

DOWN EAST PARTNERSHIP FOR CHILDREN

Annual Evaluation Report FY14

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Braswell Memorial Library | Raising a Reader

A Raising A Reader (RAR) Coordinator will implement Raising A Reader, a program that promotes daily book sharing between parents and their young children. The coordinator has attended the required Raising A Reader National Coordinator training and will train program implementers and teachers. Child care centers with 3, 4, or 5 star rating and a high percentage of low-income children will be targeted. The RAR implementers and teachers will loan identified families a numbered book bag containing high quality children’s books. The books will be exchanged weekly and shared reading sessions will take place in the child care centers at least once a week for a minimum of 26 weeks. Implementers and teachers will share the role and responsibility of the weekly interactive book sharing. Parents of the children in the project will be invited to participate in at least 2 parent workshops where they will learn book-sharing strategies. One of those events will be at the local library where parents may apply for a library card. The program will be implemented with model fidelity. Smart Start funds may also be used for books for children, workshop expenses, and other allowable program costs.

SERVICE STATISTICS

| Met 4/5 (80%) of FY projections. | ACTUAL / PROJECTION |
|--|---------------------|
| Child care centers will participate in RAR. | 15 / 14 |
| Classrooms will participate in RAR. | 25 / 24 |
| Children will be served in RAR participating centers. | 472 / 400 |
| Families will attend the RAR Kickoff Orientation. | 217 / 300 |
| Families will attend the Blue Bag Library Celebration. | 303 / 300 |

OUTCOMES

| Met 2/3 (67%) of FY projections. | | | ACTUAL / PROJECTION |
|--|---|--|--------------------------------|
| PARTNERSHIP OUTCOMES | | | |
| 25% increase in the number of times per month they visit the library with their child. | Pre: Average 0.95 times per month | Post: Average 1.22 times per month | 28% (0.27/0.95 increase) / 25% |
| 25% increase in the number of times per week they read with their child. | Pre: Average 3.89 times per week | Post: Average 4.75 times per week | 22% (0.86 increase/3.89) / 25% |
| 25% increase in the number of books in the home. | Tool uses categories. Pre: Average is 3.97 (about 10 books) | Tool uses categories. Post: Average is 4.32 (about 13 books) | 30% (3 increase/10) / 25% |
| PARTNERSHIP 3-5 YEAR INDICATORS | | | |
| 65% of families will be reading or participating in literacy or other educational activities with their children at least four times weekly. | Pre: 49% (137/282) read to avg. of 4 times | 60% (168/281) read to avg. of 4 times | 60% / 65% |

COLLABORATION AND COMMENTS

Q1 and Q2: none at this time. Quarter Report 3: Comments from Teacher Workshop-"I really enjoyed the workshop", "It was a great presentation, I now feel better in how to change things in story time.", "This was a very good demonstration of reading books and the activities you can do.", "Enjoyed and learned different ways of presenting songs.", "Very good workshop, I am so glad I had the opportunity to attend and participate.", "You ladies are wonderful. Thank you for all your hard work and continuing this program."

Quarter Report 4: List of resources family reported having access to that improve their ability to support their children's growth and development: Doctors/ Pediatrician, Teachers/School Staff, WIC office, Library, Internet-Blogs/Google, Bookstores for Educational Materials, School, Health Department, DEPC, Dentist, Family, Friends, Other Parents, Social Services, Church, Community, School/Educational Websites, Books/Magazines/ DVDs, Support Groups, Play Groups,

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Hospital, Counselors, Workshops, Parenting Classes, University of North Carolina, Books, Developmental Textbooks, Guidance Counselors, TV, Therapists/Audiologist .

Other findings from the evaluation:

The amount of time that families have to look at books together can vary a lot from week to week. LAST WEEK, how many times did your child look at books with you or other people in your household?

| | Baseline | Follow-Up | Significance: p-value | |
|--------------------------------|----------|-----------|-----------------------|-------------|
| Average number of times | 3.89 | 4.75 | 1.30131E-05 | SIGNIFICANT |

How many minutes do you or other people in your household usually spend with your child each time you look at books together?

| | Baseline | Follow-Up | Significance: p-value | |
|----------------------------------|----------|-----------|-----------------------|-------------|
| Average number of minutes | 18.35 | 23.13 | 3.65378E-09 | SIGNIFICANT |

In the last week, how many times did your child ask to look at books with you or another person in your household?

| | Baseline | Follow-Up | Significance: p-value | |
|--------------------------------|----------|-----------|-----------------------|-------------|
| Average number of times | 3.93 | 4.99 | 1.52988E-03 | SIGNIFICANT |

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Child Care Services Association | WAGES

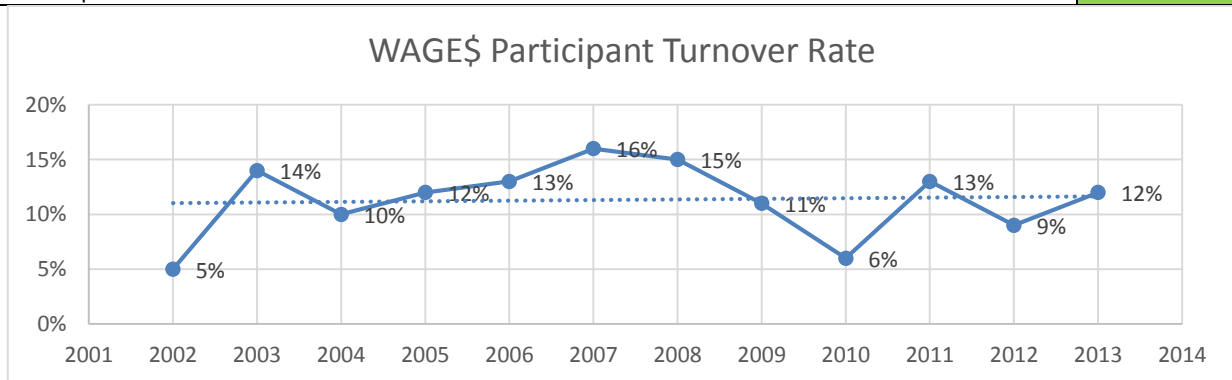
The Child Care WAGES Project is a statewide education-based salary supplement initiative created and administered by Child Care Services Association (CCSA), a non-profit agency in Chapel Hill, North Carolina. To encourage consistency, installments based on half of the annual award are issued to eligible teachers, directors and home providers after each six-month period the participant completes in the same child care program. As a result, children will benefit from more consistent, qualified educators in the years when brain development, the establishment of trust and the promotion of learning are most important. Smart Start funds cover the supplements. Project administration, paid for with funds from the Division of Child Development and Early Education, includes annual recruitment and rolling acceptance of applications. Applications are screened to see if the applicant meets the eligibility criteria (work hours, hourly wage, employment site, attained level of education and contact with children ages birth to five). The payment schedule for each applicant is arranged individually based on eligibility and application date. Follow-up employment confirmations are made after each participant completes six months in the program. When a participant has met all project criteria, CCSA processes and mails the payment directly to the recipient.

