Early Childhood Data Advisory Council

Objectives

- Improve quality and scope of early childhood data
- Advocate for agencies and organizations to align their work around the Pathways and ECAP measures
- Advocate for and facilitate better data sharing
- Provide guidance, feedback, and support to ground the state’s early childhood work in data and research
- Build partnerships with other existing data groups
- Serve as ambassadors for the ECAP, ECIDs, and the Pathways initiative
Meeting Agenda

Updates
• NC DHHS
• NC DPI – Office of Early Learning
• Social-Emotional Health Data Workgroup Recommendations
• Pathways Data Dashboard
• Improving National Survey of Children’s Health data reach through Census micro-data

Discussion Item
• Prioritizing data development measures
North Carolina Early Childhood Integrated Data System (NCECIDS) Updates

• Completing work to create new NCECIDS data visualizations that incorporate updated data (through SYF 2018-19)

• Preschool Development Grant Renewal Funding for new projects:
  − Renew work on Head Start data integration
  − Renew work on Home Visiting data integration
  − Incorporate new data: Early Hearing Detection and Intervention (EHDI) Program data
  − Continue to modernize reporting & research request platforms
North Carolina Longitudinal Data System

• State system that will link student and workforce data from all levels of education + the state’s workforce system

• “System of systems”

• Facilitate and enable the exchange of student data among agencies and institutions

• Progress to date:
  − Multi-agency MOU signed by NCDHHS & NCDPI
  − Assessment completed by UNC to provide recommendations about implementation of NCLDS
  − Rulemaking in progress
Other Updates

• Leandro
  – Workforce Data System: opportunity for statewide infrastructure on early childhood educator demographics, wages, and other characteristics
  – Other data items include local analysis supports, and real-time access to program enrollment information

• NC Pre-K
  – Teaching Strategies Digital Learning Solution: All NC Pre-K classrooms will have access to license, software, assessment tools, family engagement resources
  – Remote Learning Survey: Duke University report released that surveyed 90% of the state’s NC Pre-K teachers on their experiences during remote learning
## Snapshot of ECIDS Projects Funded through PDG

<table>
<thead>
<tr>
<th>NC ECIDS Project</th>
<th>PDG Planning Year</th>
<th>PDG Renewal Grant, Years 2 – 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modernization of Reporting &amp; Research Request Platforms</td>
<td>By the end of the no-cost extension period of June 2020, NC ECIDS data will be transitioned to new SAS technology platform, and new report tool with updated reports will be developed.</td>
<td>New reports will be developed in new SAS reporting tool as new data is integrated into NC ECIDS. Research request portal and NC ECIDS website will be modernized.</td>
</tr>
<tr>
<td>Home Visiting Data Integration</td>
<td>Foundational work was completed to identify key home visiting stakeholders and map out the process for extracting data from two home visiting models to be integrated into NC ECIDS.</td>
<td>Data will be extracted from home visiting models for integration into NC ECIDS. Project will be expanded to include additional home visiting models in work.</td>
</tr>
<tr>
<td>Head Start Data Integration</td>
<td>NC was able to export Head Start data for 22 of the 53 Head Start grantees in NC that signed on to participate in data integration with NC ECIDS.</td>
<td>NC will work to develop training materials on NC ECIDS, conduct trainings with grantees, export new and expanded Head Start data, and fully integrate data into NC ECIDS/NC ECIDS reports.</td>
</tr>
<tr>
<td>Early Hearing Detection and Intervention (EHDI) Program Data Integration</td>
<td>N/A</td>
<td>New project – funding will cover work to map and prepare EHDI data for integration, assign unique identifiers, integrate data, and develop new reports with EHDI data.</td>
</tr>
</tbody>
</table>
ECDAC Presentation:

- Implementing NC ELI During COVID-19
- OEL Supports During COVID-19
- Preschool Enrollment, Attendance & Discipline Reporting Requirements

August 27, 2020
Implementing NC ELI During COVID-19

Dan Tetreault, Piedmont-Triad Early Learning Consultant, Office of Early Learning

August 27, 2020
Flexibility & Guidance

- School Reopening Plans
  - Mix of virtual-only and blended models
  - No view into what to expect
- NC Early Learning Inventory is observation-based
  - Some skills will be difficult to observe or unobservable
- Supports
  - Extended time - 30 days
  - Interactive Guide for implementing during Remote Learning
Overview of Support and Resources During COVID-19

