



FINAL EVALUATION REPORT FY 2010-2011



Making Young Children A Priority

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Final Evaluation Report

FY 2010-2011

EXECUTIVE SUMMARY

Background

Governor James B. Hunt and the NC Legislature established Smart Start in 1993 as a comprehensive, community-based initiative serving North Carolina's children under age six and their families. Founded in 1994 to administer the Smart Start grant in Durham County, Durham's Partnership for Children is one of 77 local nonprofit Partnerships in North Carolina. Durham's Partnership for Children is committed to improving the health and well-being of Durham's young children by administering multidisciplinary intervention strategies. In addition to oversight of Durham's Smart Start Initiative, Durham's Partnership for Children is the community leader charged with implementing More at Four Pre-Kindergarten Program (North Carolina Pre-Kindergarten) and Durham Early Head Start for children from birth through age five.

Building the Foundations for School Readiness

Science tells us that a child's early experiences can create a strong or weak foundation for all future learning. To close the achievement gap and help children enter school ready to learn, communities must provide comprehensive, quality early education experiences starting at birth.

"Early childhood education fosters cognitive skills along with attentiveness, motivation, self-control and sociability – the character skills that turn knowledge into know-how and people into productive citizens." - James J. Heckman, Ph.D.

The Partnership is dedicated to building the foundations for school readiness by:

- Improving children's early care and education programs so that they are safe, healthy and provide opportunities for children to learn skills they need for success in school.
- Providing parents with tools that support them in raising healthy, happy, successful children.
- Ensuring that children have access to preventive health care and early intervention services.

Our mission is to mobilize and unify the Durham community to create and support innovative and successful collaborative approaches to serving the needs of children birth to five years of age and their families.

Commitment to Quality despite Reduced Resources

The Partnership is committed to investing in high-quality, evidence-based programs that meet the needs of children, families, and child care programs in Durham County. During FY 2010-2011, the Partnership funded 17 Smart Start programs administered through 9 partner agencies (including the Partnership) and organizations in order to address critical issues facing young children and their families in Durham County. More at Four

contracted with 21 educational sites in 3 settings – private child care centers, public schools, and Head Start classrooms – to provide pre-school education to 420 at-risk children in Durham County to better prepare them for kindergarten. To ensure these programs are effective, Partnership staff works with partners each year to develop and track outcomes.

Smart Start and More at Four programs use evidence-based models with proven outcomes tied to school readiness. In FY 2010-11 the Partnership's funded programs achieved over 80% of all outcomes.

While these programs had positive impacts in the community, the need for additional resources remains high. Over the past decade, the Partnership has experienced a 35% decrease in Smart Start funding. Furthermore, there are approximately 25,000 children ages birth to five in Durham (Office of State and Budget Management Population Estimates, 2009), which reflects a significant growth in the population of young children over the past decade. Decreases in funding have limited the capacity of programs to meet the demands of a growing population. For example, at the end of FY 2010-11, there were over 2,000 children on the wait list for a Smart Start Scholarship. Additionally, Durham has 420 slots for the More at Four Pre-Kindergarten Program, and over 900 applicants.

Purpose of Report

The Partnership coordinates the early childhood system in Durham County through state and federal funding including Smart Start, More at Four, and Early Head Start. The purpose of this report is to show how these investments impact the lives of young children and their families. The report includes evaluation data for the Partnership's two state-funded initiatives: Smart Start and More at Four. Early Head Start operates on a different fiscal year, and results are reported separately.

The report is divided into two sections: Community Impact and Program Impact.

Community Impact: Provides a summary of the FY 2010-11 Smart Start funding as well as an aggregate summary of the Partnership's community impact. This section includes data on the number and types of child care programs served by the Partnership and demographic information on the children served.

Program Impact: Provides detailed individual results of measureable outcomes for More at Four and the Smart Start funded programs grouped by focus area: Early Care and Education, Health and Early Intervention, and Family Support.

Conclusion

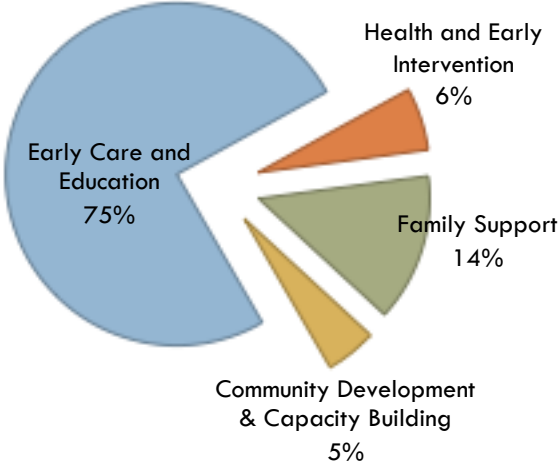
Early childhood is a critical time in a child's life and sets the foundation for school readiness. The Partnership strives to help children enter school ready to learn by funding high-quality, evidence-based early childhood programs. This report shows the impact that Smart Start and More at Four have in the Durham community. While funded programs met or exceeded a majority of outcomes, budget constraints have limited the numbers served. As the population of young children in Durham County grows, the need for high-quality early childhood programming remains high.

COMMUNITY IMPACT

Smart Start Funding Summary FY 2010-2011

In FY 2010-2011, Durham’s Partnership for Children provided Smart Start funding to 17 programs within 9 agencies in the categories of Early Care and Education, Health and Early Intervention, Family Support, and Community Development & Capacity Building. Figure 1 illustrates the total FY 2010-2011 funding distribution by program area. The majority of Smart Start funding (75%) was allocated to Early Care and Education activities. The Partnership is in compliance with the legislative mandates for Smart Start service dollars by surpassing the minimum mandate of 70% of service dollars being spent on Early Care and Education. Furthermore, the Partnership allotted 46% of direct service funds to child care scholarships in compliance with the 30% minimum.

FIGURE 1. SMART START FUNDING SUMMARY BY CATEGORY



Note: The chart percentages are based on totals according to the Program Area column in Table 1. The Health & Early Intervention (H-EI) program area funding that counts toward the Smart Start Early Care & Education (ECE) requirement is included in the H-EI segment.

TABLE 1. SMART START FUNDING SUMMARY

Program Area	Activity Name	Funded Partner	FY 10-11 Budget
Early Care & Education \$5,022,908	Choosing and Using Quality Child Care*	Child Care Services Association	241,481
	Grow A Teacher*	Child Care Services Association	80,769
	More at Four Coordination*	Durham's Partnership for Children	71,087
	School Readiness Quality Enhancement*	Child Care Services Association	316,069
	School Readiness Quality Maintenance*	Child Care Services Association	125,576
	Smart Start Scholarship Program*	Child Care Services Association	3,476,634
	T.E.A.C.H. Early Childhood® AmeriCorps Program*	Child Care Services Association	13,078
	WAGES®*	Child Care Services Association	698,214
Health & Early Intervention \$393,662	Durham Inclusion Support Services (DISS)*	Community Partnerships, Inc.	55,176
	Early Childhood Outreach Project (EChO)*	Exchange Clubs Family Center	168,206
	Hispanic/Latino Consultation Services	Durham Council for Children with Special Needs	117,574
	Nutrition Consultation*	Durham County Health Department	52,706
Family Support \$930,544	The Family Support Program	El Centro Hispano, Inc.	231,484
	Healthy Families Durham	Child & Parent Support Services/Center for Child and Family Health	375,179
	Welcome Baby Family Resource Center	Durham County Cooperative Extension	323,881
Community Development & Capacity Building \$321,754	Program Coordination & Evaluation	Durham's Partnership for Children	242,672
	Community Awareness & Education	Durham's Partnership for Children	79,082
TOTAL			6,668,868

* Funding counts toward mandatory 70% in Early Care and Education. Note: This table includes Smart Start funding only and does not capture More at Four funds from the Office of School Readiness and federal Early Head Start funds. Smart Start funds in the amount of \$71,087, included in the Early Care and Education program area, support More at Four program coordination, technical assistance, training, and monitoring.