SERVICE STATISTICS

| Met 0/1 (0%) of FY projection. | ACTUAL / PROJECTION |
|---|---------------------|
| Number of child care teachers/family child care providers/directors served. | 128 / 135 |

OUTCOMES

| Met 3/3 (100%) of FY projections. | ACTUAL / PROJECTION |
|--|---|
| PARTNERSHIP OUTCOMES | |
| The annual turnover rate of Child Care WAGES® participants will be less than 25%. | 12% / < 25% |
| Twenty-five percent (25%) of active WAGES participants funded at a temporary level on the supplement scale will submit documentation during the fiscal year showing they have moved up a level OR 40% of active WAGES participants funded at a temporary level will submit documentation during the fiscal year showing they have completed additional coursework. | 55% funded at temporary levels continued ed; 41% moved up / 25% or 40% |
| 90% of Child Care WAGES® participants will indicate that their receipt of a supplement has had an impact on either their inclination to stay in the field or on their pursuit of further education. | 98% / 90% |
| PARTNERSHIP 3-5 YEAR INDICATORS | |
| The median salary plus supplement will be \$8.98 per hour for teachers with a two-year degree in ECE or its equivalent and \$11.23 per hour for teachers with a four-year degree in ECE or its equivalent. | For WAGES participants, average is \$8.97 for AA or \$8.69 for BS / \$8.98 or \$11.23 |
| Of children enrolled in star-rated childcare centers, 75% will be enrolled in centers that have 4 or 5 lead teacher education points. | 87% in Edgecombe and 70% in Nash (average >75%) / 75% |
| Of children enrolled in star rated family homes, 50% will be enrolled in homes that have 4 or 5 lead teacher education points. | 77% in Edgecombe and 72% in Nash / 50% |



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Down East Partnership for Children | Child Care Resource & Referral (Provider Services)

Child Care Resource and Referral Provider Services are designed to sustain the quality of early care and education programs by providing technical assistance and training required by the NC-CCR&R Council. Technical assistance will be prioritized for 1 & 2 star programs, NC-PreK classrooms and the infant/toddler initiative utilizing the Classroom Assessment Scoring System and environment rating scales. A directors training series will offer training and networking opportunities for center directors and family child care home providers. This activity will manage and oversee the Lending Library to extend provider learning through coaching and support. A professional development training calendar will be published quarterly. Up to 2.00 FTE under the supervision of a program manager will provide training, technical assistance, purchasing and data support to child care providers, onsite and in group settings. A program director, partially funded through this activity, will oversee and support the work of the activity.

SERVICE STATISTICS

| Met 7/8 (88%) of FY projections. | ACTUAL / PROJECTION |
|---|---------------------|
| Child care center directors and family child care owners will participate in the Director’s Connection. | 45 / 25 |
| Director’s Connection Meetings will be held. | 4 / 5 |
| One and two star child care programs will develop a plan to increase to a 3, 4, or 5 star rating. | 2 / 2 |
| Scholarship facilities will receive technical assistance. | 13 / 10 |
| NC Pre-K classrooms will receive technical assistance. | 10 / 8 |
| In-service trainings will be offered. | 44 / 12 |
| Early childhood professionals will attend one of the provided trainings. | 433 / 155 |
| Child care center technical assistance contacts and visits. | 152 / 75 |

OUTCOMES

| Met 3/4 (75%) of FY projections. | ACTUAL / PROJECTION |
|---|--|
| PARTNERSHIP OUTCOMES | |
| 80% (20/25) of director’s participating in Director’s Connection will state the training provided them with new knowledge on effectively implementing an approved curriculum. | 93% (53/57) / 80% (20/25) |
| 80% of 1 or 2 star programs participating in technical assistance will have a plan to increase to a 3, 4 or 5 star rating. | 100% / 80% |
| 90% (27/30) of the Scholarship and NCPK program’s lead teachers will state that they have gained new knowledge as a result of the technical assistance that was provided. | 100% (6/6) / 90% (27/30) |
| 90% of participants that complete training survey will state the training provided them with new knowledge. | 86% (586/678) / 90% |
| PARTNERSHIP 3-5 YEAR INDICATORS | |
| The average environment rating scale score for centers and homes will be 4.75. | N/A / 4.75 |
| Teachers will have increased capacity to influence children’s social and emotional skills positively. | 99% (77/78) of school teachers report capacity. Available provider surveys show increase, but response rate was low. Increase / Increase |
| 50% of early care and education providers will have a transition plan in place. | 50% |
| 10% of child care centers will demonstrate improvement in nutrition and physical activity practices. | 10% |

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COLLABORATION AND COMMENTS

A barrier to implementation is the CCRR Provider Services has been vacant through quarter 1 and the Quality Improvement Coordinator Position was vacant for 1/2 the quarter. We will need to review and make changes to the projections.

Quarter2- Includes October and November. December will be reported in Q3. Provider Services Manager was hired 11/18 and QI Coordinator was hired 12/1. Activity on deliverables will begin 2/14.

Q3- New Provider Services Team began providing Technical Assistance in February. Very successful and looking forward to Q4 being the same. Q4- Technical Assistance was very successful with helping centers prepare for scales, as well as our Healthy Social Behavior Specialist beginning TA in April. Workshops for Quarter 4 for all providers provided various topics and we were successful in our first Super Saturday training day.

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Down East Partnership for Children | Child Care Resource & Referral (Regional Services)

In addition to providing child care resource and referral (CCR&R) services to parents, providers, and communities in Nash and Edgecombe Counties through Smart Start funded programs, CCR&R also serves as lead agency for Division of Child Development Region 14 and collaborates with regional partners in meeting regional goals.

| Referrals for preschool-aged children with working parents | | |
|---|----------------------|------------------------------|
| | Quarter 4 YTD | Council Required Goal |
| Edgecombe | 171 | 223 |
| Halifax | 11 | 181 |
| Nash | 180 | 306 |
| Warren | 0 | 42 |
| Wilson | 2 | 272 |
| Region 14 | 364 | 1024 |

| School-age children referrals | | |
|--------------------------------------|----------------------|------------------------------|
| | Quarter 4 YTD | Council Required Goal |
| Edgecombe | 33 | 44 |
| Halifax | 1 | 44 |
| Nash | 41 | 76 |
| Warren | 0 | 13 |
| Wilson | 0 | 67 |
| Region 14 | 75 | 244 |

| Percentage of families surveyed | | |
|--|----------------------|------------------------------|
| | Quarter 4 YTD | Council Required Goal |
| Edgecombe | 25.49% | 20% |
| Halifax | 12.50% | 20% |
| Nash | 30.43% | 20% |
| Warren | 0% | 20% |
| Wilson | 50% | 20% |
| Region 14 | 27.78% | 20% |

| Percentage of parents that used quality indicators in childcare search | | |
|---|----------------------|------------------------------|
| | Quarter 4 YTD | Council Required Goal |
| Edgecombe | 100% | 70% |
| Halifax | 100% | 70% |
| Nash | 100% | 70% |
| Warren | 0% | 70% |
| Wilson | 100% | 70% |
| Region 14 | 100% | 70% |

