



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**  
**October 16, 2019**  
**10:00am-12:00pm**

**Council Members:** Senator Deanna Ballard, Dr. Nancy Brown, Kevin Campbell, Representative Josh Dobson, Elisha W. Freeman, Chloe Gossage, Susan L. Gates, Representative Craig Horn, Senator Rick Horner, Susan Perry, Dr. Sharon Ritchie, Heather Vuncannon, Cindy Watkins, Dr. Linda White

**Members in Attendance:** Senator Deanna Ballard (phone), Dr. Nancy Brown, Kevin Campbell, Elisha W. Freeman, Chloe Gossage, Susan L. Gates (phone), Representative Craig Horn, Susan Perry, Heather Vuncannon

**Absent Members:** Representative Josh Dobson, Senator Rick Horner, Dr. Sharon Ritchie, Cindy Watkins, Dr. Linda White

**Welcome, Approve Meeting Minutes, Review Agenda, and Introduce New Members**

- **Susan Perry-Deputy Secretary for Human Services, NC Department of Health and Human Services**
- **Chloe Gossage-Chief Strategy Officer, NC Department of Public Instruction**

Deputy Secretary Susan Perry convened the meeting at 10:07am and welcomed the group and discussed the agenda. Deputy Secretary Perry introduced Ms. Chloe Gossage and Ms. Jenni Wilkinson, Policy Advisor for Early Education. The council members introduced themselves.

**Approval of minutes from March 27, 2019 meeting**

Representative Craig Horn noted that he was listed as both attending and absent.

Representative Horne motioned to approve the minutes from the March 27, 2019 meeting with the correction; Dr. Nancy Brown seconded the Motion; the Motion was approved unanimously.

**Review Legislative Task of Council: Review Vision and Mission**

**Council Charge:** The B-3 Interagency Council will establish a vision and accountability for a birth through grade three system of early education

**Vision and Council Goals:**

North Carolina's children and families will experience a seamless continuum of high-quality birth to third grade education that is easy to navigate and access, supports young children's optimal learning and development, engages and values families as their children's first and best teachers, and is guided by research-based, data-driven outcomes.

**Current Council Goals:**

1. Develop recommendations to facilitate a system of ongoing collaboration and coordination between departments, divisions, and organizations, at both the state and local level to best serve 0-8 children and their families.
2. Develop recommendations to align 0-8 data measurement systems and ensure ongoing performance accountability.

3. Develop recommendations to streamline and increase efficiency of transition 0-8 instruction
4. Readily and transparently communicate findings

### **Update Highlights on B-3 Council Recommendations**

Ms. Susan Gates spoke about the recommendations from the B-3 Council data work group focused around taking stock of the current systems and users of early childhood data across the state. She mentioned the progress on migrating ECIDS into a state longitudinal data system.

Representative Horn stated that the legislature is currently forming early childhood Caucus to inform legislators about early childhood and develop a legislative agenda that is bi-partisan and bicameral. A steering committee has been created prior to inviting legislators. Legislators need to be aware of two roles 1) legislator and 2) member of the legislature.

Dr. Paul Lanier of UNC and his team contracted through the state's federal Preschool Development Grant to take action on these recommendations.

### **Early Childhood Data Users Survey-Paul Lanier, Associate Professor, University of North Carolina-Chapel Hill**

#### **Data Driven Improvement and Outcomes:**

- Recommendation 1: Undertake an analysis and assessment of the 0-8 data landscape, including data quality, data ownership, data governance, data access, data systems and data gaps.
- 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.
- **Recommendations based on results:**
- Data quality and management. Build internal capacity in early childhood settings at the community level to collect, manage and use data
- Data Sharing: Support the sharing of data between organizations by providing legal, procedural and policy guidance
- Purposeful data use: Provide technical assistance to early childhood organizations to access and leverage existing early childhood data from available public sources
- Data Transparency at the State Level: Provide accessible and timely information to improve access to state administrative data
- User-centered system: Better aligning data systems to equitably support the needs of all users

Ms. Gates stated three concerns. First, she was concerned that the focus on the study was on 0-5 while the focus of Council is 0-8; Dr. Lanier stated that did use the ECAP as guidance, so the study did focus on 0-8.

Second, she discussed that one concern of the workgroup was to make sure our system is capturing more data associated with Pathways and not just data for reporting to funding agencies; and 3) she wanted to make sure that the ideal data system will allow for the collection of information of not only who is in programs but also who is eligible and unserved.