Increase Quality of Child Care

Durham's Partnership for Children funded 9 partner programs that strive to improve the quality of Durham's child care community through technical assistance, training, and staff support. Across the 9 funded programs, a total of 209 child care facilities – 62% of the 338 total licensed child care facilities in Durham County with children from birth to age five – received services intended to improve the quality of child care available to young children and their families. Table 2 shows the number of child care facilities served by each of these programs. Of the 209 unique child care sites receiving services, 105 (50%) received services from 1 of the 9 Smart Start funded programs. Of the 104 remaining sites, 52 (25%) received services from 2 programs, and 52 (25%) received services from 3 or more programs.

TABLE 2. CHILD CARE FACILITIES SERVED BY THE PARTNERSHIP'S FUNDED PROGRAMS

Funded Program	Number of Licensed Child Care Facilities Served*
Child Care Nutrition Consultation	28
Durham Inclusion Support Services (DISS)	31
Early Childhood Outreach Project (EChO)	36
Grow A Teacher	22
More at Four	14
School Readiness Quality Enhancement	77
School Readiness Quality Maintenance	37
T.E.A.C.H. Early Childhood® AmeriCorps	5
WAGE\$®	144

* The number of facilities includes duplicates, meaning facilities may be served by one or more of the listed programs.

Tables 3 and 4 present information about the type of facilities and star quality rating of facilities served by Smart Start funded partners compared to the total number of facilities in Durham County that enroll preschool age children. In FY 10-11, funded programs served 62% of Durham County licensed child care facilities (75% CC Centers, 47% CC Homes), representing 82% of all children enrolled in licensed child care.

TABLE 3. CHILD CARE FACILITIES SERVED TABLE - TYPE OF FACILITY

Type of Child Care Facility	Licensed Child Care Facilities Served		Total Licensed Child Care Facilities in Durham County	
	Number of Facilities	Enrollment Birth to 5	Number of Facilities	Enrollment Birth to 5
Centers	113	5,471	143	6,326
Homes	96	426	195	854
TOTAL	209	5,897	338	7,180
% of Durham Total Served	62%	82%		

TABLE 4. CHILD CARE FACILITIES SERVED - STAR QUALITY RATING

Licensed Child Care Facilities Served						Licensed Child Care Facilities in Durham County Enrolling Ages Birth to 5	
Quality Star Rating	Number of Sites Served	Percentage of Sites Served	Birth to 5 Enrollment	Percentage of all Birth to 5 Enrollment	Total Number of Sites	Total Enrollment Birth to 5	
Child Care CENTERS Served	5 Star	35	92%	2290	92%	38	2476
	4 Star	34	85%	1483	92%	40	1612
	3 Star	32	73%	1203	89%	44	1358
	2 Star	2	100%	20	100%	2	20
	1 Star	3	50%	56	26%	6	212
	GS 110	5	45%	377	62%	11	606
	Provisional	2	100%	42	100%	2	42
	Temp	0	0%	0	0%	0	0
TOTAL	113	79%	5471	86%	143	6326	
Family Child Care HOMES Served	5 Star	24	80%	117	79%	30	149
	4 Star	35	67%	148	65%	52	226
	3 Star	22	45%	102	46%	49	223
	2 Star	10	29%	40	30%	35	133
	1 Star	5	18%	19	16%	28	117
	GS 110	0	0%	0	0%	0	0
	Provisional	0	0%	0	0%	1	6
	Temp	0	0%	0	0%	0	0
TOTAL	96	49%	426	50%	195	854	

Source: DHHS Client Services Data Query Tool, DCD Regulatory Reports: Quarterly Enrollment Capacity Education Centers Report Month= June 2011. Run date: July 12, 2011; http://ncchildcare.dhhs.state.nc.us/pdf_forms/statistical_detail_report_june_2011.pdf

Expand Access to High-Quality Child Care

Child development research continues to show that the rate of human learning and development is most rapid in the early years; therefore, it is imperative that quality child care is both accessible and affordable. Funded programs provide access to child care through both financial assistance and/or program referral services to families in need of high quality-child care.

1,857 parents/guardians received a referral to high-quality child care
462 children received a general child care scholarship
289 children received a More at Four scholarship
56 children received an Early Head Start scholarship

Support to Children and Families

For a child to be in the best condition to learn, his or her physical, mental, and developmental health needs must be identified and addressed. In response to this need, Durham’s Partnership for Children invests in a variety of programs that offer education and support for child care providers and parents as well as interventions for children with health and developmental concerns. These programs include eight Partners that provide services directly to children and families who collect demographic data for their participants. Table 5 below summarizes this data

TABLE 5. SMART START PARTICIPANT DEMOGRAPHICS

Smart Start Participant Demographic Summary	Number	%	Smart Start Participant Demographic Summary	Number	%
Child Residency by Zip Code			Child Race/Ethnicity		
27701	1717	21%	African American	3008	36%
27703	1432	17%	Latino/Hispanic	3371	40%
27704	1279	15%	Asian/Asian-American	137	2%
27705	1104	13%	Caucasian	1336	16%
27707	1476	18%	Native American	10	0%
27712	207	3%	Other/Not Available	475	6%
27713	939	11%			
All Others	81	1%			
Not Available	108	1%			

Note: This demographic data is aggregated across all children by 8 direct services providers that provided demographic data and does not represent a total unduplicated number of children. The direct service providers include: Choosing and Using Quality Child Care, Durham Inclusion Support Services (DISS), Early Childhood Outreach Project (EChO), Healthy Families Durham, Hispanic Latino Consultation Services, Smart Start Scholarship Program, The Family Support Program, and Welcome Baby.

Community Development and Capacity Building

The Partnership funds two in-house programs, Community Awareness & Education and Program Coordination & Evaluation, which focus on community development and capacity building in order to support an early childhood system that fosters school readiness. These programs work closely together to implement the following key strategies:

- Ensure access to high-quality programs for all children and families to close the achievement gap and increase school readiness.
- Increase early childhood resources and visibility so more young children have access to supports for school readiness.
- Mobilize community partners and key stakeholders to build a comprehensive continuum of early childhood services.

Communications Highlights

- 75 occurrences of local media coverage on early care and education
- 42 e-communications and 121 social media communications sent

- 2,865 children's books distributed to community agencies serving children
- Coordinated Barnes and Noble Holiday Book Drive and Community Reception

Program Coordination and Evaluation Highlights

- Program Monitoring: Completed monitoring of programs to ensure accountability and quality of services.
- Performance Based Incentive System (PBIS) Results for FY 09-10: Met the high performing standard for 4 criteria, met the minimum standard for 3 criteria, and 1 standard was not met.
- Evaluation: Developed logic models with all funded programs to measure program effectiveness, tracked and monitored outcomes, and provided technical assistance as needed.
- Annual Plan for FY 11/12 submitted and approved by North Carolina Partnership for Children.

Publications and Presentations

- 2010 Annual Report
- 2010 Community Report
- Steps to School Parent Newsletters
- Healthy and Ready: A guide to preventive care
- Healthy and Ready: Developing healthy habits for young children
- 2011 Smart Start Conference Presentations:
 - Healthy and Ready: Assessing Children's Health Status upon Public School Entry
 - Using Targeted Community Assessments to Guide Strategic and Program Planning

PROGRAM IMPACT

More at Four

The Partnership administers the More at Four pre-kindergarten program in Durham County. In FY 2010-11, More at Four contracted with 21 educational sites in 3 settings – private child care centers, public schools, and Head Start classrooms – to provide pre-school education to 420 at-risk children in Durham County to prepare them for kindergarten. More at Four staff provide technical assistance and support to programs to increase quality and ensure program standards are met.

More at Four Highlights

Lead Teachers

- 71% have a Birth-Kindergarten (BK) Standard Professional License.
- 29% have a bachelor's degree in Early Childhood Education (ECE) and are working towards a BK Standard Professional License.

