ECDAC Objectives

• Improve quality and scope of early childhood data
• Advocate for agencies and organizations to align their work around the NC ECAP and Pathways 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 NC ECAP, ECIDs & Pathways
Agenda

1. NC ECIDS Update
2. DCDEE Update
3. DPI Office of Early Learning Update
4. PDG B-5 Needs Assessment
5. Child Care Data Development
6. NC Legislative Update
7. Other Items and Next Steps
Mission and Vision

Mission

Maintain and enhance a high quality, comprehensive, integrated early childhood data system for North Carolina to inform policies and practices that produce better outcomes for children and families.

Vision

To maintain a high-quality early childhood integrated data system (ECIDS) for North Carolina (NC) that is in support of state priorities to improve early childhood and later life outcomes, particularly for the most vulnerable children. The NC ECIDS will be readily accessible and relevant for use by state and local agencies, policy makers, program and community leaders, researchers, community leaders, and advocacy groups to make data-informed decisions in a way that fosters data responsibility and integrity.
Update on ECIDS
NC ECIDS Completion

- Completed integration and validation from education, health, and social services programs:
  - NC Pre-K
  - Subsidized Child Care (SCC)
  - Infant-Toddler Program – Early Intervention – IDEA Part C
  - Special Education – IDEA Part B
  - Food & Nutrition Services (FNS)
  - Child Protective Services (CPS)
  - Temporary Assistance for Needy Families (TANF)
- Identified a process to assign unique identifiers (UIDs) for Teaching Strategies
- Developed new eScholar architecture
- Presented NC ECIDS at the SLDS Webinar and to New York State
- Reconvened the Governance Council and a new Teams site
- Decommissioned the research portal on the IBM platform
**NC ECIDS In-Progress**

- Updating the Memorandum of Agreement (MOA)
- Determining an NC ECIDS go-live date
- Completing user acceptance testing (UAT) from education, health, and social services programs for modernization of the ECIDS reports and visualizations
- Finalizing the increase frequency of the ETL automation
- Finishing the Enterprise Entity Resolution (EER) integration
- Revising the data dictionary
- Reviewing the pending data requests for approval
- Developing new external facing research request user interface using the Data Selector Tool
- Implementation of 3 data sources:
  - Home Visiting
  - Head Start
  - Early Hearing Detection and Intervention (EHDI)
- Interoperability and sustainability
- Updating/developing policies, procedures, and manuals
ECIDS System
NC ECIDS Report

The new data sources in the ECIDS Report tool features:

• Multiple ways to slice data by: Fiscal Year, Gender, Race/Ethnicity, Age and County
• Differentiate the number of children receiving two services
• Total and unduplicated number by service
Questions?
DCDEE Update

Justine Rogoff,
Early Childhood Data and Policy Analyst

Early Childhood Data Advisory Council Meeting
12/15/21
DCDEE Update

• Public Data Dashboard
  – Launch planned for early 2022

• COVID Data Story
  – FPG and Neimand Collaborative

• ONE DCDEE

• Stabilization Grants
  – $166 million of $805 million has been given out as of 12/13/21
Stabilization Grants

• As of 12/1, Submitted Applications: 4,102
  - Child Care Centers: 2,962
  - Family Child Care Homes: 1,140
Stabilization Grants

All Submitted

Map based on Longitude (generated) and Latitude (generated). Color shows count of Status. Details are shown for Account: County1.
DPI Update

Dan Tetreault
NCDPI Office of Early Learning
Project Manager
Pre-K to Kindergarten Data Sharing
Preschool Development Grant (PDG) & Read to Achieve (RTA)

RTA Key Component:

S3.(a). Ensure administration of a formative assessment to children at the conclusion of their participation in the NC Pre-K program to determine their kindergarten readiness and the alignment of their literacy instruction with the Science of Reading.

S3.(a). Ensure that the results of each child's formative assessment are shared with the child's kindergarten teacher at the beginning of the next school year."
• Teaching Strategies is working on the mechanisms for connecting records across the two licenses

• The Transition Report will move from the DHHS to DPI license for K teacher access in NC Early Learning Inventory (ELI)

• The Transition Report will include:
  • Spring Checkpoint data for all Objectives and Dimensions
    o Only Objectives and Dimensions 1-23 (37 & 38 if ELL)
  • Attendance
  • Teacher narrative

• If there is Fall to Spring Checkpoint data from Pre-K, the K teacher will be able to print a growth report.
NC Preschool Development Grant Needs Assessment

December 15, 2021
PDG NEEDS ASSESSMENT TIMELINE

- **AUGUST - JANUARY**: Data and Literature Review
- **AUGUST - JANUARY**: Focus Groups
- **JANUARY**: State Interviews
- **FEBRUARY**: Draft Report
- **MARCH**: Final Report
- **APRIL**: Sustainability
Focus Groups Sample

