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. Making Connections—Breakout Rooms
5. NC Longitudinal Data System
6. 2022 County Data Cards—NC Child
7. Data Development: Social-Emotional Health
8. Other Items
NC ECIDS Governance Council & Early Childhood Data Advisory Council

Dr. Tanya Morgan, 5/18/2022

North Carolina Department of Health and Human Services
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.
NC ECIDS Updates

• Finalized the Memorandum of Agreement (MOA)
• Completing 4 ad hoc data requests via the interim DocuSign process
• Continuing work to modernize the NC ECIDS reporting
  • Viya 4 Environment
  • Data Selector User Interface
  • Enterprise Entity Resolution (EER) Integration
  • ETL Automation
• Updating data for 7 existing program
• Performing final edits on the NC ECIDS Data Reports for Go Live
• Began discussions on sustainability
• Finishing the UID assignment for Teaching Strategies
• Concluding the development of the new eScholar ID for Teaching Strategies
New Data Sources

• Expanding work to integrate Home Visiting, Head Start, and Early Hearing Detection and Intervention (EHDI) data into NC ECIDS this year
  - EHDI
    o Signed Amendment to the MOA
    o Gathering the data elements and file layout
    o Working with Client Services Data Warehouse (CSDW) on development of the flat file
  - Head Start
    o Gathering the data classification information for the MOA
    o Invited to present at the June 2022 conference
  - Home Visiting
    o Gathering the data classification information for MOA
Timeline

Integration of 3 data sources: EHDI, Head Start, and Home Visiting
Questions?
DCDEE Update

Justine Rogoff,
Data Lead

Early Childhood Data Advisory Council Meeting

3/16/22
DCDEE Updates

• DHHS Data Governance/Data Sharing Agreement
• Stabilization Grant Data Dashboards
DHHS Data Governance/Data Sharing Agreement

• DCDEE is finalizing the DSA
• The plan is for it to be executed by 5/31
Stabilization Grant Data Dashboards

NCDHHS Division of Child Development and Early Education has created two data dashboards to provide Child Care Stabilization Grants summary data. The first dashboard gives insight into the impact of this historic investment, showing the total child care capacity and jobs that are supported by the grants both as a statewide to-date total and by county in an interactive map. The second dashboard illustrates the strength of NCDHHS's commitment to the state's early care and learning network by showing the total stabilization grant dollars paid to-date to child care programs statewide, and a pie chart of grantees by program type. This dashboard also features an interactive map of stabilization grant payment totals by county with several display options: All Payments, Fixed Cost Payments, Compensation Support Payments, Child Care Center Payments, Family Child Care Home Payments.

GET HELP

To get help with an application or update, or ask questions about Stabilization Grants, please call Stabilization Grants Customer Service Team at (919) 814-6300, Option 2, or email dcdce_support@dhhs.nc.gov.
Stabilization Grant Data Dashboard 1

This dashboard gives insight into the impact of this historic investment, showing the total child care capacity and jobs that are supported by the grants both as a statewide to-date total and by county in an interactive map.

Select Type
- Total Jobs Impacted
- Total Capacity Impacted

37,976
Stabilization Grant Dashboard 2

This dashboard illustrates the strength of NCDHHS’s commitment to the state’s early care and learning network by showing the total stabilization grant dollars paid to-date to child care programs statewide, and a pie chart of grantees by program type. This dashboard also features an interactive map of stabilization grant payment totals by county with several display options: All Payments, Fixed Cost Payments, Compensation Support Payments, Child Care Center Payments, Family Child Care Home Payments.

Total NC Payments

$509,232,073

Grantees by Program Type

- 2,688 (72.45%)
- 1,136 (27.55%)

Program Type
- Child Care Centers
- Family Child Care Homes
Appendix

• Updated links to the Stabilization Grant Dashboards can be found at the bottom of this page: https://ncchildcare.ncdhhs.gov/Home/Stabilization-Grants
NC Early Learning Inventory (ELI) and Transition Report Updates

Dan Tetreault, Project Manager
NCDPI, Office of Early Learning

Kristi Snuggs, Deputy Director
NCDHHS, Division of Child Development & Early Education
NC ELI Interpretation Panels

Recommendations to be presented to the SBE in June

Incoming readiness indicator on the NC School Report Cards in the Fall

State Longitudinal Data System
Background: Transition to K Legislative Requirements

Senate Bill 740 (2016-17)

1. Methods to standardize student transition information such that it is quantifiable.

2. 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.