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| Of parents who chose licensed care, percentage that selected 3-star or higher care | | |
|--|---------------|-----------------------|
| | Quarter 4 YTD | Council Required Goal |
| Edgecombe | 92% | 70% |
| Halifax | 0% | 70% |
| Nash | 100% | 70% |
| Warren | 0% | 70% |
| Wilson | 0% | 70% |
| Region 14 | 95% | 70% |

| Licensed preschool classrooms receiving technical assistance | | |
|--|---------------|-----------------------|
| | Quarter 4 YTD | Council Required Goal |
| Edgecombe | 26 | 18 |
| Halifax | 24 | 11 |
| Nash | 42 | 19 |
| Warren | 5 | 4 |
| Wilson | 22 | 21 |
| Region 14 | 119 | 73 |

| Licensed school-age classrooms receiving technical assistance | | |
|---|---------------|-----------------------|
| | Quarter 4 YTD | Council Required Goal |
| Edgecombe | 4 | 3 |
| Halifax | 1 | 2 |
| Nash | 11 | 5 |
| Warren | 0 | 1 |
| Wilson | 5 | 5 |
| Region 14 | 21 | 16 |

| Professionals receiving training | | |
|----------------------------------|---------------|-----------------------|
| | Quarter 4 YTD | Council Required Goal |
| Edgecombe | 209 | 180 |
| Halifax | 215 | 113 |
| Nash | 283 | 164 |
| Warren | 38 | 26 |
| Wilson | 391 | 224 |
| Region 14 | 1136 | 707 |

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| Training sessions offered in Region 14 | | |
|---|---------------|-----------------------|
| | Quarter 4 YTD | Council Required Goal |
| Beyond Band-aids | 1 | 1 per region |
| Emergency Preparedness | 1 | 1 per region |
| Family Childcare Home Pre-License | 3 | 2 per region |
| Inclusion/ Working with Children with Special Needs | 4 | 4 per region |
| Infant/Toddler Zone | 7 | 1 per region |
| IT/SIDS | 26 | N/A |
| Obesity (Nutrition/Physical Activity) | 10 | 2 per region |
| Partnering with Parents (PCAN) | 2 | 1 per region |
| Playground Safety | 4 | N/A |
| Providers Almanac | 2 | 1 per region |
| Ready, Set, Go | 1 | 1 per region |
| Scholarships / Sliding Fee Scale Subsidy Requirements | 1 | 1 per region |
| CEU Coursework | 3 | 3 per region |
| Other | 118 | N/A |

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Down East Partnership for Children | Community Collaboratives: Ready Communities

The Community Collaboratives activity will oversee four initiatives: Communications and Outreach, Ready Communities, Ready Schools, and Healthy Kids Collaborative. These initiatives build the capacity of the public and engaged partners to support early care and education, health, transition, and other DEPC services. A communications consultant will develop strategies to build public knowledge and commitment to early childhood and inform families of available services. The Ready Communities coordinator and specialist will facilitate the Community Voices and Community Fellows programs, Faith-Based Initiative, and Latino Hispanic Outreach Committee to build the capacity of community leaders to actively engage in DEPC initiatives and link families to available services. The Research and Development director, funded through another activity, will oversee the program.

SERVICE STATISTICS

| Met 4/5 (80%) of FY projections. | ACTUAL / PROJECTION |
|---|--|
| Meetings will be held to support community collaborative networks will be held (such as Faith-Based Forums and Latino Hispanic Outreach Committee meetings) | 10 / 6 |
| Leaders will participate in year one of intensive Community Fellows training including 4 workshops to increase awareness, knowledge, and skills re: community services, programs and initiatives. | 12 / 10 |
| Workshops on early childhood topics will be provided (1 each quarter) for community leaders. | 8 / 4 |
| Presentations about Family First will be made to businesses. | 11 / 8 |
| Families will be referred to DEPC Family First through community outreach efforts. | 38 / 40 |
| INFORMATION & RESOURCES – Met 2/2 (100%) of FY projections. | |
| E-blasts/emails will be sent to approximately 1500 addresses. | 32 / 12 |
| DEPC will coordinate/ participate/present at least 6 meetings or community events, targeting 300 participants. | 22 events and 3,041 people / 6 and 1,800 |

OUTCOMES

| Met 8/8 (100%) of FY projections. | | ACTUAL / PROJECTION |
|--|--|--------------------------------------|
| PARTNERSHIP OUTCOMES | | |
| 80% (8/10) of first year Community Fellows will report increase awareness, knowledge and capacity to make referrals of families to DEPC and other community services. | | 90% (19/21) / 80% |
| 50% (5 out of 10) of the last graduating Community Fellows class will exhibit a sustained commitment to their community around 0-5 issues. | | 70% (7/10) / 50% |
| There will be a 10% (3 new partners) increase in the number of faith based partners connecting to DEPC initiatives. | | 33% (9 new leaders / 27 prior) / 10% |
| 75% of community leaders will report increased understanding of the impact and/or importance of early care and education system. | | 96% (73/76) / 75% |
| 50% (4 of 8) businesses will agree to provide resources on choosing quality child care to employees. | | 4 / 4 |
| 50% of graduates of Community Fellows/Community Voices training will exhibit a sustained commitment to their community around 0-5 issue at least 1 year after completion of the program. | | 69% (11/16) / 50% |
| Of the estimated 100 recipients of service-related communications that complete a survey, 90% will report increased awareness of DEPC services and/or their impact. | | 90% (43/48) / 90% |
| 90% of 100 community members completing a survey will indicate increased understanding of the early care & education system. | | 91% (43/47) / 90% |
| PARTNERSHIP 3-5 YEAR INDICATORS | | |
| Collaborative networks, crossing agencies, race, class and geography, will meet to discuss, plan and address community needs, gaps and barriers. | Q1: 3 collaborative networks met: R2-Baskerville, Summer Night Collaboration, Pope Elem. Q2: 2 collaborative networks met: FB Forum and LHOC. Q3: 2 school community teams: Baskerville & Coopers & 7 APD schools. Q4: 2 school community teams: Benvenue & Carver, 8 APD schools, & ECC Ext.; 1 Fellows Systems Scan, 1 RC Planning Mtg, 1 K Canvassing Mtg, 1 PreK Canvassing. | Meetings held / Note meetings. |