Assistant Teachers

- 70% of assistant teachers have an associate or bachelor's degree in ECE.

More at Four Sites:

Child Care Centers

Bright Horizons Family Solutions
 Brown's Day Care
 Bryson Christian Montessori School
 Child Care Network #57
 Children's Campus at Southpoint
 Christian Prep Academy-Trent Drive
 First Presbyterian Day School
 Primary Colors Early Learning Center
 Scarborough Nursery School
 Triangle Day Care
 Tutor Time Child Care
 White Rock Child Development Center

Durham Public Schools

CC Spaulding Elementary
 Eastway Elementary
 EK Powe Elementary
 Hillandale Elementary
 Lakewood Elementary
 Merrick Moore Elementary
 Spring Valley Elementary

Operation Breakthrough – Head Start

Lyons Park
 Leathers-Meachem

- 30% are working toward an associate degree in ECE or Child Development Associate credential (CDA).

Classroom Quality

- The Early Childhood Environmental Rating Scale – Revised (ECERS-R) is used to assess quality in pre-school classrooms. The average ECERS-R score was 5.72, exceeding the minimum standard of 5.0.
- 93% of MAF child care centers have a 4- or 5- star license.

Figure 2 illustrates the enrollment of children by site and the star-rating of More at Four child care centers.

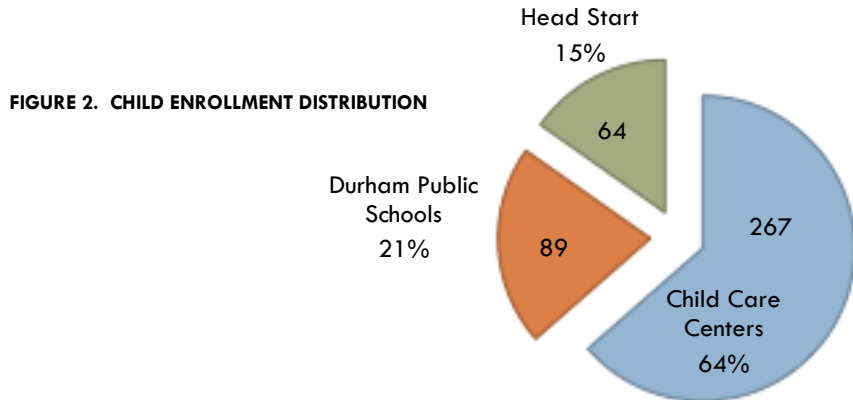


TABLE 6. MORE AT FOUR PARTICIPANT DEMOGRAPHICS

Children		Number	Percent	Family		Number	Percent
Gender	Male	243	51%	Family Income as Percent of Federal Poverty Level	At or below 130% FPL	398	84%
	Female	232	49%		131% - 185% FPL	65	14%
Children With Risk Factors In Addition To Income	Limited English Proficiency	225	47%		186% - 200% FPL	5	1%
	Identified Disability (IEP)	4	1%		201% - 250% FPL	5	1%
	Diagnosed Health Condition	3	1%		Over 300% FPL	2	0%
	Developmental Need ¹	178	37%				
Service Priority	Unserved ²	358	75%				
	Underserved ³	55	12%				
	Exception ⁴	62	13%				

¹ Developmental Need: identified through the child's performance on an approved developmental screening. The DIAL-3 assessment is administered to all children applying for MAF in Durham.

² Unserved: children that have never been enrolled in child care, are currently not enrolled in child care, or were served for 5 months or less in the previous year.

³ Underserved: children in unregulated care, receiving subsidy, or in lower quality care.

⁴ Exception: a rising 4 (a child who was attending a participating site as a 3-year-old and is now eligible and rising to the Pre-K class).

Success Story

"This year I developed a hands-on project for my class in which the students worked together to build a motorcycle over the course of 7 weeks. We used this experience as an extension of their interest in motorcycles to learn about new materials and tools, incorporating math, science, language, reading, vocabulary, imagination and creativity. It made planning very simple on my part because the students were so engaged in this project, which allowed us to bring it into a lot of our conversation. The children were able to problem solve and learn how to communicate effectively with peers as well. This truly was a classroom and community effort. Even parents volunteered to help." - More at Four Teacher, Primary Colors Early Learning Center

Note: The 2011 North Carolina state budget (adopted June, 2011) resulted in significant changes to More at Four. The program has been reconfigured as North Carolina Pre-Kindergarten (NC Pre-K), administered at the state level through the Division of Child Development Early Education (DCDEE).



Smart Start

Program Outcomes Collective Summary

Direct service providers planned for and projected outcomes at the beginning of the year based on experience with their community demographics, their goals, and their funding. Smart Start partners report to the Partnership on the impact of their programs on a quarterly basis. This ongoing reporting of measurable outcomes provides accountability for these programs and offers an accurate picture of how the Partnership’s investments impact the lives of young children and their families.

Table 7 summarizes the collective year-end outcomes across all program areas. In FY 10-11, 86% of all measurable goals were met or showed significant progress. Goals classified as Not Met were reduced this year by 2%.

TABLE 7. PROGRAM OUTCOMES COLLECTIVE SUMMARY

	Met or Exceeded ■	Significant Progress* ☒	Not Met □	Data Not Available or NA	Total Measured Outcomes
Early Care and Education	42	2	5	2	51
Health & Early Intervention	21	2	3	1	27
Family Support	25	1	1	3	30
TOTAL	88	5	9	6	108
	% 81%	5%	8%	6%	

*An outcome was considered to have shown significant progress if the year-end outcome was within 5 percentage points or .05 points (in the case of star rating average) of the projected outcome.

Smart Start Partner Program Outcomes

This section provides detailed outcomes results for each Smart Start funded partner organized as follows:

Early Care and Education

- Choosing and Using Quality Child Care
- Grow A Teacher
- More at Four (Smart Start Funded)
- School Readiness Quality Enhancement
- School Readiness Quality Maintenance
- Smart Start Scholarship Program
- T.E.A.C.H. Early Childhood® AmeriCorps Program
- WAGES®

Health and Early Intervention

- Durham Inclusion Support Services (DISS)
- Early Childhood Outreach Project (EChO)
- Hispanic/Latino Consultation Services
- Nutrition Consultation

Family Support

- Healthy Families Durham
- The Family Support Program
- Welcome Baby Family Resource Center

Choosing and Using Quality Child Care

Agency	Child Care Services Association	FY 10-11 Service Impact <ul style="list-style-type: none"> • 1,330 parents/guardians received interpersonal referral services • 527 parents/guardians received online referral services • 1,140 low-income parents/guardians received intensive referral services • 137 parents/guardians received intensive referral services in Spanish • 89 parents/guardians with children with special needs received intensive referral services
Initial Year	1999-2000	
Funding History		
FY 2010-11	\$241,481	
FY 2009-10	\$244,031	
Description: Choosing and Using Quality Child Care assists families in understanding child care regulations, helps families identify high quality child care, supports families in their child care search process and provides Spanish/English bilingual assistance to help access care.		