3. 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.

4. Recommendations for preschool teacher training and continuing education to support their role in completing transition plans for preschool children.

5. Recommendations for baseline information that should be compiled in transition plans for students transitioning to kindergarten.

6. Procedures for the management of transition plan documents, including recommendations for the length of records retention, provisions for confidentiality, and proper disposal.

7. Any other components the department deems appropriate in the provision of information between preschools, students' families and kindergartens.
§ 115C-83.4B. Early Literacy Program.

(3) 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. The Department shall also 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.
Transition Report Process

• NC Pre-K teachers and public school Pre-K teachers who are not NC Pre-K will complete Transition Reports in Teaching Strategies GOLD® by May 31.

• Training for Pre-K teachers and administrators occurred in April and early May (1400+ teachers).

• Transition Reports will be copied to the NC ELI Teaching Strategies GOLD® instance by July 7.

• Training for kindergarten teachers
  • DHHS is planning professional development
  • DPI is creating an interactive online module
TestPreK1First TestPreK1Last

Class:
Pre-K North Carolina

Date of Birth:
11/25/2020

Teacher:
TransR Teacher

Date Ratings determined:
01/01/2022

School / Program:
Default Site

Special Education Referral:

- Yes
- No
- Do not know

Absent more than 10% of days:

- Yes
- No

Special Education Eligible:

- Yes
- No
- Do not know

Additional Information
# Transition Report

## Current View

![Spring - 2021/2022](image)

## Children with Checkpoints

<table>
<thead>
<tr>
<th>Child</th>
<th>Status</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child PreK01</td>
<td>In Progress</td>
<td>View Edit</td>
</tr>
<tr>
<td>Child PreK03 Child PreK03</td>
<td>In Progress</td>
<td>View Edit</td>
</tr>
<tr>
<td>NCChild PreK</td>
<td>In Progress</td>
<td>View Edit</td>
</tr>
<tr>
<td>OneRyanFirstname OneRyanLastname</td>
<td>Net Started</td>
<td>View Start</td>
</tr>
<tr>
<td>TestPreK1 First TestPreK1Last</td>
<td>Completed</td>
<td>View Edit</td>
</tr>
</tbody>
</table>

## Children without Checkpoints

<table>
<thead>
<tr>
<th>Child</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child PreK02 Child PreK02</td>
<td>Checkpoint Required</td>
</tr>
<tr>
<td>Child PreK04 Child PreK04</td>
<td>Checkpoint Required</td>
</tr>
<tr>
<td>TwoRyanFirstname TwoRyanLastname</td>
<td>Checkpoint Required</td>
</tr>
</tbody>
</table>

---

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### Knowledge, skills, and abilities

<table>
<thead>
<tr>
<th>Area</th>
<th>Widely Held Expectation Status</th>
<th>Notes (current ability, strategies used to support the child, etc...)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social-Emotional</td>
<td>Progressing</td>
<td></td>
</tr>
</tbody>
</table>

#### 1a Manages feelings

- Status: Exceeding

Currently, TestPreK1First: Is beginning to manage strong emotions using known strategies. Next, TestPreK1First will: Manage strong emotions using known strategies.

#### 1b Follows limits and expectations

- Status: Exceeding

Currently, TestPreK1First: Applies basic rules in new but similar situations. Next, TestPreK1First will: Begin to understand and explain reasons for rules.

