NC Pathways to Grade-Level Reading Project
Data Action Team
Meeting One Summary Report

The NC Pathways to Grade-Level Reading Project Data Action Team met for the first time on January 28th from 10 am-2 pm at the Friday Institute in Raleigh.

All of the materials and presentations shared at the meeting are online at
http://buildthefoundation.org/data-action-team/.

Purpose of the Data Action Team
The Data Action Team was co-convened by the North Carolina Early Childhood Foundation, NC Child, The North Carolina Partnership for Children, Inc., and excelleNCe (an initiative of BEST NC) to identify and recommend – in collaboration with the larger Stakeholder Group – a set of population-level measures of success that impact third grade reading success. These measures will be whole-child, begin at birth, and align with the goals in Lisbeth Schorr's *Pathway to Children Ready for School and Succeeding at Third Grade*.

The Data Action Team will engage in a landscape survey of existing national birth-to-eight indicators and indicators being used by NC state-level organizations and select a limited number of measures of success that best suit NC's context based on our state's strengths and needs. The Stakeholder Group will be kept abreast of the Data Action Team's work, and their feedback will be solicited on a regular basis as the Data Action Team moves through the process of selecting the measures of success.

Data Action Team Membership
As defined by the shared Data Action Team Description, Data Action Team members include early childhood experts from inside and outside state government, academia, service providers and parents, and represented the Health, Family/Community, and Education sectors. It is a phenomenal group! *See Appendix A for a list of the Data Action Team members.*

Data Action Team Meeting One Summary

Welcome and background
Tracy Zimmerman (NC Early Childhood Foundation) started the meeting by welcoming the team and asking why each member was excited to be a part of the group. The overwhelming answer was the opportunity to use data to inform our decision-making on how to improve outcomes for children and families.

Tracy then shared background on the project with the group, including input from the first Stakeholder meeting in November. She stressed the importance of having a feedback loop with the Stakeholder Group. Tracy introduced the project's evaluators, Anne-Marie Clayton and English Clemmons of Impact Thread. They will document and measure the effectiveness of the Pathways to

Grade-Level Reading Data Action Team process, including the effectiveness of engaging the larger Stakeholder Group in informing the Data Action Team's work.

Tracy's presentation is online at
http://buildthefoundation.org/wp-content/uploads/2016/01/TZ-DAT-Jan-29.pdf.

Data Action Team Process
Mandy Ableidinger (NC Pathway to Grade-Level Reading Project Consultant) outlined the Data Action Team proposed process, which will consist of four meetings:

- January: Share background on the project and start to brainstorm Measures of Success in Goal groups (Health, Family/Community, and Education).
- February: Continue to brainstorm Measures of Success and begin to formulate a data development agenda (important data points that are not currently being measured in NC).
- March: Draw out the story behind the data and begin to prioritize Measures of Success.
- April: Finish prioritizing Measures of Success and present data stories to the team.

A second Stakeholder Summit will be held May 20th in Raleigh to further prioritize the Measures of Success and launch the project's next steps. We hope you will plan to join us!

Guiding Principles Reflection
The Team reflected on the Guiding Principles created by the Stakeholder Group in November and added some thoughts, specific to their work on the Data Action Team, such as the importance of communicating data clearly with families and communities, finding a way to include qualitative research, and using the ecological model to guide the work. *Appendix B shows the Guiding Principles, with edits from the Data Action Team.*

Results-Based Accountability 101
Laila Bell (NC Child) shared an excellent primer on the Results-Based Accountability process, which we will be using for the Pathways to Grade-Level Reading work. RBA is a simple method that sets out in plain language what results are to be achieved for a target group, how to achieve them, and how to measure them. It is based on the principles of using a common language, a common approach, and common sense.