Met Progress Not Met

Projected Outcomes	Year-End Outcomes	
	09-10	10-11

Interpersonal Referral (one-on-one meeting or phone conversation)

90% (367/408) of all surveyed families receiving interpersonal referrals will report using three or more quality indicators in their search for child care.	99% <input checked="" type="checkbox"/> (558/563)	99% <input checked="" type="checkbox"/> (401/402)
80% (326/408) of all surveyed families receiving interpersonal referrals will report they were more informed about choosing high quality child care.	94% <input checked="" type="checkbox"/> (531/563)	92% <input checked="" type="checkbox"/> (370/402)
80% (326/408) of all surveyed families receiving interpersonal referrals will report they were better able to select the child care setting that was best for their child.	94% <input checked="" type="checkbox"/> (529/563)	91% <input checked="" type="checkbox"/> (367/402)
3.8 is the average star rating of all child care placements (0-5) in regulated programs for families receiving interpersonal referrals.	4.1 <input checked="" type="checkbox"/>	4.1 <input checked="" type="checkbox"/>

Web-Based Education or Referral

90% (54/60) of all surveyed families accessing referral services online will report using three or more quality indicators in their search for child care.	100% <input checked="" type="checkbox"/> (70/70)	98% <input checked="" type="checkbox"/> (84/86)
80% (48/60) of all surveyed families accessing referral services online will report they were more informed about choosing high quality child care.	96% <input checked="" type="checkbox"/> (67/70)	84% <input checked="" type="checkbox"/> (72/86)
80% (48/60) of all surveyed families accessing referral services online will report they were better able to select the child care setting that was best for their child.	89% <input checked="" type="checkbox"/> (62/70)	77% <input checked="" type="checkbox"/> (66/86)
3.8 is the average star rating of all child care placements (0-5) in regulated programs for families accessing referral services online .	4.2 <input checked="" type="checkbox"/>	4.15 <input checked="" type="checkbox"/>

Intensive Referral

3.8 is the average star rating of child care placements in regulated programs for children who are income eligible for subsidized child care.	3.8 ■	3.72 □
3.8 is the average star rating of child care placements in regulated programs for children in families that are primarily Spanish-speaking.	4.1 ■	3.92 ■
4.0 is the average star rating of child care placements for children with identified special needs in regulated programs.	4.1 ■	4.14 ■

Community Forum

90% (146/162) of parents who attend a Community Forum will indicate that they feel more informed about choosing quality child care.	100% ■ (64/64)	100% ■ (100/100)
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Success Story

When the mother of a kindergartner and preschooler found herself in a homeless shelter in a new state, she turned to Child Care Services Association for help in finding stable and quality child care for her children. When the mother came to the office, she spoke with a Family Support Counselor who helped her become familiar with North Carolina's child care regulations as well as quality indicators for programs serving preschool and kindergarten age children. The counselor was able to identify 14 programs that could potentially meet the family's needs. Together, the mother and the counselor reviewed compliance histories of the programs and chose two programs to visit. The counselor made appointments at the two programs for the next morning so that the parent could meet the staff and observe the facility. During the site visits, the counselor helped the mother ask questions about the program and pointed out the quality indicators they had discussed earlier. After the visits, the mother and the counselor debriefed during the car ride back to the office.

The next week the counselor got in touch with the mother and learned that she had decided to enroll her children in one of the programs they had visited. The counselor helped initiate a conversation with the child care program to waive the application fees. The program agreed to waive the fees and the mother enrolled her children at the 5-star program!

Grow A Teacher

Agency	Child Care Services Association	<p>FY 10-11 Service Impacts</p> <ul style="list-style-type: none"> • 51 teachers received professional development counseling • 50 teaching staff enrolled in for-credit courses • 22 child care centers
Initial Year	2007-2008	
Funding History		
FY 2010-11	\$80,769	
FY 2009-10	\$87,510	
<p>Description: Grow A Teacher encourages recent high school graduates to apply to and enroll in semester credit-hours toward a degree in early education. Current child care providers are given financial aid information, help preparing a professional development plan, and assistance in applying to colleges and universities.</p>		

Met Progress Not Met

Projected Outcomes	Year-End Outcomes	
	09-10	10-11
80% (36/45) of lead and assistant teachers that received professional development counseling and have a written professional development plan will enroll in ECE related courses or prerequisites.	56% <input type="checkbox"/> (66/117)	98% <input checked="" type="checkbox"/> (50/51)
80% (29/36) of lead and assistant teachers that enrolled in the early education program will earn at least 3 semester credit hours in ECE-related courses or prerequisites with a grade of C or better.	80% <input checked="" type="checkbox"/> (53/65)	88% <input checked="" type="checkbox"/> (44/50)
80% (28/35) of lead teachers will be enrolled in ECE or related courses.	57% <input type="checkbox"/> (63/111)	96% <input checked="" type="checkbox"/> (46/48)
80% (22/28) of lead teachers enrolled in school will earn at least 6 credit hours in ECE related or pre-requisites with a "C" or better.	67% <input type="checkbox"/> (42/63)	67% <input type="checkbox"/> (31/46)
75% (9/12) of participating child care centers will complete all requirements and receive a non-cash award package.	39% <input type="checkbox"/> (11/28)	50% <input type="checkbox"/> (11/22)
100% (2/2) of scholarship recipients will complete at least 12 semester credit hours towards their degree in early childhood with a grade of C or better.	0% <input type="checkbox"/> (0/2)	100% <input checked="" type="checkbox"/> (1/1)

Success Story

Karen who is originally from Mexico entered the U.S. in eighth grade and experienced many challenges assimilating in her new country. She always loved children and aspired to one day be a teacher in a preschool setting but financially was unsure if that goal would ever be realized. Karen entered high school believing college was not an option due to her circumstances. The GAT project was introduced to Karen during her Child Development class. After hearing about the high school scholarship, Karen enrolled and was selected for the program in the fall of 2010. The GAT Coordinator continued to support Karen and after receiving her NC Credential, she was promoted to Lead Infant Teacher in the spring of 2011.

More at Four Coordination

Agency	Durham's Partnership for Children	<p>FY 10-11 Service Impact</p> <ul style="list-style-type: none"> • 420 slots • 14 child care facilities and 7 Durham Public Schools
Initial Year	2002-2003	
Funding History (Smart Start Funding Only)		
FY 2010-11	\$71,087	
FY 2009-10	\$71,087	
<p>Description: Durham's Partnership for Children provides MAF services in Head Start classrooms, several Durham Public Schools classrooms, and in private for profit and non-profit early care and education centers.</p>		

Met Progress Not Met

Projected Outcomes	Year-End Outcomes	
	09-10	10-11
87% (13/15) of MAF lead teachers who do not yet have the B-K license will complete at least 6 semester hours, with a C or better, toward their 4 year degree.	100% <input checked="" type="checkbox"/> (4/4)	87% <input checked="" type="checkbox"/> (13/15)
83% (10/12) of MAF assistant teachers who do not yet have the CDA or AA degree in ECE will complete at least 6 semester hours, with a C or better, toward their AA degree in ECE.	100% <input checked="" type="checkbox"/> (8/8)	83% <input checked="" type="checkbox"/> (10/12)
93% (13/14) of MAF sites will achieve or maintain compliance with MAF program standards.	93% <input checked="" type="checkbox"/> (13/14)	93% <input checked="" type="checkbox"/> (13/14)
90% of MAF children in regulated sites (302/331) will be enrolled in 4- or 5-star rated child care programs.	100% <input checked="" type="checkbox"/> (331/331)	86% <input type="checkbox"/> (284/331)*
80% (28/35) of children with special/developmental needs who receive subsidies administered by MAF will be enrolled in 4- or 5-star rated child care programs.	100% <input checked="" type="checkbox"/> (32/32)	100% <input checked="" type="checkbox"/> (36/36)

* One of the sites that served 47 children dropped down to 3 stars.

School Readiness Quality Enhancement

Agency	Child Care Services Association	FY 10-11 Service Impact <ul style="list-style-type: none"> • 169 lead child care teachers • 77 assistant child care teachers • 68 child care directors • 33 child care centers • 26 child care homes
Initial Year	1999-2000 as part of QUIP	
Funding History		
FY 2010-11	\$316,069	
FY 2009-10	\$316,069	
Description: School Readiness Quality Enhancement provides technical assistance to child care programs seeking to improve the quality of child care for children birth – 5 years.		