---

☐ I have completed the transition report

---

**History**

- Created on April 07, 2022 at 15:42 by TranslT Teacher
- Completed on April 07, 2022 at 17:05 by TranslT Teacher
TestPreK1First TestPreK1Last

Class: Pre-K North Carolina
Date of Birth: 11/25/2020

Teacher: TransR Teacher
Date Ratings determined: 01/01/2022

School / Program: Default Site
Special Education Referral: No

Absent more than 10% of days: No
Special Education Eligible: No

Additional Information

<table>
<thead>
<tr>
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<th>Area</th>
<th>Widely Held Expectation Status</th>
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</thead>
<tbody>
<tr>
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<td>Progressing</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Knowledge, skills, and abilities

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<th>Widely Held Expectation Status</th>
<th>Notes (current ability, strategies used to support the child, etc...)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a</td>
<td>Manages feelings</td>
<td>Exceeding</td>
</tr>
<tr>
<td>1b</td>
<td>Follows limits and expectations</td>
<td>Exceeding</td>
</tr>
</tbody>
</table>
NC Pre-K Transition Report
Breakout Rooms (4 people)

1. **Introduce yourself:** Name, organization, and role.

2. **Sharing data work:** Share one project you’re currently involved with or know about that may be of interest to others
NC Longitudinal Data System (NCLDS)

Dr. Trip Stallings, Executive Director
NC Longitudinal Data System
NC Department of Information Technology
Mission: The NCLDS Partnership provides Sector Contributors and Trusted practitioner and research Partners with secure access to cross-sector, longitudinal, and linked record-level data for the purpose of helping them address the state’s most pressing questions via data-informed decision-making, continuous improvement, and performance management processes.
What Is the NC Longitudinal Data System?

It’s *not* just a bunch of data; it is instead:

- A data exchange and research **partnership** of data-contributing state agencies and organizations (Sector Contributors)
- A **tool** for providing Sector Contributors and practitioner Partners with access to cross-sector data for their reporting, research, decision-making, and evaluation needs
- A **strategy** for linking, packaging, and securely delivering data from participating sources to Sector Contributors and Partners
- A **process** for:
  - Establishing a cross-sector, longitudinal **research and evaluation agenda** for NC
  - Vetting, approving, and supporting agenda-relevant projects
  - Incorporating external research, evaluation, and practitioner Partners

**Current Sources**: ECIDS, Common Follow-Up System, and NC SchoolWorks
**Within-Sector vs Cross-Sector Longitudinal**

**What’s the Difference?**

**Within-Sector:** Changes in a Program’s or Initiative’s Outcomes Over Time

- 2015
- 2016
- 2017
- 2018
- 2019
- 2020

**Cross-Sector:** Growth and Changes in an Individual’s Outcomes Over Time & Across Programs/Initiatives

- DHHS
- NCDPI
- NCCCS
- UNCCNCIU
- Workforce

**Work with Agency**

**Work with NCLDS & Agencies**
Projects Now Underway to Test the System

- **Connecting early grade outcomes to early childhood program participation** (with Informed Decision-Making Collaborative [IDMC], external Partner)

- High school graduate **postsecondary/work-force pathways** (with IDMC, Commerce, Community College System [NCCCS])

- Career and College Promise **cohort matching** (with external partner, NCDPI, NCCCS)

- **COVID Recovery Dashboards** (with all Sector Contributors, NC Pandemic Recovery Office, Office of the Governor)

- Incorporation of **non-degree credentials data** (with Commerce)
*New 2022 County Data Cards*

- Interactive County Data Dashboard – Data disaggregated by race and ethnicity.
  - Featuring a *new* year filter!

- County Data Cards – Downloadable PDFs

Be A Data Hero!
Key Policies

- Direct cash payments to low- and middle-income families via stimulus checks (2020) and the expanded Child Tax Credit (2021)
- Increased food assistance benefits;
- Uninterrupted health insurance coverage for those enrolled in Medicaid;
- Increased rental assistance; and
- An eviction moratorium that protected many families from homelessness.
• We have the tools to fight poverty, and they work. Pandemic-era policies buffered children in particular against some of the worse impacts of poverty.

• Health coverage remained stable in the first year of the pandemic.

