doodle poll will be sent out to set dates for the 2019 meetings.

Meeting adjourned 11:00am