Amy Rhyne, Director, Office of Early Learning

August 27, 2020
• Birth - G2 English/Spanish No-Tech Remote Learning Activities
  ○ English and Spanish (recently added) tech resources
  ○ OEL Site Analytics
• UNC-TV contract
  ○ Continued work
• Focused PD - including educators from across NC
  ○ Sessions
  ○ Participants
• Unpacking NC Foundations for Early Learning and Development
  ○ LDC complete (LDC revisiting with virtual lens)
  ○ CD and ESD in progress
FILLING THE DATA GAP:
Recommendations for Population-Level Measures of Young Children’s Social-Emotional Health in North Carolina

Recommendations for Population-Level Measures of Young Children’s Social-Emotional Health in North Carolina

Children’s Social-Emotional Health Data Workgroup
Goals for Children’s SEH Data Workgroup

1. Recommend a population-level measure or portfolio of measures for young children’s (0-8) social-emotional health (SEH) in NC

2. Advocate for tools that limit racial bias and measure SEH strengths, not just deficiencies

3. Propose next steps for the state in planning, communicating and implementing our recommended measures.
Overall Recommendations

• Use a portfolio of measures, not just one measure or indicator

• Measure both child and family systems that impact children’s SEH and aggregate measures of children’s SEH functioning

• Prioritize data that can be disaggregated by age (0-8), race/ethnicity, income and geography

• Use two-generational approach to measurement (e.g., maternal depression screening)
Recommendation 1. Measurement of Systems

1. **Access and Utilization Measures of the SEH System**
   • Child and caregiver access to/utilization of SEH screening, referral and treatment
   • Phased in approach, starting with data most readily available (i.e., screening and referral rates) and data collected in primary care settings

2. **Proxy Measures of Other Systems Impacting SEH**
   • Measurement of other systems that promote and/or impede children’s SEH
   • Align closely with measures in NC Early Childhood Action Plan
   • Some data currently unavailable in NC—recommended for data development
<table>
<thead>
<tr>
<th>Access and Utilization of SEH System</th>
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<tbody>
<tr>
<td>• Percent of children who receive SEH screening using a standardized measurement tool</td>
</tr>
<tr>
<td>• Percent of children screened as at-risk or in need of services who are referred to services</td>
</tr>
<tr>
<td>• Percent of mothers who receive postpartum depression screening</td>
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<tr>
<td>• Percent of mothers screened at-risk who are referred to postpartum depression services</td>
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<table>
<thead>
<tr>
<th>Child Care, Preschool and Early Elementary</th>
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<tbody>
<tr>
<td>• Number of children on child care subsidy waiting list</td>
</tr>
<tr>
<td>• Percent of early education settings for children 0-5 with access to mental health consultation</td>
</tr>
<tr>
<td>• Rate of children who are expelled from child care, preschool and early grades due to behavioral problems</td>
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<thead>
<tr>
<th>Child Welfare</th>
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<tbody>
<tr>
<td>• Rate of children who receive investigations or assessments for child maltreatment</td>
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<thead>
<tr>
<th>Early Intervention</th>
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<tr>
<td>• Percent of children who receive early intervention and early childhood special education services to address developmental delays as compared to NC Census data.</td>
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<tr>
<th>Health</th>
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<tr>
<td>• Percent of children with health insurance</td>
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<tr>
<td>• Percent of parents with children with health insurance</td>
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<tr>
<th>Housing</th>
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<tbody>
<tr>
<td>• Percent of children in families with high housing cost burden</td>
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<tr>
<td>• Percentage of children under age 6 experiencing homelessness</td>
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<tr>
<th>Income</th>
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<tbody>
<tr>
<td>• Percent of children under age 8 living at or below 200% of the federal poverty level</td>
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</table>
Recommendation 2. Measurement of Children’s Social-Emotional Functioning

- Collect aggregate measures of children’s social-emotional functioning using:
  1. Population-level surveys
  2. Aggregating child-level screens

- Investigate the use of the NOM-HRTL and potential oversampling in NC

- Promote the use of standardized and validated SEH screening tools across ages (0-8) and sectors. Develop a list of screening tools recommended for use in NC

- Assess the cost and feasibility of collecting and aggregating children’s SEH screen data, including the potential use of online data platforms (e.g., CHADIS)

- The workgroup does not recommend aggregating SEH items on the NC KEA. Further investigate use of TS Gold for aggregate SEH data
### Example Children’s SEH Functioning Measures