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| Met 8/8 (100%) of FY projections. | ACTUAL / PROJECTION |
|--|--|
| There will be a 10% increase in volunteers and investors to support children, 0-5. | Baseline: 124; 208 in FY14, 84 added or 68% increase / Increase |
| At least 10% of faith-based institutions will be connected with DEPC. | FY14: 15% (We had active participation from 45 organizations out of the 296 total congregations of all faiths in Nash and Edgecombe County from Association of Religious Data Archives 2010) / 10% |

COLLABORATION AND COMMENTS

Quarter 1: One (1) FBI Partner (Bread of Life) included DEPC in their Community Engagement/Outreach event on 8/24/13. Three (3) FBI Partners participated in the Smart Start Faith Summit on 9/12/13: Shirley McFarlin (Ray of Hope) was part of the planning team; Xavien Harrison (Union Hill) was one of the panelist; and Milton Batts (Bethlehem) attended as a DEPC FBI representative. Five (5) FBI Partners are recommitted to hosting All Pro Dad at Elementary Schools: Open Door Ministry (Williford); Hillsdale Baptist (Baskerville); St. James (Pope); Divine Faith (Bulluck); and Word Tabernacle (Johnson & Fairview). Summer Night Light Collaboration with NRMPS and ECPS and community leaders continue to support families to register; Ready Communities identified Graduate Fellow to serve on the Ready Schools Committee making decisions that impact early care issues; Continue to connect volunteers from Ready Communities to support DEPC internal and external outreach needs - connected Mary Blount and Dorothy Davis to represent DEPC Booth at Reading Program at library in Tarboro in July; Continue to identify businesses to target for Choosing Quality Childcare Presentations - two presentations this quarter to Dental Associates and QVC; Ready Community Fellows Kickoff orientated 8 leaders to participate in the 9th class of Community Fellows since the inception of the program in 1995. Continue to promote DEPC as new fundee of United Way in presentations to local groups identified by United Way- Boddie Noell.

Quarter 2: Iglesia La Roca distributed 25 DEPC FF cards to families during their mobile food pantry distribution. Rev. Robert Williams was voiced his appreciation for the Faith-Based Educational Forum on 10/28/13 and because of his new awareness of the necessity for Kindergarten registration, he wants his church to be involved in promoting it in his community. Peace Makers have begun providing DEPC Family First cards to the families they serve, and is also serving on the Triple-P planning team. The LHOC has begun the process for producing a needs assessment and planning a family engagement night to better serve Latino & Hispanic families. James met with Mr. Kendrick Pittman to begin connecting a faith-based institution to Stocks Elementary for All Pro Dad. 7 Fellows active participants in the Ready Community Fellows Program and received training around the health focus of nutrition and active living on November 9th with the HKC Coordinator facilitating training, when surveyed participants in the class notated they change their food preparation at home by using some of the recipes from the training and serving more nutritious food to their families and they are implementing meatless day at least one day per week; another success is the Principles of Family Support Workshop held for community leaders in October- participants stated they are using principles with their own families and some of the families they work with to include parents at Headstart, students at Tarboro High in the early care and education classes. Successful collaboration with RS, HKC and Williford in the OLE. Established collaboration with new Pope Principle to look at how RS & RC might support her school for improved child success. Continuing to collaborate with the Volunteer Coordinator to provide volunteers to meet DEPC's internal program staff needs. Successful 20/20 campaign in donations from community leaders and FB for 20th anniversary.

Quarter 3: A New Creation is now sponsoring All Pro Dad at Stocks Elementary school. St. Paul Baptist and First Baptist has begun sponsoring All Pro Dad at Benvenue Elementary. Dunimus Outreach Ministries has partnered with DEPC and now provides DEPC resources to its congregation, as well as attended a LHOC meeting to assist in reaching out to the Latino & Hispanic community. Christian Fellowship Church is now a faith-based representative partner on the school community team at Coppers Elementary. Forty FBI partners were targeted for participation in the upcoming Faith-Based Week of the Young Child Kick-Off, Quarter 3 for leaders: recruited 4 new community members to phase in under Targeted Workshops under the revised RC framework: Bryon Hall, Lula Davis, Shenniqua Mayfield 7 Denise Harrison; Recruited a parent Shenniqua Mayfield for the Family or Parent Advisory as planning begins at DTA; per request from HKC Coordinator was asked to find volunteers from Crossworks and OIC to connect to HKC committee and subgroups, collaborating with community groups to present the expanded RC program as more options to engage community members, also implemented mini systems scan on targeted groups to include LHOC members, current community fellows and sample population of families in NRMPS.

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Communication Events and approximate number of Participants

Notes on 2014 Q1:

- July 24, 2013 Sonja Person at Book Fair at Tarboro Administrative Building (Edgecombe County): 300
- August 13, 2013 Sonja Person at Nash Community College Student Orientation at NCC (Nash County): 250
- September 5, 2013 Brittney Martin and Emily Hamm at the United Way Campaign Kick Off at Downtown Live: 200
- September 10, 2013 Pattie Allen and Brittney Martin at the QVC Partner Expo: 65
- September 12, 2013 Pattie Allen and Brittney Martin at the City of Rocky Mount Employee Meeting: 125
- September 19, 2013 Jamie Wilson, Emily Hamm, Carol Crocker and Henrietta Zalkind at N.C. Center for Nonprofits Conference in Concord, NC: 465
- September 20, 2013 Henrietta Zalkind and Carol Crocker at N.C. Center for Nonprofits Conference in Concord, NC: 450
- September 25, 2013 Viola Barnes-Gray and Brittney Martin at Boddie Noell Group 1 & 2: 100
- September 30, 2013 Emily Hamm at 20/20 Challenge Kick-Off at Milton & Miles: 50
- October 4, 2013 Sonja Person at Pope Elementary School (I-Moms) at Edgecombe County: 125
- October 8, 2013 James Bellamy at All Pro Dads at Bulluck Elementary: 250
- October 15, 2013 James Bellamy at Adaptive Schools Training in Plymouth, NC: 35

Notes on 2014 Q2:

- October 16, 2013 James Bellamy at Adaptive Schools Training in Plymouth, NC: 35
- October 17, 2013 Emily Hamm at Rocky Mount Chamber of Commerce Regional Business Expo at Nash Community College: 300
- October 22, 2013 James Bellamy at Fatherhood Engagement Community Forum at Cornerstone Missionary Baptist Church (Greenville, NC): 100
- October 25, 2013 James Bellamy at All Pro Dads at Williford Elementary: 87
- October 28, 2013 James Bellamy at Faith-Based Educational Forum at Webbs Chapel Baptist Church (Macclesfield, NC): 9
- October 30, 2013 Viola Barnes-Gray at Phillips Middle School Career Day at Phillips Middle School: 4
- November 14, 2013 James Bellamy at Ready Schools & Communities Presentation at Eaton Corporation: 25
- December 2, 2013 Jamie Wilson at United Way WHIG-TV Live Show: 10
- December 5, 2013 Emily Hamm at DEPC 20th Anniversary Celebration at the Imperial Centre: 265
- December 9, 2013 Emily Hamm and Brittney Martin at United Way Networking at the Dunn Center: 35
- December 12, 2013 Jamie Wilson at United Way Community Partners Meeting at United Way Tar River Region Headquarters: 6
- December 12-13, 2013 James Bellamy and Brittney Martin at Adaptive School Training in Plymouth, NC: 35

Notes on 2014 Q3:

- April 7, 2014 Emily Hamm at the Week of the Young Child Ribbon Cutting and Grand Opening of the Discovery Park at the Down East Partnership for Children: 60
- April 9, 2014 Emily Watson, Briana Davis and Henrietta Zalkind at Model Early Learning Center Tour at Nash Community College: 15
- April 10, 2014 Emily Hamm, Patrick Curry and Heather Lewis at Family Literacy Event at Braswell Memorial Library: 19
- April 11, 2014 Emily Hamm at the Week of the Young Child State of the Child Luncheon at the Down East Partnership for Children: 64

Notes on 2014 Q4:

- April 4, 2014 Viola Barnes-Gray and Pattie Allen "Guess Who's Coming To Read" at Baskerville Elementary School: 17
- April 28, 2014 Viola Barnes-Gray, Jamie Wilson, Emily Watson, Brittney Martin, Pattie Allen, and Henrietta Zalkind Williford Elementary Ground Breaking Ceremony at Williford Elementary: 100
- May 6, 2014 Janessa Nieves, Cornelia Singletary and Wendy Price Family First – A Comprehensive Model of Family Support Services - 2014 National Smart Start Conference Workshop at Joseph S. Koury Convention Center, Greensboro, NC: 51
- May 7, 2014 Pattie Allen and Emily Watson CSAs, OLEs, Ready Schools: What's The Connection? 2014 National Smart Start Conference Workshop at Joseph S. Koury Convention Center, Greensboro, NC: 40
- May 8, 2014 Viola Barnes-Gray Nonprofit Capacity Building Summit at United Way Tar River Region: 27
- May 27, 2014 Viola Barnes-Gray NRMPS's Transition Celebration at Nash Community College: 25
- May 29, 2014 Viola Barnes-Gray, Emily Watson, Pattie Allen, James Bellamy and Jamie Wilson Outdoor Learning Environment Presentation at Carver Elementary School: 18

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Down East Partnership for Children | Community Collaboratives: Ready Schools

The Ready Schools coordinator and specialist will facilitate the development of ready school plans and build community-school partnerships, including early care provider transition strategies.

SERVICE STATISTICS

| Met 3/4 (75%) of FY projections. | | ACTUAL / PROJECTION |
|--|---|---------------------|
| New school will complete the High/Scope Ready School Assessment and develop a Ready School workplan. | Ready Schools planning for the 2013-14 year does not include bringing a new school into RSIA. This is partially due to remaining schools being ready to begin the process. Additionally the 2 schools which would have completed the High/Scope were assigned new principals. | 0 / 1 |
| Ready School committee and/or networking meetings will be held. | | 28 / 4 |
| Countywide transition planning meetings will be held. | | 5 / 4 |
| Technical assistance and/or coaching sessions will be provided to at least 10 schools, participating in Ready Schools. | | 91 / 30 |

OUTCOMES

| Met 2/3 (67%) of FY projections. | | ACTUAL / PROJECTION |
|---|--|-------------------------------|
| PARTNERSHIP OUTCOMES | | |
| Of schools repeating their High/Scope assessments in FY14, 50% (2 of 4) will demonstrate improvement in 3 Ready Schools pathways. | | N/A / 50% (2 of 4) |
| 75% (13 of 17) of schools participating in Ready Schools will have a transition plan. | | 100% (17/17) / 75% (13 of 17) |
| Teachers in participating Ready Schools will indicate an increased capacity to engage families effectively. | | 92% report capacity / 50% |
| PARTNERSHIP 3-5 YEAR INDICATORS | | |
| 25% of elementary schools will report active connections with faith-based, business, civic, early care, and higher education partners. [Strategic Plan – High/Scope Indicators] | | 79% / FY13 Goal of 75% |

COLLABORATION AND COMMENTS

Success Stories:

Williford - The principal, Roderick Tillery, is committed to collaboration with staff, families, community partners and DEPC. His leadership and willingness is evident in his efforts to bring all stakeholders to the table to plan and design the outdoor learning environment for which funding from CTG and KBR has been received. The school-community team is strong, with representation from faith-based organizations, family members, school staff, and local business owners. They have begun to organize their official groundbreaking on the outdoor learning environment. They have also benefitted from walkability funding through the purchase of safety equipment for crossing guards and students, and new signage. May 2, 2014, Williford held the groundbreaking for the outdoor learning environment. A mix of school personnel, families, students and community members attended. One North Carolina legislator spoke of the importance of outdoor play and benefits of the playspace for the community. As the school year was ending, teachers and staff from Williford took advantage of a professional development opportunity offered at DEPC to offer strategies for using the outdoor learning environment. Participants included not only the teaching staff but the administration, custodial staff the school social worker and music teacher. This participation emphasizes the excitement and support felt by the entire Williford school staff.

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Coopers - Dates and plans for the RSIA grant are proceeding in a timely manner. Additionally, the leadership of the work has realized the importance of family and community collaboration and is making great efforts to bring additional families and community partners to the work. Throughout the year several events were held in the Sharpsburg community to build relationships between the school and families of the community. One of the most important success stories is the support offered to school to assist in communicating with families that had not previously been realized. The Town Manager of Sharpsburg met with the School Community Team and offered to print announcements and information on the monthly utility bills that are mailed monthly to all families living in the community. Additionally, the manager of the local Food Lion agreed to place flyers with Coopers Elementary School information in grocery bags as community members shopped in the store.

Benvenue - Benvenue is in the process of developing a workplan to utilize approximately \$4000 of RSIA funds which were not used during the original RSIA year. The School-Community Team is one of the strongest seen yet in the RSIA work. Families, faith-based, business, early care, PTO and staff are actively participating in the planning. Family engagement continues to be the focus area. An intentional effort to survey families to identify their interests and needs has resulted in a 60% return rate of surveys recently sent to families. Benvenue held several events to bring families into the school based on the interests identified in the survey. One of the most successful programs was the implementation of the All Pro Dads breakfasts which requires collaboration with a faith based group. Work was begun on developing a volunteer process and will be completely implemented during the 2014-15 school year.