Met Progress Not Met

Projected Outcomes	Year-End Outcomes	
	09-10	10-11

Technical Assistance

80% (40/50) of ECE programs served by QE will apply to DCD either a) for at least a 3-star license OR b) to increase current star rating by at least 1 star.	55% <input type="checkbox"/> (31/56)	80% <input checked="" type="checkbox"/> (40/50)
80% (32/40) of ECE programs served by QE who apply will receive either a) at least a 3-star license OR b) at least a 1 star rating increase.	95% <input checked="" type="checkbox"/> (21/22)	100% <input checked="" type="checkbox"/> (27/27)
67% (2/3) of ECE programs under contract who are not currently accredited will apply for national accreditation.	100% <input checked="" type="checkbox"/> (1/1)	NA*
50% (1/2) of ECE programs who apply will receive national accreditation.	100% <input checked="" type="checkbox"/> (1/1)	NA*

Creative Curriculum® Training

90% (13/15) of classrooms who complete the training will implement The Creative Curriculum® and assessments in their classrooms.	100% <input checked="" type="checkbox"/> (20/20)	100% <input checked="" type="checkbox"/> (15/15)
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Leadership Academy

90% (10/11) of center directors will complete the PAS assessment, improving scores in 2 areas by at least one point.	NA	90% <input checked="" type="checkbox"/> (10/11)
90% (11/12) of participating Family Child Care providers will be able to identify 2 new skills gained by participation in this project.	100% <input checked="" type="checkbox"/> (11/11)	100% <input checked="" type="checkbox"/> (13/13)
90% (72/80) of staff will indicate on evaluations that the staff meeting was beneficial to improving center policies and practices.	94% <input checked="" type="checkbox"/> (59/63)	94% <input checked="" type="checkbox"/> (81/86)

* All 3 programs currently in self-study phase of NAEYC accreditation. The accreditation process often takes longer than 1 year, and programs may continue working with QE until the process is completed.

School Readiness Quality Maintenance

Agency	Child Care Services Association	FY 10-11 Service impact <ul style="list-style-type: none"> • 112 lead child care teachers • 136 assistant child care teachers • 39 child care directors • 20 child care centers • 12 child care homes
Initial Year	1999-2000 as part of QUIP	
Funding History		
FY 2010-11	\$125,576	
FY 2009-10	\$130,139	
Description: School Readiness Quality Maintenance provides technical assistance to child care programs seeking to improve and maintain the quality of child care for children birth – 5 years.		

Met Progress Not Met

Projected Outcomes	Year-End Outcomes	
	09-10	10-11
50% (15/30) of 4- ad 5-star child care facilities under contract with QM and having a 4- or 5-star license will apply to be re-assessed.	80% <input checked="" type="checkbox"/> (24/37)	88% <input checked="" type="checkbox"/> (28/32)
75% (11/15) of child care facilities who apply will maintain their current star rating.	86% <input checked="" type="checkbox"/> (12/14)	96% <input checked="" type="checkbox"/> (21/22)
50% (2/4) of accredited child care facilities under contract with QM will apply for national re-accreditation.	50% <input checked="" type="checkbox"/> (2/4)	66% <input checked="" type="checkbox"/> (2/3)
50% (1/2) of child care facilities who apply will be re-accredited.	100% <input checked="" type="checkbox"/> (1/1)	100% <input checked="" type="checkbox"/> (1/1) *
90% (7/8) of classrooms who complete the training will implement The Creative Curriculum [®] and assessments in their classrooms.	100% <input checked="" type="checkbox"/> (18/18)	100% <input checked="" type="checkbox"/> (8/8)

* Two programs applied for re-accreditation. One program completed and received their accreditation. The second program has completed the validation process and is waiting for results.

Smart Start Scholarship Program

Agency	Child Care Services Association	<p>FY 10-11 Service Impact</p> <ul style="list-style-type: none"> • 462 children received a general scholarship • 289 children received a MAF scholarship • 56 children received an EHS scholarship • 57 children with special/developmental needs served
Initial Year	2009	
Funding History		
FY 2010-11	\$3,080,016	
FY 2009-10	\$3,667,786	
<p>Description: The Smart Start Child Care Scholarship Program helps pay the child care costs for Durham County children birth to five whose parents need child care to work, look for work or attend school, or to address a child's developmental need.</p>		

Met Progress Not Met

Projected Outcomes	Year-End Outcomes	
	09-10	10-11
70% (315/450) of -children that receive a general scholarship will be enrolled in 4- or 5-star rated child care programs.	73% <input checked="" type="checkbox"/> (428/587)	74% <input checked="" type="checkbox"/> (340/462)
75% (150/200) of infants and one-year-olds that receive a scholarship will be enrolled in 4- or 5-star rated child care programs.	70% <input checked="" type="checkbox"/> (127/182)	74% <input checked="" type="checkbox"/> (172/234)
100% (14/14) of children that receive a scholarship because of a developmental need will be enrolled in a 4- or 5-star child care program.	100% <input checked="" type="checkbox"/> (64/64)	100% <input checked="" type="checkbox"/> (57/57)
100% (50/50) of children that receive an EHS scholarship will be enrolled in 4- or 5-star rated child care programs.	(New)	100% <input checked="" type="checkbox"/> (56/56)
100% (267/267) of children that receive a MAF scholarship will be enrolled in 4- or 5-star rated child care program.	100% <input checked="" type="checkbox"/> (299/299)	100% <input checked="" type="checkbox"/> (289/289)
50% (2/4) of the subsidy partner agencies will use the wait list database by June 30, 2010.	NA	25% <input type="checkbox"/> (1/4)*

* One agency is operational. Two agencies have signed the MOU and will be given access to the database. One agency has not yet agreed to use the online wait list.

"I just really feel the scholarship program is such a great help to families like mine. We don't make a lot of money where we can just afford to pay out of pocket for child care. Programs like this one help us to help ourselves." – Parent of a scholarship recipient

T.E.A.C.H. Early Childhood® AmeriCorps Program

Agency	Child Care Services Association	<p>FY 10-11 Service Impact</p> <ul style="list-style-type: none"> • 498 children • 24 lead teachers • 5 child care centers • 4 Corps members participated
Initial Year	2007-2008	
Funding History		
FY 2010-11	\$13,078	
FY 2009-10	\$8,990	
<p>Description: The T.E.A.C.H. Early Childhood® AmeriCorps program provides educational release time to teachers of children birth to five working in licensed, non-profit child care centers as well as enhanced ratios.</p>		

Met Progress Not Met

Projected Outcomes	Year-End Outcomes	
	09-10	10-11
80% (60/72) of credit hours attempted by teachers receiving release time will be earned with a grade of C or better.	NA	90% <input checked="" type="checkbox"/> (112/124)
75% (3/4) of AmeriCorps members will complete the Early Childhood Credential course by the end of the service year.	100% <input checked="" type="checkbox"/> (3/3)	100% <input checked="" type="checkbox"/> (4/4)
75% of directors will indicate that their centers benefited from AmeriCorps members literacy and nutrition projects.	100% <input checked="" type="checkbox"/> (5/5)	100% <input checked="" type="checkbox"/> (4/4)

Success Story

One site receiving the service of a 10-11 T.E.A.C.H. Early Childhood® Corps member greatly benefited from the help of their Corps as they prepared for their re-assessment under the Early Childhood Environment Rating Scale (ECERS), an assessment of quality in early childhood programs. The Corps member began helping the center prepare for their assessment three months in advance. The Corps member reported that she first studied the ECERS assessment tools to become more familiar with what would be evaluated. Using this information and direction from staff members, she began identifying and gathering resources including books, activities and furnishings to enhance each of the classroom environments in the center. In addition, the Corps member helped create resources including English/Spanish labels for classroom materials, setting up newly ordered materials and enhancing existing classroom materials. The site supervisor and center director at this site both agreed that the Corps member was an amazing help in preparation for the site's ECERS assessment. They shared that the Corps member demonstrated a strong understanding of what was needed for the assessment. With the help of their Corps member, the site had a very successful assessment, which allowed it to maintain its five-star rating.

WAGE\$®

Agency	Child Care Services Association	<p>FY 10-11 Service Impact</p> <ul style="list-style-type: none"> • 322 child care professionals issued supplements • 77 child care centers • 67 child care homes • 4,664 children impacted
Initial Year	1999-2000	
Funding History		
FY 2010-11	\$698,214	
FY 2009-10	\$779,311	
Description: WAGE\$® provides salary supplement to child care center teachers, directors, and family care providers based on the education, position and work schedule of each applicant.		