<table>
<thead>
<tr>
<th>Population-Level Survey Measures</th>
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<tbody>
<tr>
<td>• SEH measures collected via the National Outcome Measure—Healthy and Ready to Learn (NOM-HRTL), part of the National Survey of Children’s Health. Example questions include:</td>
</tr>
<tr>
<td>o Does this child bounce back quickly when things do not go his or her way?</td>
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<tr>
<td>o How often is this child easily distracted?</td>
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<tr>
<td>o How often does this child keep working at something until he or she is finished?</td>
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<tr>
<td>o When this child is paying attention, how often can he or she follow instructions to complete a simple task?</td>
</tr>
<tr>
<td>o How often does this child play well with others?</td>
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<tr>
<td>o How often does this child show concern when others are hurt or unhappy?</td>
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</tbody>
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<thead>
<tr>
<th>Child-Level Screen Measure</th>
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</thead>
<tbody>
<tr>
<td>• Of children (0-8) receiving standardized SEH screens, percent who screen at-risk for SEH concerns</td>
</tr>
</tbody>
</table>
Recommendation 3. Research & Development to Support Racial Equity in Measurement

- **Invest resources** in further research and development that promotes equity by minimizing racial bias in screening and measurement systems and creating tools that **better capture children’s SEH strengths**, not just deficits
  - Convene a panel or workgroup to recommend best practices in mitigating racial bias in screening and assessment, and to review how traditional SEH constructs are defined and measured
  - Support work to develop more culturally responsive and valid tools, particularly efforts led by people of color
  - Incorporate qualitative data
Recommendation 4. Build on Existing Initiatives

• **Build onto existing and future initiatives in NC** – examples below:
  • Medicaid Transformation, including the Healthy Opportunities pilot and collection of EPSDT screening data across Prepaid Health Plans
  • Bright Futures through American Academy of Pediatrics
  • NC Multi-Tiered System of Support in public schools
  • NC Initiative for Young Children’s SEH

• **Use incentives, contracts and policies to support SEH measurement**—as seen in other states—to leverage system changes and effective implementation
  • Oregon uses incentives with CCOs for reaching targets (e.g., completed screenings)
  • Colorado’s QRIS gives points if child care programs conduct SEH screenings
  • Vermont bundles SEH screenings for children and maternal health into policies
Recommendation 5. Continue the Work

- North Carolina should continue to be a leader in this area of measurement
- Additional planning and implementation work are required to build on these recommendations and the momentum of this effort.
- Prioritize racial equity and family leadership in next steps
The Pathways to Grade-Level Reading Dashboard shares more than 60 data measures that matter for moving the needle on third grade reading outcomes -- from low birthweight to regular school attendance.

Click a measure of interest below on the Pathways Framework to get started, or scroll down for a short video tutorial, navigation tips, to read the research behind the Pathways measures, or to learn more about the Pathways Initiative.
Pathways Data Dashboard

https://www.ncpathwaysdata.org/

OR https://buildthefoundation.org/initiative/pathways-to-grade-level-reading/
Improving NSCH Data Reach with Census Micro-Data

Paul Lanier,
Assistant Professor, UNC School of Social Work
Early Childhood Data Advisory Council
Data Development Strategy

Education and Family Supports working group shorter-term priorities:

- **Regular Attendance and Suspension/Expulsion**, including:
  - Percent of students who are chronically absent in K-3rd, disaggregated
  - Percent of children who are chronically absent from NC PreK, disaggregated
  - Children suspended and expelled from child care programs and elementary schools, disaggregated

- **Affordable High Quality Child Care**, including:
  - Estimated eligible children under age 6 receiving child care subsidies, disaggregated
  - Families paying 10 percent or less of their income on child care, disaggregated
Education and Family Supports working group longer-term priorities:

- **Positive School Climate** – schools employing social-emotional strategies or some composite measure of school climate

- **Parent Education Supports**, including:
  - Availability of in-home visiting, parent education and family preservation services
  - Percent of parents participating in those programs and services
Early Childhood Data Advisory Council
Data Development Strategy

Health and Family Supports working group shorter-term priorities:

• **Food Security** – percent of eligible families with young children who receive SNAP benefits, including a state average and disaggregated

• **Adults with Health Insurance** – percent of adults with health insurance, disaggregated
Health and Family Supports working group longer-term priorities:

- **Social-Emotional Health Screening** – percent of young children screened for social-emotional health needs, disaggregated
- **Environmental Health** – percent of children screened for elevated blood lead levels and the percent of children with elevated levels, disaggregated
- **Medical Home** – percent of parents reporting they have a regular place to take their children for medical care (i.e., a medical home), disaggregated
Proposed Measures and Discussion