Stocks - While Stocks has been one of the original leaders in the Ready Schools work since its inception, the past 2 years have seen a decline in their work to become a "model Ready School." New leadership at the school, Erin Swanson, Principal, has reconnected to DEPC. A School-Community team has been developed especially around family engagement efforts. Brittney Martin has participated in several team meetings to offer technical assistance. In November, DEPC led family focus groups to help identify needs and interests of families and developed a family survey. Additionally the All Pro Dads breakfast was implemented at Stocks.

Kindergarten Transition - Ready Schools has worked in close collaboration with Renee Johnson (ECPS) and Bety Cruz (NRMS) to develop a Kindergarten Transition Template that will be used by early care centers to plan quality transition activities and events. As a result, early care centers, the public school system, and DEPC have an aligned and organized structure for reviewing kindergarten transition plans and providing technical assistance. There is evidence that increased communication is welcomed and occurring between early care settings and the K-12 system.

Outdoor Learning Environments - Stocks, GW Bulluck, GW Carver, Williford, and Baskerville Elementary Schools are working diligently to develop and/or strengthen their school-community teams. These teams will be instrumental in planning for the design and use of each school's new and improved outdoor learning environment. During the 2013-14 school the OLE for Williford was designed with input from the School Community Team and other partners and a very successful groundbreaking was held on May 1, 2014.

School-District Work - DEPC, ECPS, and NRMS continue to collaborate on the development of outdoor learning environments. A joint use agreement between ECPS and Edgecombe County is likely to be signed in the near future, leading to the opening of new places to play for local children and families in Edgecombe County. NRMS is working to establish an official shared use policy which would open up several of their elementary school playgrounds to public use. In the spring of 2014 a signed joint use agreement was finalized and signed between ECPS and Edgecombe County.

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Down East Partnership for Children | Community Collaboratives: Healthy Kids Collaborative and Shape NC

A Healthy Kids coordinator and a Family Resource Center manager, partially funded through this activity, will facilitate a community driven health initiative and facilitate the development of a model outdoor learning environment. An operations specialist will provide accounting support. Up to 1 FTE will provide program support including coordination of the Week of the Young Child events.

SERVICE STATISTICS

| Met 3/3 (100%) of FY projections. | ACTUAL / PROJECTION |
|---|--|
| Healthy Kids Collaborative meetings will be held. | 4 / 4 |
| HKC Subgroups (Policy, Child Care, Medical, Access to Healthy Foods) will meet a minimum of 2 times each. | 5 / 4 |
| Outdoor Symposium will be held for policy makers, early educators, and parents to increase developmentally appropriate physical activity using outdoor learning environments. | 1 / 1 |
| Community stakeholder meetings for planning outdoor learning environments (Baskerville, GW Bulluck, Coker-Wimberly, and GW Carver). | 11 / 8 (projection is for calendar year) |
| Amount of community investment in cash and in-kind. | \$1,900 / \$25,000 (for calendar year) |
| Number of promotional materials distributed to schools, parents, child care providers, and community members. | 394 / 500 (for calendar year) |
| Number of health related Family First referrals. | 42 / N/A |
| Number of parent or community educational presentations /workshops. | 9 / 4 (for calendar year) |
| Number of HKC medical toolkits distributed. | 30 / 40 (for calendar year) |

OUTCOMES

| Met 0/2 (0%) of FY projections. | ACTUAL / PROJECTION |
|--|---|
| PARTNERSHIP OUTCOMES | |
| There will be an increase in utilization of the Discovery Play and Learning Park by the community as evidenced in community surveys. | TBC in autumn (comparable weather) after park opens. To be completed FY15 Q2 (November). / Increase |
| 40% of community partners will utilize information on childhood obesity to implement new strategies or improve existing strategies based on the annual HKC partner survey. | Partner Survey not completed. N/A / 40% |
| PARTNERSHIP 3-5 YEAR INDICATORS | |
| 75% of parents will report having access to nutrition and physical activity information for children. | 76% (161/212) report easy or very easy / 75% |
| There will be a 10% increase in the number of parents reporting that their children receive appropriate servings of health food. | 2013: 42% ate 4+ fruits&vegs. 2014: 27%. 15% decrease / 10% increase |
| 75% of parents will report that their child is physically active for at least one hour a day. | 89% (191/214) report 1 hour or more. 89% / 75% |
| There will be an increase in the number of outdoor learning environments available to families in the community. | <p>The DEPC Discovery Play and Learn Park opened during the Week of the Young Child in April 2014. The park is open to community members. A joint-use agreement was signed in Edgecombe County between County and School Board. The 3 elementary schools in the KBR grant will be open to community members. We are asking the City of Rocky Mount and NRMPs about open-use agreement.</p> <p style="text-align: center;">Increase / Increase</p> |

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COLLABORATION AND COMMENTS

The Joint-Use agreement that was signed in the Spring of 2014 between Edgecombe County and Edgecombe County Public Schools. In June 2014, 20 teachers from Williford Elementary participated in a professional development opportunity on the Discovery Play and Learn Park which was taught by Be Active Kids. Williford Groundbreaking took place on May 2, 2014. There has been an increased interest in the Medical Toolkit that was put together by the HKC Medical Subgroup and there are already presentations on the calendar for the next fiscal year.

Other findings from the 2014 Annual Parent Survey (n =217):

- 90% reported discussing growth charts or Body Mass Index (BMI) in relation to their child's development at each well-child visit.
- 80% reported doctor having diet and exercise suggestions based on their child's results.
- 69% reported receiving handouts or referrals related to child exercise or diet tips.
- Approximately half of reported active play is spent outside of the school/childcare setting.
- 75% of parents rated availability of places for their child to play as "available" or "very available."
- 65% reported that having a Farmer's Market available increases their consumption of fresh produce.

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Down East Partnership for Children | Coordinated Subsidy

Dual Subsidy Administration will provide administration for child care subsidy including program administration; family outreach and application; eligibility determination; payment processing; annual recertification; and reporting, etc.

Dual Subsidy financial assistance will be paid on a direct per child basis for the purchase of care and enhancements for Temporary Assistance for Needy Families (TANF) eligible or Child Care Development Fund (CCDF) eligible families. This activity will be implemented by the contractor who will report data into the state-level Smart Start Reporting System on a monthly basis. Includes wrap-around care.