Met Progress Not Met

Projected Outcomes	Year-End Outcomes	
	09-10	10-11
The annual turnover rate of Child Care WAGE\$® participants will be less than 25% .	16% <input checked="" type="checkbox"/> (60/384)	17% <input checked="" type="checkbox"/> (55/316)
18% of active WAGE\$® participants funded below the Bachelor Degree in Early Childhood Education (BA/BS ECE) or its equivalent will submit documentation during the FY showing they have moved up a level on the supplement scale OR (see below)	27% <input checked="" type="checkbox"/> (66/246)	24% <input checked="" type="checkbox"/> (45/188)
30% of active WAGE\$® participants funded below the BA/BS ECE will submit documentation during the FY showing they have completed additional coursework.	43% <input checked="" type="checkbox"/> (106/246)	35% <input checked="" type="checkbox"/> (66/188)
90% of Child Care WAGE\$® participants will indicate that their receipt of a supplement has had an impact on their inclination to stay in the field or on their pursuit of further education.	98% <input checked="" type="checkbox"/> (73/74)	98% <input checked="" type="checkbox"/> (89/91)
The median salary, including the WAGE\$® supplement, for Durham County WAGE\$® teachers with a 2-year degree in ECE or its equivalent is at least \$8.98 per hour.	\$12.97 <input checked="" type="checkbox"/>	\$12.82 <input checked="" type="checkbox"/>
The median salary, including the WAGE\$® supplement, for Durham County WAGE\$® teachers with a 4-year degree in ECE or its equivalent is at least \$11.23 per hour.	\$13.75 <input checked="" type="checkbox"/>	\$14.45 <input checked="" type="checkbox"/>

"I truly thank you for all that you do to help us as providers. There have been times since I have been in business that the money from WAGE\$ helped me keep my doors open and it gives me hope to stay in business and go to school." – Family Child Care Home Provider

Durham Inclusion Support Services (DISS)

Agency	Community Partnerships, Inc.	<p>FY 10-11 Service Impact</p> <ul style="list-style-type: none"> • 19 children • 18 families • 115 teachers participated in on-demand training • 63 teachers attended workshop training series • 15 child care facilities
Initial Year	2007-2008	
Funding History		
FY 2010-11	\$55,176	
FY 2009-10	\$55,176	
<p>Description: Durham Inclusion Support Services (DISS) provides consultation, technical assistance, and training to child care providers and families who care for a child for whom there is a developmental, behavioral or social-emotional concern.</p>		

Met Progress Not Met

Projected Outcomes	Year-End Outcomes	
	09-10	10-11
85% (17/20) lead teachers receiving at least eight consultation and technical assistance contacts will agree or strongly agree that they feel confident in their ability to use the interventions suggested by DISS.	NA	100% <input checked="" type="checkbox"/> (8/8) ¹
85% (17/20) lead teachers receiving at least eight consultation and technical assistance contacts will agree or strongly agree that they feel confident in their understanding of inclusive practices.	NA	100% <input checked="" type="checkbox"/> (8/8) ²
85% (68/80) of providers receiving on-demand training will agree or strongly agree that the training provided new knowledge/skill that they will apply to their teaching/classroom.	40% <input type="checkbox"/> (28/70)	97% <input checked="" type="checkbox"/> (76/79) ³
85% (17/20) of all providers attending a training series will agree or strongly agree that the training provided new knowledge/skill that they will apply to their teaching/classroom.	51% <input type="checkbox"/> (53/104)	96% <input checked="" type="checkbox"/> (172/178)
80% (4/5) of children screened will be referred to the CDSA or Durham Public Schools for Early Intervention Services.	None Eligible	4 Screened / None Eligible
75% of teachers will implement a minimum of 3 new strategies in their classroom as evidenced on the consultation plan.	NA	58% <input type="checkbox"/> (23/40)
90% (18/20) of children served by DISS will be enrolled in a stable child care environment (not at risk of imminent expulsion).	90% <input checked="" type="checkbox"/> (18/20)	100% <input checked="" type="checkbox"/> (19/19) ⁴
75% (15/20) of families agree or strongly agree that they feel comfortable communicating their concerns with the child care provider.	67% <input type="checkbox"/> (6/9)	90% <input checked="" type="checkbox"/> (9/10) ⁵
60% (9/15) of families will access recommended services to address identified areas of concern, as evidenced by program records.	83% <input checked="" type="checkbox"/> (10/12)	100% <input checked="" type="checkbox"/> (14/14)
75% (6/8) of families receiving training will agree or strongly agree that the training provided new knowledge/skill that they can apply to their family.	91% <input checked="" type="checkbox"/> (10/11)	100% <input checked="" type="checkbox"/> (1/1) ⁶

^{1,2} Nine providers were eligible to complete an Exit Information and Provider Survey and eight were returned.

³ One hundred and fifteen teachers attended on-demand workshops; 79 completed the In-Service Training Survey.

⁴ Two children were removed by parent choice.

⁵ Eighteen families received consultation and education with 12 eligible to complete Exit Information and Parent Surveys. Ten families returned the survey.

⁶ Ten families attended two parent workshops but only one family completed an evaluation.

Success Story

One of the children attending a new summer program is a 3-year-old with autism. DISS created a social story for him that described his new school and teacher and the kinds of activities he could expect to do each day. His mother has reported that he reads it every day and repeats sentences from the story at appropriate times. For example, when he gets in the car in the morning he says, "I'm going to Yates." The DISS staff supporting him has also heard him use phrases from the story while at school at appropriate times. In addition, since this strategy has worked for this child, his mother has asked for more resources about creating social stories so she can make them about other activities and social situations.

Early Childhood Outreach Project (EChO)

Agency	Exchange Clubs Family Center	FY 10-11 Service Impact <ul style="list-style-type: none"> • 59 children directly served by EChO Consultants • 91 parents/guardians served by EChO Consultants • 33 child care centers / 2 child care homes served by EChO Consultants • 101 child care teachers served by EChO Consultants • 55 child care centers / 5 child care homes served in CCCB Seminars, Workshops, and Graduate Discussion Group • 249 child care teachers and directors served in CCCB Seminars, Workshops, and Graduate Discussion Group
Initial Year	1999-2000	
Funding History		
FY 2010-11	\$168,206	
FY 2009-10	\$173,015	
Description: Early childhood consultants and therapists provide services to child care providers and families to enhance the social-emotional development or decrease the challenging behavior of children at-risk for difficulties in kindergarten.		

Met Progress Not Met

Projected Outcomes	Year-End Outcomes	
	09-10	10-11
90% (36/40) of children will remain in a stable child care environment (i.e., students not at risk of imminent expulsion).	93% <input checked="" type="checkbox"/> (39/42)	88% <input checked="" type="checkbox"/> (37/42)
75% (30/40) of children will demonstrate a positive change of 5 or more points in: protective factors, and/or behavioral outcomes as measured by the DECA-C.	69% <input type="checkbox"/> (34/49)	74% <input checked="" type="checkbox"/> (29/39)
75% of teachers will implement a minimum of 3 new strategies in their classroom.	NA	94% <input checked="" type="checkbox"/> (31/33)
75% of classrooms served will show change in one Teaching Pyramid Observation Tool item.	NA	97% <input checked="" type="checkbox"/> (31/32)
80% (24/30) of teachers who complete the Caring for Children with Challenging Behaviors (CCCB) training series will implement a minimum of 2/3 of action plan goals.	96% <input checked="" type="checkbox"/> (46/48)	83% <input checked="" type="checkbox"/> (73/88)
80% (20/25) of discussion group participants will strongly agree or agree that this workshop provided them with new knowledge/skills.	NA	97% <input checked="" type="checkbox"/> (117/121)
80% (20/25) of workshop participants will strongly agree or agree that this workshop provided them with new knowledge/skills.	96% <input checked="" type="checkbox"/> (26/27)	96% <input checked="" type="checkbox"/> (24/25)
80% (4/5) of children referred to CDSA/DPS for early intervention evaluation will be made eligible for early intervention services.	100% <input checked="" type="checkbox"/> (7/7)	62% <input type="checkbox"/> (8/13)*
71% (10/14) of children who do not receive CDSA or DPS evaluation/services will receive additional therapies (OT, PT, Speech, or psychological) or interventions.	100% <input checked="" type="checkbox"/> (28/28)	100% <input checked="" type="checkbox"/> (27/27)
88% (14/16) of parents who received additional referrals will report that EChO provided information and support necessary for their child to receive early intervention and/or therapeutic services.	100% <input checked="" type="checkbox"/> (25/25)	88% <input checked="" type="checkbox"/> (21/24)

* Two children are still in the evaluation process.