1. Cherokee
2. Haywood
3. Rutherford
4. Burke
5. Davie
6. Yadkin
7. Gaston
8. Rowan
9. Durham
10. Person
11. Moore
12. Edgecombe
13. Granville
14. Onslow
15. Camden
16. Pasquotank
17. Bertie
18. Lenoir
19. Carteret
20. Robeson
21. Mecklenburg
Focus Groups: Caregivers and Child Care Providers

• CCFP will conduct 18 focus groups via Zoom:
  • 9 with caregivers
    • 1 conducted with caregivers from Tribal populations
    • 2 conducted with caregivers who speak Spanish as their primary language
  • 9 conducted with childcare providers
    • NC PreK
    • Head Start/Early Head Start
    • Licensed childcare centers
    • Licensed home-based providers
Focus Groups: Caregivers and Child Care Providers

Co-Facilitators:
• 15 co-facilitators who are parents, providers, and other stakeholders from across the state were identified, trained, and will receive a small stipend.
• Helped to review protocols, data analysis and conclusions, and provided feedback.
• Aimed at enhancing recruitment, addressing language barriers, increasing participation by diverse stakeholders & building community capacity.
Focus Groups

**Providers:** Oversample for providers serving children with disabilities and accepting child care subsidies.

- 2 Head Start
- 2 NC Pre-K
- 3 Private Centers/Religious
- 2 Family/Home-based
- **Total of 9 focus groups**

**Caregivers:** Oversample for families who have a child with a disability, those experiencing homelessness, and those in the military.

- 2 Head Start/NC Pre-K (1 rural and 1 urban & suburban)
- 2 Private Center (1 rural and 1 urban & suburban)
- 2 Family/Home-based (1 rural and 1 urban & suburban)
- **Total of 6 groups**
Caregiver Focus Groups: Three Conducted with PDG-Focal Populations

Tribal Affiliation
• 1 focus group with caregivers with tribal affiliation for different tribes from across the state.

Spanish Speakers
• 2 focus groups: one with caregivers who speak Spanish as their primary language from rural counties, and one with those from urban/suburban counties from across the state.
Interviews with State Leaders

• Interviews with 10 leaders from state programs/agencies.
• Expect to conduct interviews in late January and modify protocol based on findings from parent/provider focus groups.
Focus Groups- Guiding Themes/Topic Areas: Parents/Caregivers

1. Utilization of child care services and subsidies.
2. Services and supports for children with disabilities.
3. Services and supports offered within child care settings.
5. Other services and supports.
Focus Groups- Guiding Themes/Topic Areas: Providers

1. Providing high quality care (e.g., increasing/maintaining star ratings, staffing issues, training needs, salary and benefits/health insurance for teachers).
2. Social-emotional resilience (for children and staff).
4. Supporting families (e.g., nontraditional childcare hours, caregivers who do not speak English, supports for families to make informed decisions about childcare selection).
Focus Groups - Guiding Themes/Topic Areas: Providers

Additional areas to explore:

• Childcare subsidies
• Waitlists
• Expanding NC PreK
Data and Literature Review

Over 100 sources reviewed

Divided into 5 themes
4 original + COVID

Categorized as strengths or weaknesses

What has changed since the last Needs Assessment?

• More populations became the focus (i.e., tribal populations, families experiencing homelessness, Spanish-speaking families).

• Additional topics were reviewed (i.e., EC workforce and credentialing).

• Emphasis on the inequitable impact of COVID-19 on the EC field.
Needs Assessment

Next Steps:

1. Conduct focus groups and state interviews.
2. Analyze data from focus groups, interviews, and literature review.
Affordable, High-Quality Child Care

1. Estimated eligible children under age 6 receiving child care subsidies, disaggregated by race/ethnicity and income.

2. Families paying 10 percent or less of their income on child care, disaggregated by race/ethnicity, income, and age of child.
Child Care Data Development Workgroup

- **Amy Hawn Nelson**, Actionable Intelligence for Social Policy, U Penn
- **Janet Singerman**, Child Care Resources Inc., Charlotte
- **Joanne Brosch**, Carolina Demography
- **Justine Rogoff**, Division of Child Development and Early Education
- **Kristi Snuggs**, Division of Child Development and Early Education
- **Linda Blanton**, Child Care Resources Inc., Charlotte
- **Muffy Grant**, NC Early Childhood Foundation
- **Rachel Kaplan**, School of Education, UNC-Chapel Hill
- **Vikki Crouse**, NC Child
Children under age 6 receiving child care subsidies, disaggregated by race/ethnicity and income

- DCDEE will access NC FAST subsidy data using Client Services Data Warehouse (CSDW) and disaggregate it by race/ethnicity, income, and child date of birth.