Our common language includes the following terms and definitions:
- RESULT: A condition for children, adults, families or communities. *Example: All NC children, regardless of race, ethnicity, or socioeconomic status, are reading on grade-level by the end of third grade.*
- GOAL: A condition for children, adults, families or communities that leads to the Result. *Example: Health and Development On Track, Beginning at Birth*
- OUTCOME: A foundational element that supports a Goal and the top-line Result. *Example: All babies are born healthy.*

- MEASURE OF SUCCESS: A data indicator that helps to quantify the achievement of the Outcomes, Goals and top-line Result. *Example: % of babies born with low birthweight.*

The NC Pathways to Grade-Level Reading Stakeholder Group and Data Action Team have already begun working through these RBA questions:
- What are the quality of life conditions we want to see for children and their families (Goals) - Stakeholder Group ✔
- What would those conditions look like when we see them? (Outcomes) - Stakeholder Group ✔
- How can we measure those conditions? - Data Action Team
- How are we doing on the most important of these measures? - Data Action Team
- Who are the partners that have a role to play in doing better? - Next steps
- What works to do better? - Next steps
- What do we propose to do? - Next steps

Laila's presentation is online at
http://buildthefoundation.org/wp-content/uploads/2016/01/RBA-Presentation.pdf.

Data Walk
Kim McCombs-Thornton (The NC Partnership for Children, Inc./Smart Start) led the Team on a Data Walk exercise to start thinking about examples of data indicators that research shows move the needle on third-grade reading proficiency. The data chosen were **examples only**, and included such indicators as percent of children receiving late or no prenatal care, percent of babies born to mothers with less than a high school education, and short-term suspension rates. *Appendix C shows the charts used in the Data Walk.*

Goals and Outcomes Research Rationale
Mandy Ableidinger presented the Goals and Outcomes developed based on research and the input of the Stakeholder Group. She shared the research rationale behind the Goals and Outcomes, stressing that the indicators highlighted in the research report are examples only. The Data Action Team is the group of experts that will determine - informed by the Stakeholder Group - the universe of measures that move the needle on third-grade reading proficiency and select measures based on NC's strengths and challenges.

Measures of Success Brainstorm
After lunch, the Team divided up into the three Goal groups to brainstorm Measures of Success:
- Health and Development On Track, Beginning at Birth
- Supported and Supportive Families and Communities
- High-Quality, Birth-to-Eight Early Learning and Education

The exercise: Imagine it is 2025, and we have made significant progress on each of the outcomes. What indicators did we measure along the way to know we were on the right track?

Brainstormed measures will be shared with the full Stakeholder Group once the Data Action Team members have had a chance to add to and refine their thinking.

Stakeholder Input
At the end of the meeting, Data Action Team members shared their visions of how the Stakeholder Group might inform their work, including:
- How should we define "quality" of services?
- What is the appetite among the larger group of stakeholder agencies for data sharing?
- What level/type of data would help you align around the result?
- How would you use the data to change what you're doing?

We will be using an online platform to engage the Stakeholder Group in these questions.

Next Steps
The goal of the NC Pathways to Grade-Level Reading Project is to create partnerships among the state's early learning and education, public agency, policy, philanthropic and business leaders to define a common vision, shared measures of success and coordinated strategies that support children's optimal development beginning at birth.

After the Data Action Team develops a limited list of priority measures of success, next steps for the project include:
- Disaggregating the data for each priority measure of success.
- Understanding the needs of those who shape children's early environments.
- Identifying immediate ways to support alignment and progress on the measures of success.
- Developing a results-based action plan.
- Promoting best practice and policy to advance the measures of success.
- Measuring progress.

Appendix A: Data Action Team Members

Gary Ander, NC Infant Mental Health Association
Laila Bell, NC Child
Jessica Murrell Berryman, Parent Representative and Business Owner, Lango Kids RTP
Brandy Bynum, Rural Forward NC, Foundation for Health Leadership & Innovation
Anna Carter, Child Care Services Association
KC Elander, Department of Public Instruction
Kelly Evans, Duke Center for Child and Family Policy
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
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

Appendix B: Guiding Principles
(Data Action Team additions in red)

We will be data- and research-driven and informed by developmental science.