• Children's’ reading proficiency was worsened by the pandemic as reflected by third-grade reading scores.
North Carolina is home to more than 2 million children. Nearly 1 in 3 is under the age of six.
**Poverty**

*Nearly half of NC’s children lived in poor and low-income homes before COVID-19*

- Crucial COVID relief packages in 2020 and 2021 had a major impact in helping NC families withstand loss of jobs and income.

- Children most at risk of living in poor or low-income homes:
  - Black and Latinx children
  - Children under age 6
  - Children in rural counties

<table>
<thead>
<tr>
<th>NC Counties with Highest &amp; Lowest Child Poverty Levels (2020)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Highest</strong></td>
<td></td>
</tr>
<tr>
<td>1. Scotland</td>
<td>70.2%</td>
</tr>
<tr>
<td>2. Halifax</td>
<td>69.2%</td>
</tr>
<tr>
<td>3. Robeson</td>
<td>66.5%</td>
</tr>
<tr>
<td>4. Tyrrell</td>
<td>64.1%</td>
</tr>
<tr>
<td>5. Alleghany</td>
<td>63%</td>
</tr>
<tr>
<td><strong>Lowest</strong></td>
<td></td>
</tr>
<tr>
<td>1. Orange</td>
<td>25.4%</td>
</tr>
<tr>
<td>2. Wake</td>
<td>26.6%</td>
</tr>
<tr>
<td>3. Union</td>
<td>27.1%</td>
</tr>
<tr>
<td>4. Currituck</td>
<td>30.6%</td>
</tr>
<tr>
<td>5. Gates</td>
<td>31.4%</td>
</tr>
</tbody>
</table>
• Statewide, 1 in 5 children are food insecure with wide variances by county.
• The pandemic has led to higher demand than ever for food and nutrition support – deepening the hunger problem that was already stark in many counties.
• North Carolina’s hungriest counties are concentrated mostly in the eastern part of the state: Washington, Tyrrell, Scotland, Bertie and Northampton counties make up the top five counties for food insecurity.
• 2020 data coming soon!
Health Insurance

More than 130,000 children (5%) in North Carolina have no health coverage.

- When parents are insured, children are more likely to be insured and receive regular health care.
- Uninsured children have fewer well-child visits and vaccinations.
- Late prenatal care and poor birth outcomes are also linked to lack of coverage.

<table>
<thead>
<tr>
<th>County</th>
<th>2020</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highest</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Swain</td>
<td>23.7%</td>
<td>22.6%</td>
</tr>
<tr>
<td>2. Hyde</td>
<td>13.4%</td>
<td>11.6%</td>
</tr>
<tr>
<td>3. Currituck</td>
<td>12.9%</td>
<td>10.3%</td>
</tr>
<tr>
<td>4. Duplin</td>
<td>10.9%</td>
<td>9.6%</td>
</tr>
<tr>
<td>5. Perquimans</td>
<td>10.5%</td>
<td>15.2%</td>
</tr>
<tr>
<td>Lowest</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Tyrrell</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>2. Chowan</td>
<td>0.9%</td>
<td>2.8%</td>
</tr>
<tr>
<td>3. Anson</td>
<td>0.9%</td>
<td>1.5%</td>
</tr>
<tr>
<td>4. Alleghany</td>
<td>1.5%</td>
<td>0.9%</td>
</tr>
<tr>
<td>5. Clay</td>
<td>1.8%</td>
<td>4.1%</td>
</tr>
</tbody>
</table>
Reading at Grade Level

• Whether a child can read on grade-level by third grade is a vital touchpoint for success throughout life.

• Children on track in third grade are significantly more likely to graduate high school on time, attend college, and earn more later in life.

| Highest & Lowest Rates of Children Reading at Third-Grade Reading Level (2020-2021) |
|-----------------------------------------------|-----------------|
| **Highest**                                  |                 |
| 1. Camden                                     | 72.9%           |
| 2. Polk                                       | 71.7%           |
| 3. Carteret                                   | 61.2%           |
| 4. Wake                                       | 59.7%           |
| 5. Watauga                                    | 59.3%           |
| **Lowest**                                    |                 |
| 1. Northampton                                | 17.3%           |
| 2. Warren                                     | 23.7%           |
| 3. Edgecombe                                  | 24.0%           |
| 4. Vance                                      | 24.6%           |
| 5. Robeson                                    | 24.9%           |
• Having health insurance is a significant predictor of whether or not people who give birth are very likely to have children who are born full term and at a healthy weight.
• Race is also an important factor in North Carolina.
• The infant mortality rate has slowly been declining statewide.