SERVICE STATISTICS

| Met 6/7 (86%) of FY projections. | ACTUAL / PROJECTION |
|--|--------------------------------|
| Children will receive a subsidized child care scholarship. | 324 / 220 |
| Scholarship providers will access trainings through DEPC. | 25 / 25 |
| Scholarship providers serving Scholarship children will have a site visit completed. | 25 / 25 |
| Unserved or underserved 4-year olds will be served by NCPK. | 442 unserved (601 total) / 400 |
| NCPK site visits will be completed. | 19 / 17 |
| NCPK Advisory meetings will be held. | 4 / 4 |
| Coordinated Subsidy Workgroup meetings will be held to coordinate resources. | 0 / 1 |

OUTCOMES

| Met 3/3 (100%) of FY projections. | ACTUAL / PROJECTION |
|--|--|
| PARTNERSHIP OUTCOMES | |
| 75% of families accessing scholarship subsidized care through DEPC will report that access to child care enables them to obtain high education, maintain employment and/or get a better job. | Total "or": 93% High ed: 41%; Employ: 84%; Better job: 34% N = 110. 93% (102/109 marked any of the three) / 75% |
| 90% of families with children scoring below age level on the ASQ will receive follow-up and referral from Family Resource. | 111 completed. 100% (26/26) received follow-up and referral. 100% / 90% |
| 90% of families accessing scholarship subsidized care through DEPC will report increased parenting skills. | 99% (93/94) reported skill improvement from Parent Points. 99% / 90% |
| PARTNERSHIP 3-5 YEAR INDICATORS | |
| 75% of families receiving information and education on developmental milestones will report knowledge of ways to help their child develop and learn. | 99% (97/98) reported improved knowledge from Parent Points. 99% / 75% |
| 75% of families who access subsidized care through DEPC will demonstrate improved parenting skills on parent observation tool. | 99% (93/94) / 75% |

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| Met 3/3 (100%) of FY projections. | ACTUAL / PROJECTION |
|---|--|
| 5% of the total birth through age two population will be identified and will receive early intervention services. | Edgecombe: 5.7% Nash: 5.4% / 5% |
| 3.60 average star rating for placements in regulated programs and 65% of children in 4- or 5-star care. | Edgecombe: 4.27 average and 79% 4-5 Nash: 4.02 average and 73% 4-5 / 3.6 and 65% for each |
| 3.50 average star rating of the placements for children receiving subsidy in regulated child care programs and 75% of children receiving subsidy will be enrolled in 4- or 5- rated star child care programs. | Edgecombe: 4.39 average and 89% 4-5 Nash: 4.23 average and 90% 4-5 / 3.5 and 75% for each |
| One of these programs will serve 65% of children 0-5 whose families earn less than 75% of state median income: Head Start, More at Four, Pre-K, Title I, or subsidized childcare. | Edgecombe: 53% Nash: 69%. Average approximately 65% (greater pop. in Nash) / 65% |
| 3.60 average star rating of placements for children with special /developmental needs and receiving subsidy in regulated childcare programs and 75% will be enrolled in 4- or 5- star rated childcare programs. | Edgecombe: 4.45 average and 100% 4-5 Nash: 4.09 average and 100% 4-5 / 3.6 and 75% |

COLLABORATION AND COMMENTS

N/A

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Down East Partnership for Children | Coordinated Subsidy: North Carolina Pre-Kindergarten

The NC Pre-K Quality enhancement and Support activity will assist approved NC Pre-K classrooms to ensure sound, high-quality and appropriate services are implemented. Supports will include onsite visits to assess compliance with NC Pre-K program components, such as child screenings, classroom curricula, nutritional practices, and ECERS-R assessments. Supports will also include evaluations of staff-child interaction, room arrangement, discipline, and general classroom supervision. Outcomes of assessments will be reviewed with administrators and teachers, and next steps will be developed to ensure best practice standards are met. Staff will work with administrators to create action plans as needed to guide quality improvements within approved facilities. This activity will also support the development and consistent delivery of high-quality services across local NC Pre-K sites through the facilitation of the NC Pre-K committee. A coordinator, partially funded through this activity, will deliver program services.

SERVICE STATISTICS

| Met 3/3 (100%) of FY projections. | ACTUAL / PROJECTION |
|---|--------------------------------|
| Unserved or underserved 4-year olds will be served by NCPK. | 442 unserved (601 total) / 400 |
| NCPK site visits will be completed. | 19 / 17 |
| NCPK Advisory meetings will be held. | 4 / 4 |

OUTCOMES

| Met 1/1 (100%) of FY projections. | ACTUAL / PROJECTION |
|---|----------------------------------|
| PARTNERSHIP OUTCOMES | |
| 90% of NCPK providers will participate in at least 1 transition activity with an elementary school. | 100% (19/19) participated. / 90% |

COLLABORATION AND COMMENTS

N/A

DOWN EAST PARTNERSHIP FOR CHILDREN

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Down East Partnership for Children | Family Services

Child Care Resource and Referral (CCR&R) Family Services will provide comprehensive services to families through the following services: Family First consumer education and referral service, family support, community outreach and data collection. Family services staff, including three family services specialists and a family services coordinator will coordinate parent services, including intake and training opportunities for families. The target audience for training will be families receiving scholarship through the infant /toddler initiative. Childcare and healthy food options will be provided. Family services staff will facilitate playgroups, and manage the Parent Information Center and cooperative playspace to further support families referred for services. Staff will maintain a comprehensive database providing statistical information about childcare and other family supports in Edgecombe and Nash counties. CCR&R serves as lead agency for regional services through the NC-CCR&R Council. Up to 1.00 FTE will provide support to the program. The family services manager will supervise the program with oversight from the program director. The CCR&R Advisory Committee will provide guidance to the program and will meet quarterly.

