

**Notes for NC Early Childhood Data Advisory Council (ECDAC) Meeting
August 17, 2022, 10am-12pm, Zoom**

Total Attendance: 22

Members of the NC ECIDS Governance Council who do not also serve on the ECDAC did not attend this month's meeting. They will meet separately on another date.

See PDF of PPT slides on ECDAC webpage. Video recording available on request. Meeting highlights provided below.

NC ECIDS Update—Dr. Tanya Morgan, DCDEE

- New ECIDS dashboard and data reports will launch August 30th. Was delayed in order to make sure the user experience is optimal. Expect press release and demonstrations.
- Data Selector Tool: Working on building the tool and requirements. Will serve as research request portal with new data features.
- NC Longitudinal Data System: Working on use case, setting up data integration, future research
- Data Enhancements: Working on frequency for data sources, and integration of Home-Visiting, Head Start, Early Hearing Detection and Intervention. To be implemented by early 2023.
- Sustainability: What else can be integrated into ECIDS, how to move forward with ECIDS beyond maintaining.

DCDEE Data Update—Justine Rogoff, DCDEE

- Legal framework implementation by DHHS: DCDEE Data Sharing Agreement finalized.
- Working on Version 2 of public data dashboards, looking for people to provide feedback.
- Brief update on Child Care Stabilization Grants

COVID Data Story #1: NC Rapid COVID-19 Response to Early Care and Education Systems Threat-- Dr. Sandra Soliday-Hong, Policy Division Lead and Advanced Research Scientist, Frank Porter Graham Child Development Institute

- Preliminary Brief provided to ECDAC members for review (available upon request)
- See PPT slides
- COVID-19 Pandemic Challenge to NC ECE System
 - Mandatory closures, parents out of work, children not attending childcare
- Federal/NC Response
 - CARES Act, CCDF funds, CRRSA, ARPA. Layered supports. Allowed providers to keep centers open; acted as general operating funds; provided PPE equipment; enforcement of flexibility of licensing requirements; childcare staff bonus payments; development of an IT system to provide tracking of funds and remote learning services. Pandemic childcare payments went to families; stabilization grants to families and providers.
- DCDEE Actions and Timeline – see above and slides.
- Systems Outcomes
 - Evidence of stabilization: Fewer ECE programs closed than expected. Pre-pandemic: # of licensed providers was declining. Expected to decline even more during pandemic, but stabilization provided by state prevented more providers from closing than expected.
 - Stabilization was more evident in Family Child Care Homes than in Centers, partly because FCCHs were able to follow health guidance on limiting person to person

interactions more than Centers, due to size. Center closure reasons include financial and health concerns

- Overall enrollment declined, but ECE capacity was preserved through state and federal stabilization
- Discussion on Implications/Sustaining Trends
 - Strengths: Flexible infrastructure, swift and effective reactions to crisis, identification and addressing barriers
 - Opportunities for Growth: Sustaining staff salary increases, provider mental health supports

Breakout Discussion---Notes available upon request

1. Does the presented data make sense and tell a compelling story?
 - What worked well? What's missing?
2. What are the implications going forward?
3. How do we sustain this benefit to the field once Stabilization Grants end?

COVID Data Story #2: Impact of COVID-19 on NC DPI Student Learning-- Calen Clifton, Research Analyst, NC DPI Office of Learning Recovery and Acceleration

- Highlights from OLR reports: [March 2022 report](#), [April 2022 white paper](#), [May 2022 white paper](#).
- See PPT slides
- Office of Learning Recovery & Acceleration (OLR) measured "learning loss" as the difference between students actual and expected scores during the 2020-2021 school year.
- Losses were largest in Math. Losses were smaller in earlier grades.
- Approximating these losses to units of time, we find that the average student may need interventions equivalent to ~1/2 a school year in English/Language Arts (ELA) and over a year in Math. However, time needed for recovery varies widely.
- OLR focuses on understanding the pandemic to support informed decisions and policy.
- Graphs: Comparing 2018 scores and 2021 scores, losses were large in Math Grade 5-8, moderate in ELA Grades 3-8, large in Science Grade 8 & Biology, with a gain in English II
- Based on relatively large sample sizes, in elementary grades: Black children and American Indian/Alaskan Native had largest learning loss overall in all areas – rural, suburb town, city
- Data also shared by free and reduced-price lunch status, English language learners (multi-lingual learners), and students with learning disability.
- Other information per student is available, including attendance. Will be/can work on linking this data into results.

Large Group Discussion--Notes available upon request

1. Does the data shared make sense, and tell a compelling story?
 - What worked well? What's missing?
2. Does the group know of any other relevant data sources?
3. What are the implications going forward?

Data Development Updates

1. Estimated eligible children under age 6 receiving child care subsidies, disaggregated by race/ethnicity and income
 - DCDEE hired two new staff to help work on data backlog. Will help with disaggregating this measure in the future.

2. 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. shared findings from analysis using CCRI, CCR&R and ACS data.
 - NC aiming for cost of childcare at 7% of family income. Actual % that families pay for child care is 13.5% - 42.1%, based on 1 child in full-time care from infant-4 years old, with median household income for married couple, single female parent, & single male parent
 - Disaggregated by separated by race it ranges from 10.7% - 28.8%
 - Can provide info by county, Centers and FCCH
 - Data will be made publicly available on CCRI website. Consider future data sharing & use.
3. Percent of young children screened for social-emotional health (SEH) needs, disaggregated by race/ethnicity, income, and county
 - NCECF provided an update on SEH data measurement information gathering and virtual discussion with stakeholders in August. Proposed next steps include:
 1. Medicaid + BCBSNC claims offer best opportunity for collecting SEH screen data
 - Identify and discuss specific codes with decision makers, follow-up
 2. Continue exploring use of flourishing metric, based on NSCH data
 - Confirm validation for children under 6, potential oversampling in NC
 3. Continue developing/using program data: Part C, Part B 619, home-visiting, etc.

Updates

- Two new resources from the [Early Childhood Data Collaborative](#), providing recommendations for policymakers on using integrated data to increase equitable access to programs serving young children and families.
 - A research brief, [Integrated Early Childhood Data Is an Essential Tool for Advancing Racial and Ethnic Equity](#) establishes the need for ECIDS in addressing inequitable early childhood systems, and recommends three ways for policymakers to improve the collection and use of integrated data.
 - An infographic, [Using Integrated Data to Increase Equitable Access to Early Childhood Programs](#), describes how policymakers can determine whether families can access care in their communities and suggests three equity-driven recommendations for policymakers to guide data integration.

Next Steps

- Next Meeting: Weds, November 16, 2022. 10am-12pm via Zoom
- Potential Topics:
 - Live demo of updated ECIDS
 - Continue discussion of COVID-19 data stories in other sectors and ECDAC support
 - 2021-22 School Report Card data
 - Racial Equity and ECIDS resources
 - ECDAC sustainability
- Data Development: Follow-up on next steps for SEH screen measurement and proposed plan
- Update ECDAC Description and Terms: Finalize draft.