**Birth Outcomes**

In 2020, nearly 6.9 infants per 1000 died before their first birthday in NC.

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>2020</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>4.8</td>
<td>4.7</td>
</tr>
<tr>
<td>African American or Black</td>
<td>12.8</td>
<td>12.5</td>
</tr>
<tr>
<td>American Indian</td>
<td>--</td>
<td>12</td>
</tr>
<tr>
<td>Hispanic or Latinx</td>
<td>5.8</td>
<td>5.6</td>
</tr>
<tr>
<td>Other</td>
<td>4.2</td>
<td>3.8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>6.9</strong></td>
<td><strong>6.8</strong></td>
</tr>
</tbody>
</table>
A Strong Start

The first 2,000 days of a child’s life have a lasting impact on later learning, health, and success. Parents and caregivers need strong support to lay the groundwork for a lifetime.

Women who receive early prenatal care

Early prenatal care improves a baby’s chances for a healthy birth and a great start in life. Studies show that early prenatal care has the greatest impact on teens, single women, and women of color - all of whom are at higher risk for complications during pregnancy. Ensuring that families have affordable health insurance and local health care providers can help eliminate racial disparities.

Babies born at a low birthweight

A low birthweight (less than approximately 5.5 pounds) increases the risk of health problems as an infant and later in life. Black families are most likely to have a low birthweight baby compared to all other racial and ethnic groups. Many factors can increase the likelihood of low birthweight, from environmental factors like exposure to air pollution or lead, to health factors like nutrition and stress. Affordable health insurance and quality health care are two of the most effective tools to reduce racial disparities, so that more children can be born at a healthy birthweight.
Data Development

Social-emotional health screening: Percent of young children screened for social-emotional health needs, disaggregated by race/ethnicity, income, and county
Data Development

• Not currently collected in NC at population-level
• Long-term development, high impact and high need
• Aligns with other priorities and early childhood initiatives in NC
• Social-Emotional Health Data Workgroup recommends portfolio of measures versus one measure—more than just % screened
• **Complex measure**: Screening occurs across sectors & ages, multiple screens used, issues with bias, lack of data system, etc.
Information Gathering

- **Medicaid**: Collects maternal depression & developmental screen data for young children, but not SE screen data specifically. Potential for development.

- **Healthy Social Behaviors Project**: Collects ASQ-SE screen data for children in 22 centers served by Pyramid Fidelity Model Project since 2019 (~1,700 children) using ASQ Enterprise data system, not disaggregated by race/income

- **NC Integrated Care for Kids**: Pilot with primary care providers in 5 counties. Does not currently collect SEH screen data, but potentially in the future.
Information Gathering

• **Early Intervention**: CDSAs screen children 0-3, but doesn’t currently collect this screen data. Collects some SEH-related data (e.g., children who have one or more emotional, behavioral, or developmental condition)

• **NC PreK**: TS Gold assessment has some SEH data, but is not a screen

• **NCDHHS Division of Child & Family Well-Being**: Currently reviewing metrics for Department-level Child Behavioral Health Data Dashboard, TBD

• **EarlyWell Initiative**: Cross-sector, collaborative initiative led by NC Child. SEH data infrastructure and measure development included in action plan
Options for ECDAC Next Steps

1. **Continue research & establish informal work group** to create plan
   - Focus on % screened or portfolio of indicators?
   - Focus on a particular sector/system?

2. **Contract facilitator to convene formal group** and/or write report

3. **Let other initiatives lead this work** and follow their efforts

4. Other ideas?
Other Updates
Next Steps

• Next Meeting: August 17, 10am-12pm