We are committed to acknowledging and eliminating systemic inequities and racial, ethnic, socioeconomic and ability disparities in early childhood experiences, opportunities, and outcomes.

We will focus on the whole child, birth-through-eight, in the context of his or her family, school and community, using a multi-dimensional systems lens.

We will be transparent, collaborative and accountable to one another.

We will be informed by, communicate clearly with, and hold ourselves accountable to families and communities.

We will have a strengths-based approach, highlighting protective factors and preventative solutions, and be guided by compassion.

We will work to ensure that each child has the opportunity to fulfill his or her potential.
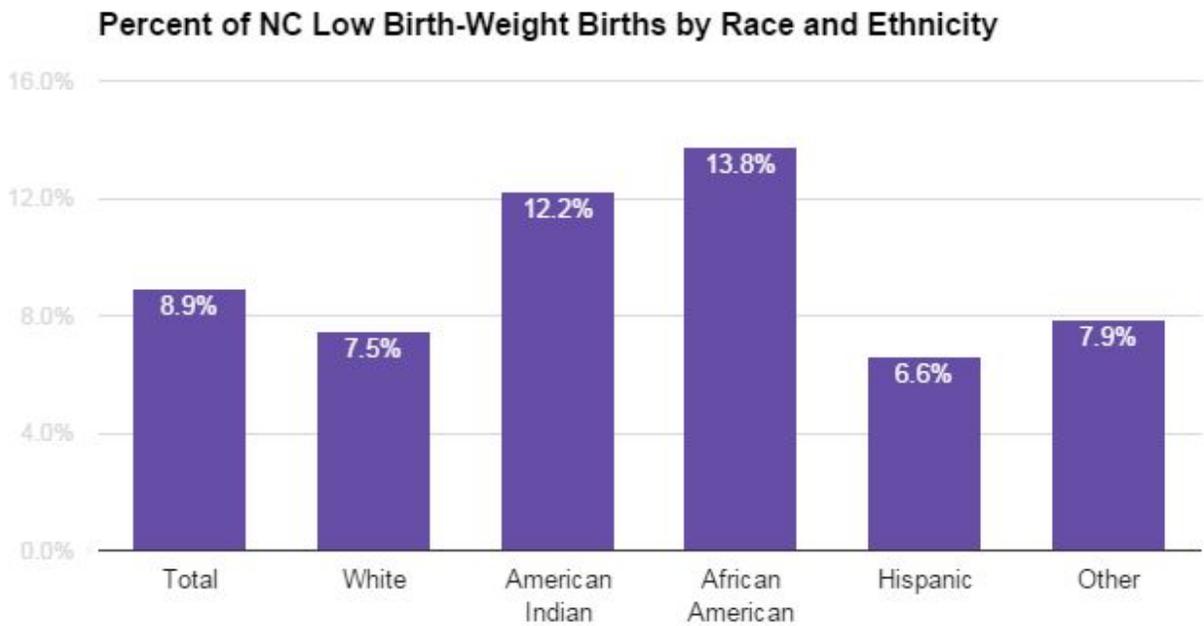
We will prioritize solutions that are actionable and sustainable at the state-level, the local-level, the classroom-level, and the family-level, and we will have high expectations of what is achievable.

We will be results-oriented, embracing innovation and seeing change as opportunity.