Representative Horn discussed two types of data 1) need to know and 2) nice to know but not necessary to move the needle forward. He wants to stress the need of the legislature to narrow the amount of data presented. Deputy Director Perry acknowledged that the Council needs to discuss data is needed to identify what leads to better outcomes for children. Ms. Gates stated that the Pathways indicators will help with that task.

Ms. Heather Vuncannon stated that it is important that a system is developed that is accessible to all levels of data users, so the data will be utilized.

### **Transitions and Continuity Workgroup Recommendations Update-Kristi Snuggs, Acting Director Division of Child Development and Early Education, Department of Health and Human Services and Dan Tetreault, Interim Director, Office of Early Learning, Department of Public Instruction**

#### **2016-2017 Budget Senate Bill 740 Pilot Program Legislation Requirements:**

- Methods to standardize student transition information such that it is quantifiable
- 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

- 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
- Recommendations for preschool teacher training and continuing education to support their role in completing transition plans for preschool children
- Recommendations for baseline information that should be compiled in transition plans for students transitioning to kindergarten
- Procedures for the management of transition plan documents, including recommendations for the length of records retention, provisions for confidentiality and proper disposal
- Any other components the department deems appropriate in the provision of information between preschools, students’ families and kindergartens

### **Phase I Pilot**

- 3 Counties--Craven, Davidson and Iredell counties
- 6 Classrooms—private and public Pre-K classrooms in each county
- Support provided by State Leadership Team and ELN consultants
- Child Information Form created and completed by Pre-K teachers to provide information for Kindergarten teachers.
- Family Engagement—development of an “All About Me” and “Getting to Know Your Family” forms for families to share information about their children with Kindergarten teachers.

### **Resources and Support:**

- Communication, virtual training and on-site support for Pre-K and Kindergarten teachers by the ELN Consultants and State Leadership Team
- Collected feedback from pilot participants
- Convened work group of pilot Pre-K and K sites to gather additional input
- Revised the Child Information Form
- Finalized a draft transition planning template

### **Phase II Pilot**

- 16 additional counties participated—Buncombe, Caldwell, Craven, Davidson, Guilford, Henderson, Iredell, Lincoln, Montgomery, Nash/Edgecombe, Northampton, Onslow, Pender, Randolph, Rockingham, Sampson, Transylvania, Wake
- 3 classrooms in each community—private, public and Head Start

### **Phase II Pilot Components**

- Pre-K teachers completed Child Information Form and shared with families
- Family Engagement “All About Me Forms” and shared with families
- Engaged Local Leadership Teams (NC Pre-K Advisory Committees)
- Leadership Team created Community Transition Plans

### **Resources and Support**

- Regional Meetings for training and touchpoints
- Communication, virtual training and on-site support for Pre-K and Kindergarten teachers by ELN and NC Pre-K consultants
- OEL consultants added to support local leadership teams
- Piloted draft transition planning template
- Advanced trainings on formative assessment and family engagement

### **What have we learned?**

- Kindergarten teachers want more social/emotional information
- Families need to be more engaged in the transition process
- Use family-friendly language when sharing skill progression with parents
- Pre-K and Kindergarten teachers need opportunities to work together
- Pre-K paperwork can be overwhelming
- Presently, there is no consistent way to share child specific data

- Must build local capacity to support transition work
- Need local autonomy for transition strategies
- Create an onboarding process for interested parties
- Intentional about communication with key partners
- Choices for Kindergarten and Early Care and Education create challenges for transition work
- Pre-K and Kindergarten teachers are excited about collaborations

### **Key Considerations for Scaling Transition Activities**

- Rule/legislative changes-if transition planning should be required
- Enabling data system
- Resource analysis-for data system and teacher/school needs
- Transition plan activity development for K-3

Representative Horn spoke to family engagement and the importance of parent participation. Mr. Dan Tetreault stated one way to help is to educate early childhood educators in how to engage parents. Deputy Director Perry spoke to her work in Delaware and the lesson learned that the key is determining HOW best to engage parents, and one tool that was effective was the parent engagement form.

Representative Horn asked Mr. Kevin Campbell's perspective as a facility owner and he recommended Mecklenburg's model of family engagement.

Dr. Brown also reiterated the importance of engaging parents and charged the local partnerships with a role in engaging their communities.