Hispanic / Latino Consultation Services

Agency	Durham Council for Children with Special Needs	<p>FY 10-11 Service Impact</p> <ul style="list-style-type: none"> • 20 children received a developmental screening • 341 children received translation/interpretation services • 428 parents/guardians
Initial Year	1996-1997	
Funding History		
FY 2010-11	\$117,574	
FY 2009-10	\$122,574	
Description: Hispanic/Latino Consultation Services provides interpretation and translation services to agencies of the Durham Council for Children with Special Needs and Spanish-speaking families they serve to ensure children with or at-risk for special needs receive early intervention services.		

Met Progress Not Met

Projected Outcomes	Year-End Outcomes	
	09-10	10-11
80% (19/24) of the children referred to CDSA/DPS for early intervention (EI) evaluation will receive an evaluation.	75% <input checked="" type="checkbox"/> (9/12)	100% <input checked="" type="checkbox"/> (7/7)*
100% (200/200) of children age 0-5 will receive HLCS translation or interpretation services in order to access and/or receive early intervention services.	100% <input checked="" type="checkbox"/> (268/268)	100% <input checked="" type="checkbox"/> (341/341)
95% of the documents translated for DCCSN member agencies will be rated "useful" or "very useful" by the member agencies that request translation services.	100% <input checked="" type="checkbox"/> (18/18)	100% <input checked="" type="checkbox"/> (13/13)

* Sixteen children were referred for an evaluation. Nine are still pending an evaluation and/or eligibility determination. All of the remaining seven received an evaluation.

Success Story

Several families have entered our program through the screening clinic. When a bilingual screener determines a child needs further evaluation a referral is made to the Children's Developmental Services Agency (CDSA). Our program is important to the families, as they know their child is now connected and they have a voice through the use of a bilingual advocate. Once the CDSA has received the referral from us, they contact us to utilize our interpretation services. While they do have a bilingual service coordinator, the sheer number of children makes it impossible for them to assign them all to one person and still meet their 45-day deadline. Once the child is assigned, we assist the service coordinators in scheduling and conducting home visits, evaluations, Individualized Family Service Plan reviews, and translation to name a few activities.

Nutrition Consultation

Agency	Durham County Health Department	<p>FY 10-11 Service Impact</p> <ul style="list-style-type: none"> • 144 child care teachers • 28 child care centers and homes • 1,225 parents/guardians
Initial Year	2003-2004	
Funding History		
FY 2010-11	\$52,706	
FY 2009-10	\$55,727	
Description: A Registered/Licensed Dietitian/Nutritionist consults with child care staff in child care facilities in order to improve the quality of meals served, compliance with child nutrition rules, opportunities for physical activity, and to support parents in understanding the importance of nutrition and physical activity in their child's development.		

Met Progress Not Met

Projected Outcomes	Year-End Outcomes	
	09-10	10-11
90% (23/25) of enrolled facilities will have improved their nutrition and physical activity policies and practices by implementing all goals established in their action plan.	100% <input checked="" type="checkbox"/> (20/20)	53% <input type="checkbox"/> (9/17)*
80% (40/50) of workshop attendees will report an increase in knowledge about child nutrition.	100% <input checked="" type="checkbox"/> (71/71)	100% <input checked="" type="checkbox"/> (51/51)
80% of surveyed parents will report an increase in knowledge of good nutritional practices based on their participation in the program.	91% <input checked="" type="checkbox"/> (161/176)	91% <input checked="" type="checkbox"/> (106/117)
80% of surveyed parents will report a positive change in behavior related to child nutrition based on their participation in the program.	82% <input checked="" type="checkbox"/> (145/176)	91% <input checked="" type="checkbox"/> (107/117)

*Twenty-eight facilities enrolled in the program. Two facilities closed and nine enrolled late in the year, and did not have time to fully implement the program. These 11 programs are not counted in the outcome.

Success Story

In February a training session was held for facilities that previously received Nutrition Consultation services. The training focused on the benefits of family-style meal service in child care and provided guidance and strategies for how facilities can implement this best practice recommendation. Participants received a family-style meal 'starter kit' (a bread basket, child-sized serving utensils, a serving dish, and child-sized drink pitcher) for attending the training. During the training, staff members were able to network with fellow colleagues. Attendees also participated in a family-style meal demonstration that provided each participant with a healthy snack. The project nutritionist received several phone calls following the training from the facilities present for additional consultation on implementing family style meal service or for technical assistance. This training helped to continue work with previously enrolled facilities.

Healthy Families Durham

Agency	Child and Parent Support Services	<p>FY10-11 Service Impact</p> <ul style="list-style-type: none"> • 178 children served • 249 parents/guardians served <p>Families served:</p> <ul style="list-style-type: none"> • 112 Parents as Teachers • 42 Incredible Years: BASIC Parent Training Program • 11 Parent-Child Interaction Therapy • 17 Child-Parent Psychotherapy
Initial Year	1996-1997	
Funding History		
FY 2010-11	\$375,179	
FY 2009-10	\$377,179	
<p>Description: Healthy Families Durham is a child abuse prevention/family support program including home visits (Parents as Teachers), parent group meetings, developmental screening, referrals to community services, case management, family support, safety support, Child Parent Psychotherapy, Parent Child Interaction Therapy, and Incredible Years Basic Parent Training.</p>		

Met Progress Not Met

Projected Outcomes	Year-End Outcomes	
	09-10	10-11

Parent Education – Home Visiting – Parents as Teachers

75% (68/90) of families will reach the median score (no concern about parenting) or show significant improvement in parenting practices.	80% <input checked="" type="checkbox"/> (75/93)	76% <input checked="" type="checkbox"/> (85/110)
75% (68/90) of families will experience an increase in positive parenting attitudes.	NA	73% <input checked="" type="checkbox"/> (64/88)
90% (9/10) of children will be referred to Early Intervention services or health professional because of outcome of screening or functional assessment.	100% <input checked="" type="checkbox"/> (10/10)	100% <input checked="" type="checkbox"/> (13/13)
50% (56/112) of families who receive referrals to community resources will access the referred services.	63% <input checked="" type="checkbox"/> (91/145)	82% <input checked="" type="checkbox"/> (92/112)
90% (100/112) of children receiving HFD services who are at least 2 weeks old will be enrolled in Health Check and will have accessed well child care.	90% <input checked="" type="checkbox"/> (131/145)	93% <input checked="" type="checkbox"/> (85/91)
75% (9/12) of families will reach the median score (no concern about parenting) or show significant improvement in parenting practices. Short-Term Parents as Teachers	79% <input checked="" type="checkbox"/> (11/14)	79% <input checked="" type="checkbox"/> (26/31)
75% (9/12) of families will experience an increase in positive parenting attitudes. Short-Term Parents as Teachers	NA	82% <input checked="" type="checkbox"/> (9/11) ¹

Parent Education – Incredible Years

75% (9/12) of parents/guardians will report a reduction of intensity of conduct problems. Incredible Years BASIC Parent Training	NA	NA ²
75% (9/12) of parents/guardians will use effective limit setting using non-violent discipline. Incredible Years BASIC Parent Training	NA	NA ³

Therapeutic Interventions

75% (6/8) of parents/guardians will report a reduction of conduct problems. Parent-Child Interaction Therapy	88% ■ (7/8)	100% ■ (7/7)
75% (9/12) of families will experience an increase in positive parenting attitudes. Child-Parent Psychotherapy	83% ■ (10/12)	75% ■ (9/12)

¹ Twenty seven families received weekly or bi-weekly home visits. Eleven completed the pre- and post-tests of the AAPI. The remaining sixteen are still completing their short-term service and do not yet have a post-test.