Appendix C: Data Walk Charts
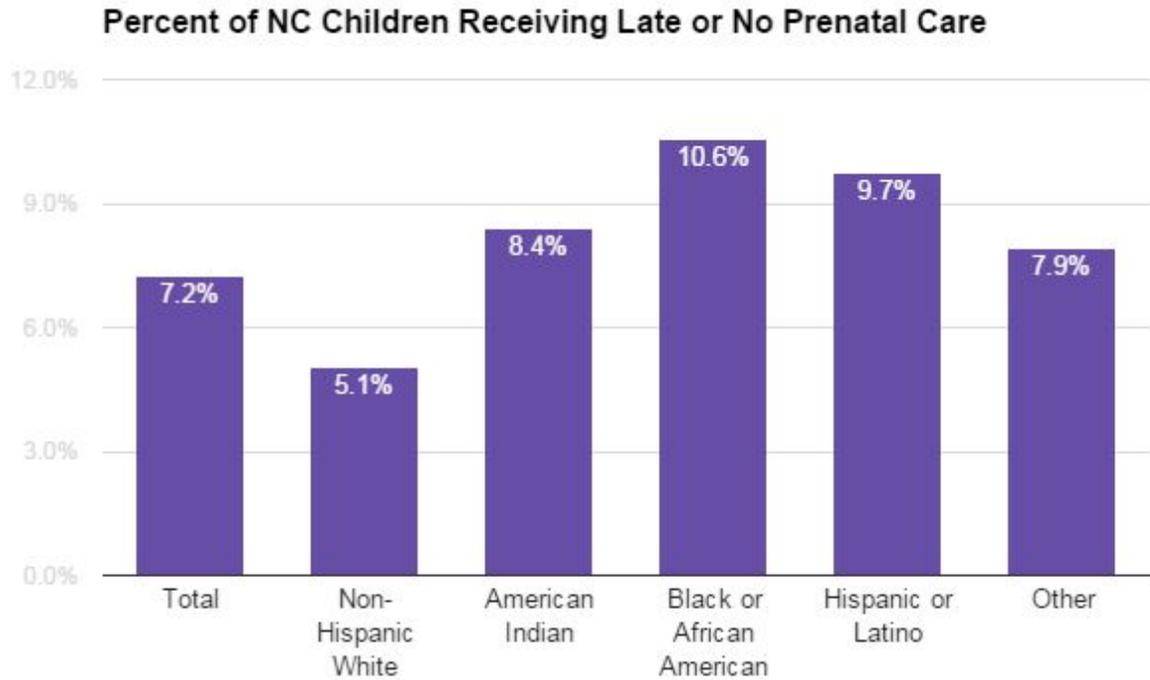
Percent of NC Children Receiving Late or No Prenatal Care

Total	Non-Hispanic White	American Indian	Black or African American	Hispanic or Latino	Other
7.2%	5.1%	8.4%	10.6%	9.7%	7.9%

Data: NC DHHS, State Center for Health Statistics, 2014

Percent of NC Low Birth-Weight Births by Race and Ethnicity

Total	White	American Indian	African American	Hispanic	Other
8.9%	7.5%	12.2%	13.8%	6.6%	7.9%