Ms. Vuncannon asked how many children are coming into Kindergarten from Pre-K programs; Mr. Tetreault responded that it is currently around 30%. Ms. Vuncannon stated that an obvious first step is determining how to expand NC Pre-K. She also stated that it is important to acknowledge how Kindergarten teachers are trained to utilize the data they receive. Ms. Elisha Freeman also spoke to the question of how to use data to inform the need for resources in certain communities.

### **Statewide K-3 Teacher Preparation Work-Julie Kowal, Associate Vice President for P12 Strategy and Policy, University of North Carolina-Chapel Hill**

Educator Preparation Advisory Group's mission is to support and accelerate improvement of teacher preparation in North Carolina.

Membership represents P12 schools and higher education.

#### **Advisory Group Charge:**

- Developing concrete, measurable goals for teacher preparation across the UNC system
- Prioritizing strategies to accelerate improvement in teacher preparation across the UNC system, beginning with recommendations from the Leading on Literacy report
- Defining oversight and dissemination roles for the advisory group and the System Office to monitor and share information about programs' progress toward those goals

### **Early Learning and Literacy Network**

Builds on the advisory Group's priority to increase evidence-based reading practices in teacher preparation

#### **ELN's Charge**

- Engage with the latest research on evidence-based practices in early learning and literacy
- Identify and make a plan to implement changes to make the teaching of reading stronger in each educator preparation
- Share recommendations and lessons learned with the UNC system; and across the state and nation

### **Implication for the B3 Council**

- Continuing to prioritize educator quality as the most impactful in-school factor for student success
  - Recruitment
  - Preparation
  - Support
- Articulating a position on the science of reading
  - All approaches are not created equal
- Supporting aligned groups and task forces

- Early Learning and Literacy Network policy recommendations (forthcoming)
- State Board of Education/DPI Literacy Task Force (emerging)

Deputy Director Perry noted that this work focused on teachers and not administrators, and Ms. Kowal said that will be a natural next step of focus.

Ms. Vuncannon asked about the lack of inclusion of the Community college system. Ms. Kowal acknowledged this work only focused on the UNC system, but future work will include both Community college and the private education systems. Representative Horn also stated to make sure to include Charter schools.

### **Discussion of Work Group Priorities and Next Steps**

Ms. Perry referenced the chart in the binders of the B-3 Interagency Status Updates as of 10-16-19, which provides an overview of each recent recommendation out of the B-3 Interagency Council and an update on the status of each of the recommendation's implementation. She proposed several questions and issues for discussion:

- 1) Do priorities of workgroup recommendations need to be revisited? Especially for recommendations that lack any progressions?
- 2) Should the council set expectations of workgroups to implement recommendations to move the work forward?
- 3) Are the work groups working?
- 4) Replacements and addition of members to workgroups?

Dr. Brown noted that the preparation group for Recommendations 6,7 and 8 need to meet again—Licensure System Study; Principal Training for Early Childhood Education; and Recommendation to Child Care Commission

Deputy Director Perry asked Ms. Kowal about teacher Licensure and principal preparation. Ms. Kowal stated that there are a lot of questions about teacher licensure without a lot of data and this is an area ripe for future focus. Ms. Gossage stated that licensure should be a focus on the Council.

Deputy Director Perry stated that the discussion is largely about the B-K license and requirements for all Early Childhood Workforce and what is the appropriate preparation and competencies and practice complicated by the mixed delivery system of early childhood education.

Mr. Campbell raised the issue of NC Pre-K governance and the lack of consistency across counties in how decisions are made about where NC Pre-K slots are allotted, the rate structures, etc. He is asking whether the Council wants to address this issue. Ms. Gates stated that the study commissioned by HB886 will help address these questions.

### **Setting Work Group Expectations-Chloe Gossage, Susan Perry**

Ms. Gossage discussed the draft of the Program Utilization Document that DHHS and DPI will disseminate that will identify all DHHS & DPI programs. The goal is to gain a sense from the data of how many children we are reaching across the state. Dr. Freeman asked that the programs list include funding streams.

Dr. Brown requested updated list of Council members.

**Meeting adjourned 12:08pm**

**Next B – 3 Council Meeting: December 12, 2PM – 4PM,  
NCDOT Board Room 150  
1 S Wilmington  
Raleigh, NC 27603**