- Aggregated data will be available on DCDEE’s public data dashboard and by request. Public disaggregated data can be made available on request while following NC DHHS small cell suppression guidelines.
Children Served by Subsidized Care by Age

Data visualization showing the number of children served by subsidized care in each age group from 0-1 to >14.
Children Served by Subsidized Child Care by Race

- Blank: 30583, 56%
- American Indian or Alaskan Native: 861, 2%
- Asian: 1366, 2%
- Black / African American: 16822, 31%
- Black / African American, White / Caucasian: 4106, 8%
- Other Race: 310, 1%

NC DEPARTMENT OF HEALTH AND HUMAN SERVICES
Division of Child Development and Early Education
Families paying 10 percent or less of their income on child care, disaggregated by race/ethnicity, income, and age of child.

**NC Early Childhood Action Plan**
- By 2025, decrease the percent of family income spent on child care
  - Infant Care: Decrease from 11.6% to 7.0%
  - Toddler Care: Decrease from 10.5% to 7.0%
  - Four-Year-Olds: Decrease from 10.0% to 7.0%

**Build Back Better Act**
- Most families pay no more than 7% of household income on child care
Families paying 10 percent or less of their income on child care, disaggregated by race/ethnicity, income, and age of child.

- **Child Care Resources Inc., (CCRI),** on behalf of the NC Child Care Resource & Referral (CCR&R) Council and DCDEE will collaborate to approximate this measure based on a similar process used by Child Care Aware of America.

- Using average annual cost (statewide and by county) of licensed child care for child care centers and family child care homes by age group, CCRI will **correlate the cost of care with ACS State Median Income** data for single parents and married couples and by disaggregated by race/ethnicity.
Next Steps with Data Development

• In 2022, we’ll follow-up on data development plans for:
  - Adult health insurance
  - Preschool suspension and expulsion
  - Affordable, high-quality child care

• And decide on what to work on next:
  - Social-emotional health screening
  - Elevated blood lead levels screening
  - Parent education supports
  - Something else?
North Carolina Legislative Update

Arlette C. Lambert, MSW
Legislative Liaison & Policy Manager

NC Early Childhood Data Advisory Council Meeting
December 15, 2021
## Significant Child Care Bills Proposed This Legislative Session

<table>
<thead>
<tr>
<th>Bill Number</th>
<th>Title of Legislation</th>
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<tbody>
<tr>
<td>H 272</td>
<td>Revise Health Standard for Lead</td>
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<tr>
<td>Session Law 2021-69</td>
<td></td>
</tr>
<tr>
<td>H 366</td>
<td>Regulatory Reform Act of 2021</td>
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<tr>
<td>Session Law 2021-117</td>
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<tr>
<td>S 387</td>
<td>Excellent Public Schools Act of 2021</td>
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<td>Session Law 2021-8</td>
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<tr>
<td>H 574</td>
<td>Revise Child Care Subsidy Rates</td>
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<tr>
<td>S 570</td>
<td>Hold Harmless Star Ratings/ERS Assess. Resume</td>
</tr>
<tr>
<td>Session Law 2021-127</td>
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</tbody>
</table>
Session Law 2021-69 -- Revise Health Standard for Lead

• Defines "Lead poisoning hazard" as any concentration of lead in drinking water equal to or greater than 10 parts per billion."

• All remediation plans shall require that the lead poisoning hazards be reduced to the following levels fewer than 15 parts per billion for lead in drinking water.

• Commission for Public Health shall adopt temporary and permanent rules

• Effective December 1, 2021
DCDEE shall post the following information on its website:
- The educational opportunities for kindergarten offered by local school administrative units.
- The educational opportunities for kindergarten offered by charter schools.
- Scholarships for enrollment in nonpublic schools provided pursuant to Part 2A of Article 39 of Chapter 115C of the General Statutes, or any successor program.

Information shall be indexed or searchable by county and updated on June 1 each year.

Facilities participating in the NC Pre-K program shall provide to all families the address of the website where the information can be found and a brief description of the information available. Upon request, a facility participating in the NC Pre-K program must furnish to a family a list of the educational opportunities located in the same county as the NC Pre-K facility, or, if specified, any other county.
- Same information as above

Effective January 1, 2022
DCDEE shall not require a licensed child care facility to undergo an ERS assessment if conducting the assessment would cause the child care facility to lose a star rating due to:

- (i) the facility’s loss in educators who enabled the facility to meet the star-rating requirements and
- (ii) its inability to replace those educators, within a reasonable period of time, with individuals having similar levels of education.