Data: NC DHHS, State Center for Health Statistics, 2014

Percent of NC Children Without Health Insurance by Race and Ethnicity
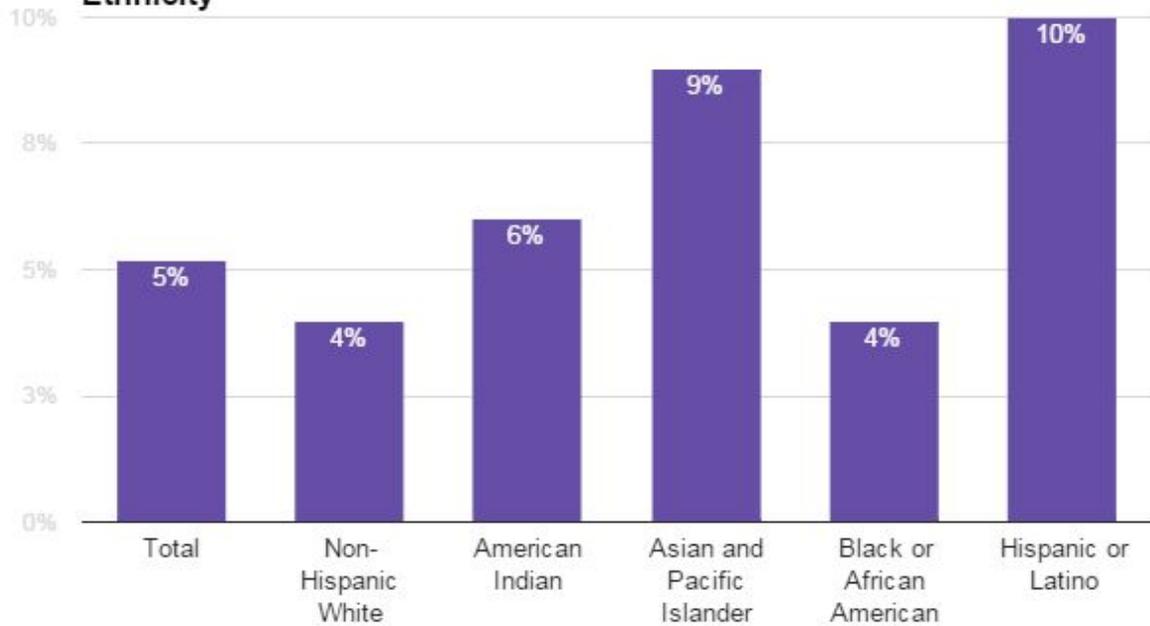
Data: US. Census Bureau, American Community Survey, 2014

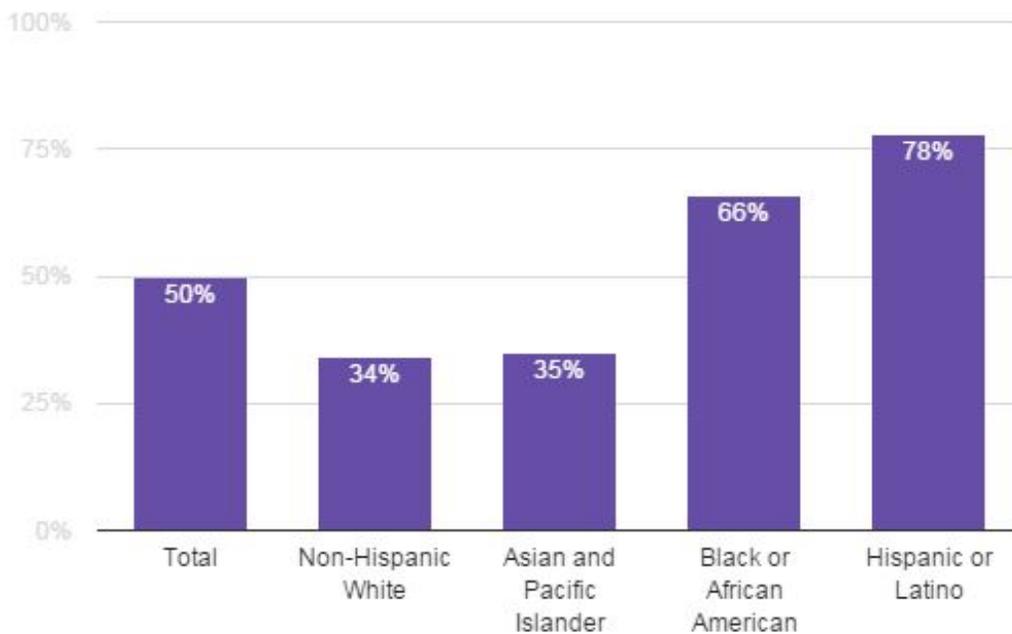## Percent of Children Under Age 18 Without Health Insurance
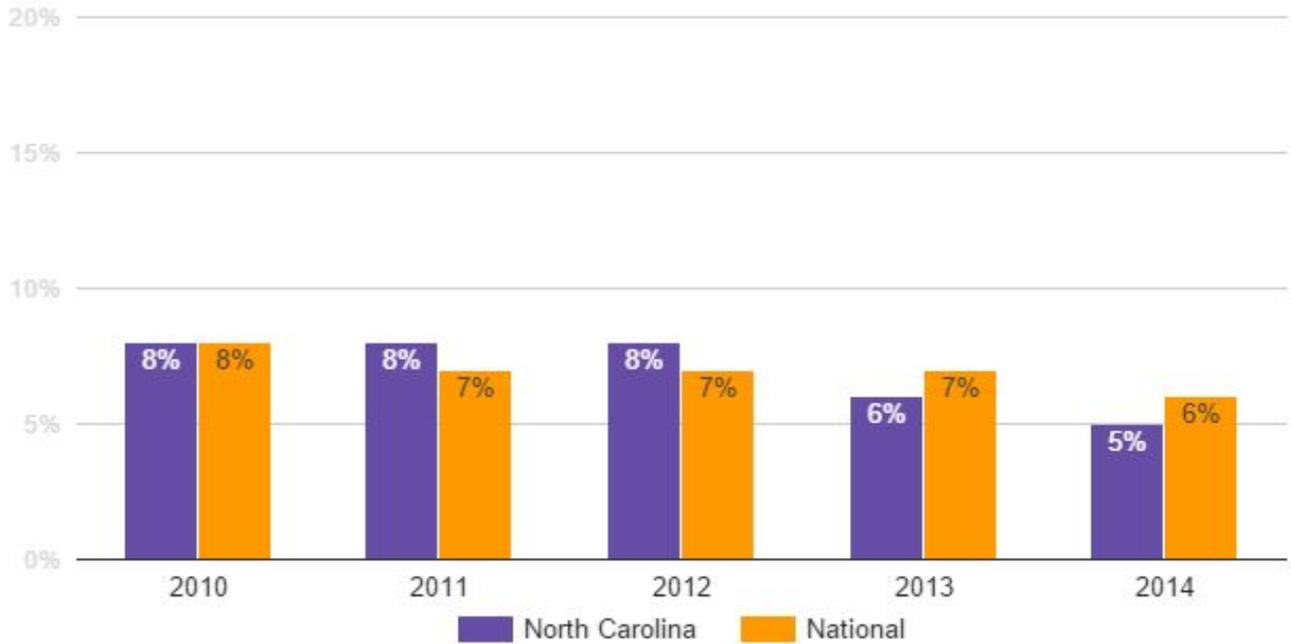
Data: US. Census Bureau, American Community Survey, 2014