^{2,3} Incredible Years evaluation is part of a statewide evaluation project. DPFC will receive results in Fall 2011.

The Family Support Program

Agency	El Centro Hispano, Inc.	FY 10-11 Service Impact <ul style="list-style-type: none"> • 64 parents/guardians participated in Circle of Parents • 30 parents/guardians participated in Motherread • 38 parents/guardians participated in Circulo de Estudios • 832 parents/guardians participated in Linkages • 195 children served by the preschool room
Initial Year	1998-1999	
Funding History		
FY 2010-11	\$231,484	
FY 2009-10	\$233,251	
Description: The Family Support Program provides parent education and support groups in Spanish (Circle of Parents), referrals to community resources (Linkages Program), and family literacy classes (Motherread).		

Met Progress Not Met

Projected Outcomes	Year-End Outcomes	
	09-10	10-11
80% (16/20) of the parents will report an increase in awareness of community resources since they began attending groups. Circle of Parents	89% <input checked="" type="checkbox"/> (17/19)	92% <input checked="" type="checkbox"/> (22 of 24)
80% (16/20) of the parents will report using the information gained from the group “often” or “very often.” Circle of Parents	95% <input checked="" type="checkbox"/> (18/19)	81% <input checked="" type="checkbox"/> (17 of 21)
70% (14/20) of parents will increase the number of times per week parent reads with child as measured by the Motherread end of class evaluation form. Motherread	100% <input checked="" type="checkbox"/> (16/16)	100% <input checked="" type="checkbox"/> (16/16)
70% (14/20) of parents will feel more confident sharing a story with their children as measured by the Motherread/Fatheread end of class evaluation form. Motherread	100% <input checked="" type="checkbox"/> (16/16)	93% <input checked="" type="checkbox"/> (15/16)
90% (180/200) of those surveyed will report an increase in knowledge of available community resources. Linkages	90% <input checked="" type="checkbox"/> (242/269)	94% <input checked="" type="checkbox"/> (173/185)
50% (100/200) of those surveyed will report having accessed the referred service. Linkages	80% <input checked="" type="checkbox"/> (215/269)	80% <input checked="" type="checkbox"/> (147/185)
75% (15/20) of primary caregivers will agree that their child has improved in at least one area of school readiness or that they felt more prepared for their child to start kindergarten as a result of their child’s participation in the Preschool Room. Child Care	100% <input checked="" type="checkbox"/> (49/49)	97% <input checked="" type="checkbox"/> (30/31)
40% (4/10) of caregivers will progress to the next level on the Mexican Consulate’s Spanish Literacy Exam. Circulo de Estudios	100% <input checked="" type="checkbox"/> (10/10)	50% <input checked="" type="checkbox"/> (15/30)

Welcome Baby Family Resource Center

Agency	Durham County Cooperative Extension	FY 10-11 Service Impact
Initial Year	2000-2001	
Funding History		
FY 2010-11	\$323,881	
FY 2009-10	\$323,881	
Description: Welcome Baby provides education and support to parents/guardians of children birth to 5. Programs include newborn support, family support groups, parent education workshop series, lending library, and car seat safety clinic.		
		<ul style="list-style-type: none"> • 38 Positive Discipline series • 26 in Incredible Years BASIC series • 14 Now & Later series • 16 Motherread series • 37 Motherread B.A.B.Y. series • 36 Phone Support • 107 stand-alone workshops • 333 car seat safety classes • 397 car seats distributed • 1,121 hospital visits to parents of newborns

Met Progress Not Met

Projected Outcomes	Year-End Outcomes	
	09-10	10-11
<p>80% (31/39) of parents/guardians will increase their Total Score on the Positive Discipline for Preschoolers Parent Survey by at least 17 points from pre-program to post-program AND achieve a Total Score on the post-program parent survey of at least 68 points. (FY 10-11 pilot outcome and evaluation tool)</p> <p>Positive Parenting</p>	NA	0% <input type="checkbox"/> (0/38) ¹
<p>Of the 24 parents/guardians that attend 11 of 14 sessions, the percentage of parents/guardians who report above normal challenging behaviors for their children on the Eyberg Child Behavior Inventory <u>will decrease</u> by the end of the program.</p> <p>Incredible Years BASIC</p>	NA	NA ²
<p>75% (12/16) of parents/guardians will report reading more to their child(ren).</p> <p>Motherread</p>	100% <input checked="" type="checkbox"/> (8/8)	100% <input checked="" type="checkbox"/> (15/15)
<p>75% (12/16) of parents/guardians will report feeling more confident sharing a story with their child(ren).</p> <p>Motherread</p>	100% <input checked="" type="checkbox"/> (8/8)	100% <input checked="" type="checkbox"/> (15/15)
<p>75% (30/40) of parents/guardians will report engaging in literacy activities with their child more often.</p> <p>Motherread B.A.B.Y. (Birth and Beginning Years)</p>	100% <input checked="" type="checkbox"/> (15/15)	100% <input checked="" type="checkbox"/> (22/22)
<p>75% (30/40) of parents/guardians will show an increase in their understanding of the importance of language and literacy development.</p> <p>Motherread B.A.B.Y. (Birth and Beginning Years)</p>	100% <input checked="" type="checkbox"/> (15/15)	100% <input checked="" type="checkbox"/> (22/22)
<p>90% (27/30) parents/guardians will report that participation in Now & Later made their transition to parenthood “much easier or somewhat easier”.</p> <p>Now & Later</p>	NA	100% <input checked="" type="checkbox"/> (8/8)

<p>80% (56/70) of parents/guardians will agree or strongly agree that “having a phone support volunteer made my transition to parenthood easier.”</p> <p>Phone Support</p>	<p>95% ■ (21/22)</p>	<p>82% ■ (14/17)</p>
<p>90% (95/106) of participants surveyed will report using their car seat 3 or more months after completing the class.</p> <p>Car Seat Workshops</p>	<p>99% ■ (106/107)</p>	<p>95% ■ (84/88)</p>
<p>90% (95/106) of participants surveyed will answer 3 out of 5 questions about car seat safety correctly during a telephone survey 3 or more months after completing the class.</p> <p>Car Seat Workshops</p>	<p>100% ■ (108/108)</p>	<p>100% ■ (93/93)</p>
<p>90% (90/100) of parents/guardians will report learning at least one new thing during the workshop.</p> <p>Stand-Alone Workshop</p>	<p>99% ■ (73/74)</p>	<p>100% ■ (105/105)</p>

¹ Although none of the participants increased their Total Score by 17 points, it should be noted that all participants showed improvement from 6% to 37% on eight positive parenting practices. Additionally, this outcome and evaluation tool were being piloted in FY 10-11 and will be reviewed for FY 11-12.

² Incredible Years evaluation is part of a statewide evaluation project. DPFC will receive results in Fall 2011.

Success Stories

In the Motherread class, there is a mother who said that she is grateful for the practice reading aloud in English and thanks to this practice she is now reading to her children every night. She then stated that she had gone to the neighbor's house one evening after her husband was home, and when she came home a few minutes later she walked in to find the father, sitting on the couch reading to his children. She stated that not once in their entire relationship had she seen him reading to his children.

There was a father attending the IY Baby Series. I asked why he was so interested in coming to the classes. He told me that he had five children and he was never involved in their lives because he was too busy working. He wanted to be there this time around with the new baby. He was involved in every class, participating, sharing information and working on his journal. At our last class he said thank you because he had learned a lot throughout the past 8 weeks. He was now able to help his wife with the children and he was very proud of that.

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The Partnership would like to thank the Evaluation Committee for reviewing this report.