When ERS assessments resume, DCDEE shall lower the seventy-five percent (75%) threshold to fifty percent (50%) of lead teachers through June 30, 2023, for programs to be able to earn education points.

Report due March 30, 2023, and shall include the following:
- New community college and university courses that award college credit towards a degree in early childhood based on work experience between June 30, 2021, and January 31, 2023.
- New community college and university courses that allow college credits for taking online health, safety, and nutrition training modules between June 30, 2021, and January 31, 2023.
- # of enrollees in the Early Childhood and Infant-Toddler Certificate Programs, number of graduates from the programs with certificates, and the increase in the number of enrollees and graduates from the programs between June 30, 2021, and January 31, 2023.
- Availability of WAGE$ salary supplement program by county, the number of early childhood educators working toward degrees in early childhood education who received salary supplements from WAGE$, and the increase in the number of early childhood educators receiving WAGE$ salary supplements between June 30, 2021, and January 31, 2023.
- # & % increase of early childhood educators with associate degrees between June 30, 2016, and June 30, 2021.

DCDEE shall lower the seventy-five percent (75%) threshold to fifty percent (50%) of lead teachers through June 30, 2023, for programs to be able to earn education points.

Section 1 is effective when it becomes law and expires six months after the date the Governor signs an executive order rescinding Executive Order No. 116, Declaration of a State of Emergency to Coordinate Response and Protective Actions to Prevent the Spread of COVID-19.

Section 2 is effective when it becomes law and expires June 30, 2023.

The remainder of this act is effective when it becomes law.
North Carolina State Budget Highlights 2021

- **Session Law 2021-180**
- Most state employees receiving pay raises of 5% over two years plus a $1,000 bonus.
  - Bonus is $1,500 for those making under $75,000 and for those working in law enforcement, corrections and 24-hour residential or treatment facilities.
- Teachers would receive pay raises on average of 5% over two years plus a bonus of up to $2,800.
- Increases minimum wage for all non-certified employees in public schools and community colleges to $13 per hour in the current fiscal year and to $15 per hour in the next fiscal year.
- Increases child tax deduction by $500 per child
- Increases foster care/adoption assistance rates
  - $514.00 per child per month for children from birth through five years of age.
  - $654.00 per child per month for children six through 12 years of age.
  - $698.00 per child per month for children at least 13 but less than 21 years of age
- Includes a limited expansion of Medicaid to cover 12 months of postpartum care
  - Does not include a full expansion of Medicaid
- Provides funds allowing the parents of children temporarily placed into the child welfare system to retain Medicaid eligibility if the parent is making reasonable efforts to comply with the court-ordered reunification
North Carolina State Budget Highlights 2021
Early Learning & Child Development

• Supports home visiting and parenting education programs
  • $10M to Smart Start
  • $1.5M to Nurse Family Partnership
  • $625,310 federal ARPA funding for Maternal Infant and Early Childhood Home Visiting Program

• Expand access to child care subsidy assistance/reduce waiting list
  • $206-$215M in federal ARPA funding

• Continued support of North Carolina Pre-K Program
Other Updates
Data Driven Decision Making

Required Population Level Indicators: EC Profile

County Outcomes

Program Outcomes

Contextual Indicators

Population Level Indicators
Cape Fear Collective

*What do we do?*

By merging cutting-edge data science with an emphasis on equity and the lived experience of our most marginalized communities, the Cape Fear Collective supports Southeastern North Carolina’s front-line organizations in combating poverty, racism, poor health and education outcomes, and socio-economic disparities.
Cape Fear Collaboration

COMMUNITY DATA PLATFORM
Cloud-based public-facing aggregation of impact indicators

- Contains 1,300 community metrics across 9 categories
- Sourced from a variety of public and partner sources including the Census Bureau, FHFA, Annie E Casey Foundation, Robert Wood Johnson Foundation, CDC, Bureau of Labor Statistics and many others.
- Data disaggregated at race, ethnicity, gender, age (when available in source data)
- Update and maintained by Cape Fear Collective
Cape Fear Collaboration

**Smart Start Healthy Children Regional Dashboard**

Requirements and Capabilities

- Exploratory data analysis at the Local Partnership Level (76 PFC)
- Interactive dashboard able to show demographics and key indicators at increased geographical granularity (county, tract)
- Ability to display Smart Start Need Index and other proprietary data
- Expand reporting on racial and ethnic differences and disparities
- Ability to password protect (if necessary)
More to come...
Other Items

- Using American Community Survey data in light of the pandemic
  - Potential discussion with NC Child at February meeting
Next Steps

• New ECDAC members
• Evaluation for 2021
• Meeting dates for 2022
  • Weds, February 16, 10am-12pm, Zoom
  • May 18
  • August 17
  • November 16