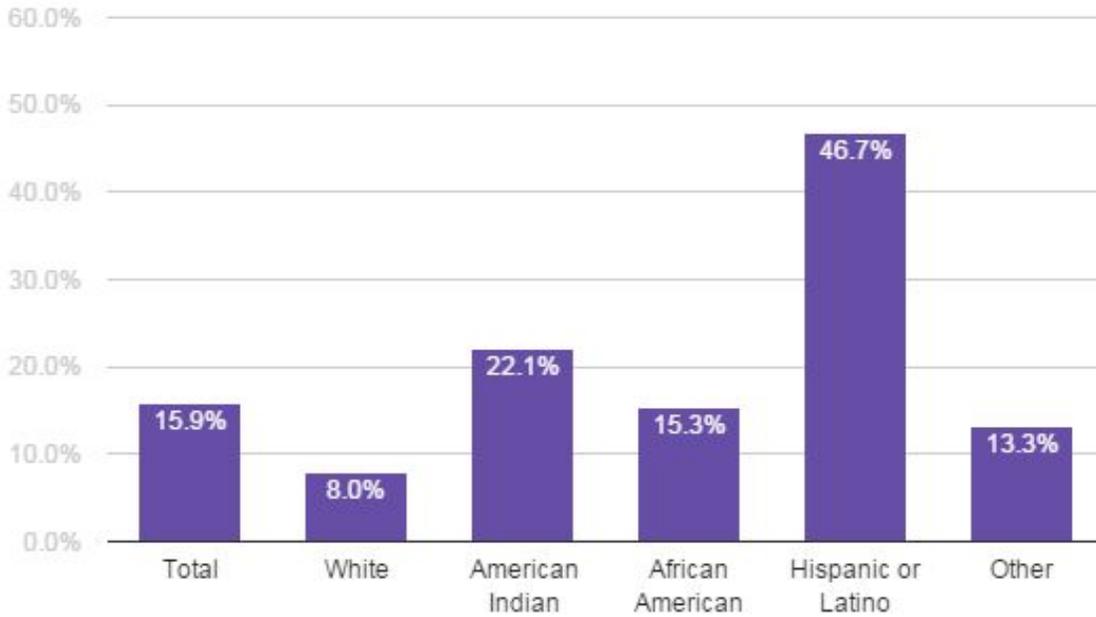## Percent of parents who describe their children's health status as excellent or very good