**Proposed Health/Human Services measure:**
Adult Health Insurance

**Proposed Education measure:**
Preschool Suspension/Expulsion
Preschool Enrollment, Attendance & Discipline Reporting Requirements

Jenni Wilkinson, Early Learning Policy Advisor

August 27, 2020
Collaborating NCDPI Divisions

- Office of Early Learning
- Exceptional Children Division
- Center for Safer Schools
- Digital Teaching and Learning Division
- Division of School Business
- Career and Technical Education
External Collaborators

- UNC FPG Early Learning Network
- DHHS Division of Child Development and Early Education
Objectives

- Advisory members will understand:
  - the current impact of discipline in preschool,
  - the related federal reporting requirements,
  - the procedures for reporting preschool enrollment, attendance and discipline in PowerSchool, and
  - the technical assistance and professional learning resources available to support positive early childhood discipline practices in NC.
Recent research on the prevalence and impact of suspensions and expulsions of young children from early childhood settings, and legislatively mandated accountability requirements, have established the need for the NC Department of Public Instruction to develop a new guiding practices in early childhood discipline.

- **3X** Rate of preschoolers expelled compared to K-12 students
- **48%** % of preschoolers suspended who were African American (AA)*
- **10X** Children who are suspended or expelled are 10X more likely to experience a negative school outcome
- **2.2X** Rate of AA preschoolers suspended or expelled compared with all students

*Only 18% of preschool population

Federal Requirements: Equity in IDEA

- IDEA Section 300.647(b)(3)(i) and (ii)
  https://sites.ed.gov/idea/regs/b/f/300.647/b
  Now requires states to include **3- to 5-year-old students** in the analysis of data to determine significant disproportionality in **identification** and **disciplinary actions** by the seven (7) reported racial categories.
OSEP Requires States to Analyze Data:

To determine significant disproportionality for students ages 3-21, States must look at:

- 7 reported racial categories
- 5 areas of disciplinary action

LEAs determined to have significant disproportionality are required to reserve the maximum amount of federal funds (15 percent) to provide comprehensive coordinated early intervening services. (IDEA Sec. 300.647(b)(3)(i) and (ii))
Federal Requirements: ESEA

- ESEA section 1111(h)(1)(C)(viii)(II)(aa) and (2)(C)
  
  Now requires States and LEAs to include on their report cards the **number and percentage of children enrolled in preschool programs.**

Technical Support and Guidance

● **PowerSchool**
  ○ Preschool Enrollment, Attendance and Data Reporting Quick Reference Document

● **Center for Safer Schools**
  ○ *North Carolina Discipline Data Reporting Procedures*
  ■ Preschool section
Children Enrolled in LEA and Attending a Non-LEA Settings

The federal regulations regarding the reporting of disproportionality apply to all students served by an LEA and is inclusive of preschool students enrolled in the preschool exceptional children program who attend non-LEA settings.

All suspensions, in-school and out-of-school, as well as any expulsions of preschool students must be reported.

Preschool Discipline Incident Tracking Form
Practice Support and Guidance

- Preschool Discipline Support Timeline

- Early Childhood Discipline Practices in North Carolina

- Guiding Practices on Early Childhood Discipline

- NC Preschool Pyramid Model Project
  https://nceln.fpg.unc.edu/ncppmresources
Compilation of NC Preschool Discipline Presentations

Preschool Discipline
including suspension and expulsion

Guidance for Program Administrators and School Principals
2020

Next Steps

- All LEAs have begun collecting and reporting accurate enrollment, attendance, and discipline data for all enrolled preschoolers for the 2020-21 school year.

- Federal discipline data analysis will include 3-21 year olds.

- Exploration of how we obtain and use data for 3-5 year olds to coordinate social and emotional support.
Considerations:

- Data collected for a 2 year period will solidify this process.
- Continued ongoing coordination with DCDEE in this work and the possibility of it leading to a broader collection in the future.
- What are the implications of discipline data collection and COVID-19?
Please visit the NCOEL google site for supporting documents, links and a recording of the webinar presented on August 5.

Thank you!
Discussion

Concerns?

Support needed?
Next Steps

Watch for workgroup next steps by email

Future Meeting Date and Time:
• Nov 9, 11:30-1:30

In-person or virtual TBD
See calendar invitation.