Data: National Survey of Children's Health, 2011/12

NC Children Below 200% Poverty

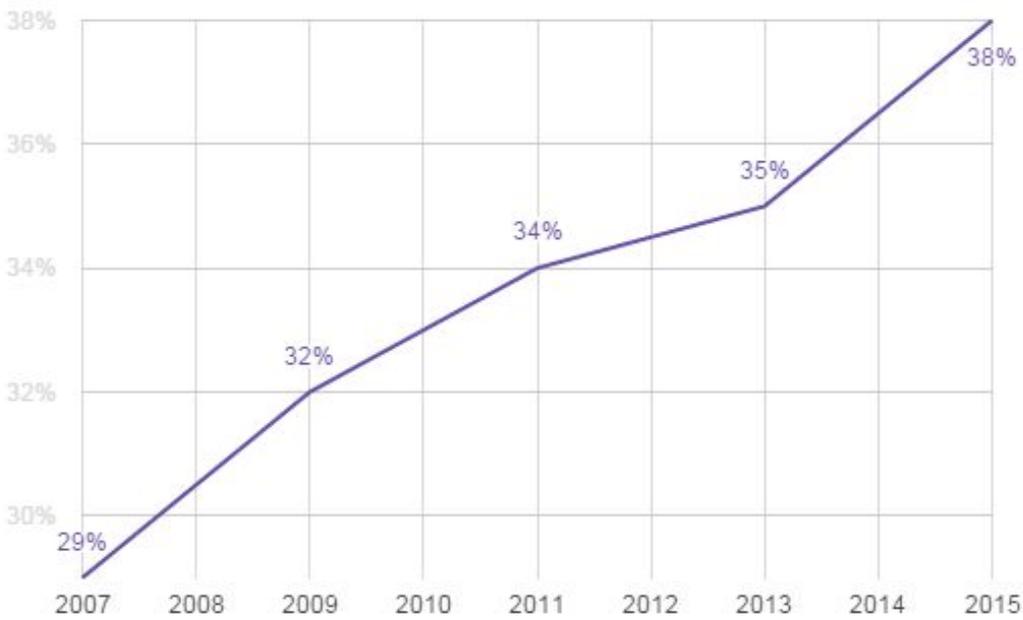Data: US. Census Bureau, American Community Survey, 2014

Percent of Babies Born to Mothers with Less Than High School Education

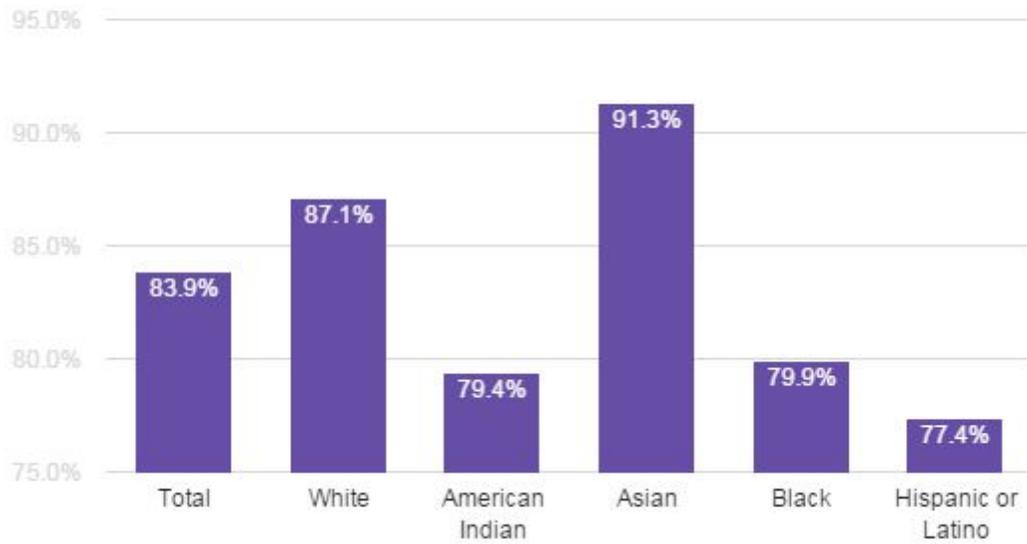Data: NC DHHS, State Center for Health Statistics, 2014
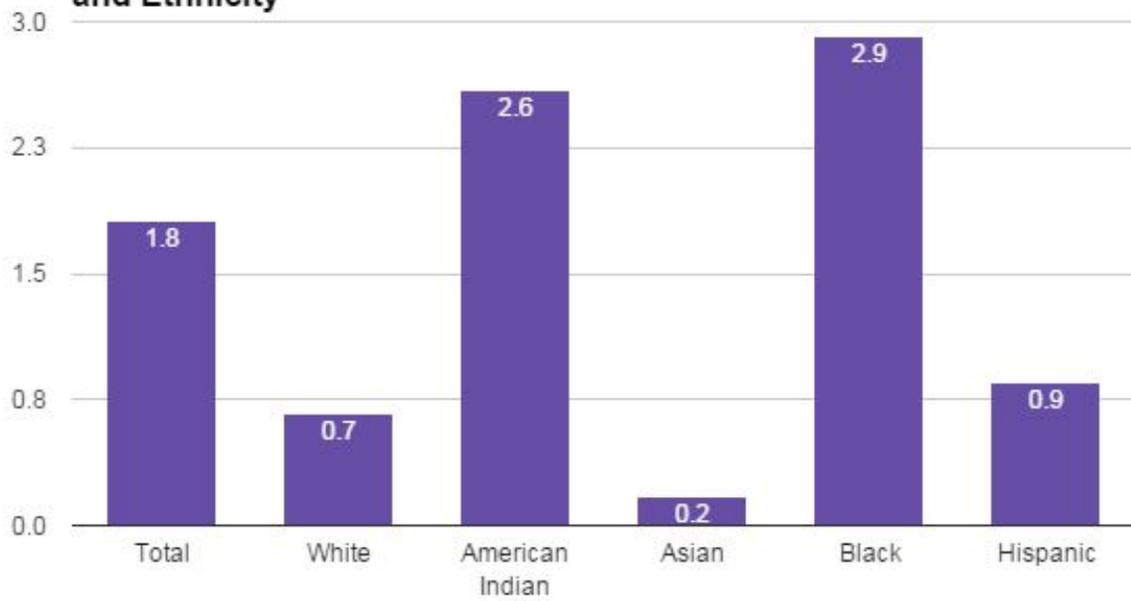
4th Grade Reading Proficiency Is On The Rise in NC

Data: The National Assessment of Educational Progress (NAEP), 2015

High School Graduation Rates by Race and Ethnicity

Data: North Carolina Department of Public Instruction, 2013-2014

Short-Term Suspension Rates per 10 Enrolled Students by Race and Ethnicity

Data: North Carolina Department of Public Instruction, 2014