SERVICE STATISTICS

| | Met 16/23 (70%) of FY projections. | | ACTUAL / PROJECTION |
|---|--|--|----------------------------|
| Parents will receive information and assistance regarding finding quality child care in Edgecombe and Nash Counties. (counting # of children) | | | 390 / 451 |
| Families will receive community referrals. (Tracked in FF) | | | 470 / 500 |
| Choosing Quality Childcare Presentation will be offered to Human Services Providers who work directly with families and parents at Community Agencies in Edgecombe and Nash Counties (e.g. Health Department, DSS). | | | 15 / 10 |
| Each quarter four new businesses will be contacted regarding Child Care Resources and Referral Services. | | | 7 / N / A |
| New parents will access the PIC based on Family First Referral. | | | 72 / 150 |
| New agencies or professionals will access the PIC. | | | 13 / 15 |
| Outreach presentations will be given to educate community agencies/partners regarding information and usage of PIC. | | | 4 / 4 |
| Parents/Caregivers will enroll in parent-child playgroups. | | | 49 / 30 |
| Parents/Caregivers will complete (attend 6 out of 10) playgroups. | | | 35 / 23 |
| Children will enroll in parent-child playgroups. | | | 57 / 34 |
| Children will complete (attend 6 out of 10) playgroups. | | | 40 / 25 |
| 10 week playgroup series will be offered during the 2013-2014 year. | | | 4 / 4 |
| Parents/caregivers will participate in at least one Circle of Parents meeting. | | | 28 / 20 |
| Parent/caregivers will attend at least 20 Circle of Parents meetings. | I think we were a little over ambitious with this outcome! This was the first time we had measured attendance like this. It should be noted that 9 parents attended 10 or more meetings. | | 1 / 12 |
| Children will participate in at least one Circle of Parents meeting. | | | 48 / 30 |
| Children will attend at least 20 Circle of Parents meetings. | | | 0 / 18 |
| Circle of Parents meetings will be offered during the 2013-2014 year. | | | 40 / 40 |
| Parent/Caregivers will enroll in the Preschool Incredible Years series. | | | 14 / 12 |
| Parent/Caregivers will complete (13/16 weeks)Preschool Incredible Years series. | | | 11 / 9 |
| Parent/Caregivers will enroll in the School Age Incredible Years series. | | | 14 / 12 |
| Parent/Caregivers will complete (13/16 weeks)SchoolAge Incredible Years series | | | 12 / 9 |
| Preschool 16 week IY series will be offered during the 2013-2014 year. | | | 1 / 1 |
| School Age 16 week IY series will be offered during the 2013-2014 year. | | | 1 / 1 |

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OUTCOMES

| Met 11/11 (100%) of FY projections. | ACTUAL / PROJECTION |
|---|--|
| PARTNERSHIP OUTCOMES | |
| Parents/caregivers who receive Family First (Consumer Education and Referral Services) report that they placed their children in 3 star or higher child care. | 48/50 (96%) / 70% |
| Human Services Providers will agree to utilize the information provided to inform families they work with about Child Care Resource and Referral Services at DEPC. | 2/2 (100%) / 50% |
| Business/community partners will agree to utilize the information provided to inform their employees about the importance of consumer education and Child Care Resource and Referral service | 7/7 (100%) / 50% |
| 90% of parents who complete a playgroup series will report an increase or maintain in their level of social connectedness OR 50% of parents will show an increase. | 100% maintained, 54% increased / 90% or 50% |
| Children who complete a playgroup series will maintain or demonstrate improved social/emotional development. | 100% / 90% |
| Children whose ASQ scores fall in the Needs Monitoring or Potential Delay category will receive follow up (and community referrals) if necessary as measured Family First Documentation. | 100% / 100% |
| Parents participating in the Circle of Parents support group will report a statistically significant ($p < 0.10$) increase in perceived informal support (from family, friends and neighbors) that helps provide for emotional needs as measured by the Family Functioning /Resiliency (FFPSC) subscale of the Protective Factors survey. | Informal Support Pre: 3.79, Post: 5.67 Statistically significant at $p < .05$ / Statistical Increase |
| Parents participating in the Circle of Parents support group will report a statistically significant ($p < 0.10$) increase in positive interactions between themselves and their child. | Nurturing/Attachment Pre: 4.77, Post: 6.02 Statistically significant at $p < .05$ / Statistical Increase |
| Caregivers participating in the full IY BASIC Parent Program during the reporting period will report a statistically significant decrease ($p < 0.10$) in their use of negative parenting behaviors as measured by the Harsh Discipline and Inconsistent Disciplining subscales of the Parenting Practices Interview (PPI). | Harsh Discipline Pre: 2.90, Post: 2.01 Inconsistent Discipline Pre: 3.27, Post: 2.71 Both statistically significant at $p < .05$ / Statistical Decrease |
| Caregivers participating in the full IY BASIC Parent Program during the reporting period will report a statistically significant increase ($p < 0.10$) in their use of positive parenting behaviors as measured by the Appropriate Discipline, Positive Parenting and Clear Expectations subscales of the PPI. (PPI). | Appropriate Discipline Pre: 4.25, Post: 4.46 Positive Parenting Pre: 4.55, Post: 5.34 Clear Expectations Pre: 4.88, Post: 5.78 All statistically significant at $p < .05$ except Appropriate Discipline/ Statistical Increase |
| Caregivers participating in the full IY BASIC Parent Program during the reporting period will report a statistically significant decrease ($p < 0.10$) in the frequency of challenging behaviors exhibited by their children as measured by the Intensity subscale of the Eyberg Child Behavior Inventory. | Intensity Pre: 58.29, Post: 52.46 Problem Pre: 62.13, Post: 52.57 Both statistically significant at $p < .05$ / Statistical Decrease |
| PARTNERSHIP 3-5 YEAR INDICATORS | |
| Of all families that access the DEPC service model, at least 35% will stay connected for at least 2 years, as evidenced by contacts with the Family First system. | 20% (1150 /5849 contacts from 2009 to 7/2012) / 35% |
| 65% of families with children 0-8 will report access to available services that meet their entire family's needs. | N/A / 65% |

DOWN EAST PARTNERSHIP FOR CHILDREN

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| Met 11/11 (100%) of FY projections. | ACTUAL / PROJECTION |
|--|---------------------|
| 75% of families accessing the DEPC Family First system will report that the referral led to increased knowledge of services appropriate to their family's needs. | N/A / 75% |
| 90% of families will report that they feel more confident in their parenting skills. | 62/66 (94%) / 90% |
| 75% of families receiving education on behavior management strategies will report that they feel confident in managing their child's behavior. | 61/66 (92%) / 75% |
| 75% of families will report they have the knowledge of resources to support their child's growth and development. | 56/66 (83%) / 75% |

COLLABORATION AND COMMENTS

Quarter 1: In our Incredible Years BASIC Preschool group we have a son and his mother registered together to support their preschool age child/grandchild. The father has pretty significant developmental delays and his mother decided to take Incredible Years with him to help with written homework and to reinforce the topics being discussed in class. From this family, two successes have emerged to date. First, the father has shown to be an incredibly competent and loving caregiver with more skills than he was given credit for in the past. His mother is seeing her son now in a different light and is able to look beyond his disabilities and focus on his strengths and abilities. Secondly, the mother/grandmother came into the Incredible Years primarily as a support to her son; she is now seeing many areas of her own parenting that can be strengthened with the techniques presented in the IY curriculum. Overall, the family is functioning now as a much healthier unit, and we are only at week 7 out of 16! 😊

Quarter 2: Parent leadership is an integral part of the Circle of Parents model of services. As our Family Services Program has been offering Circle of Parents for over the past 6 years, we have seen parent leaders change several times and have also seen the many roles parent leaders can assume. Every time this transition happens, new leaders emerge and the group as a whole is strengthened and energized. Recently both our evening and morning Circle of Parents groups went through such a transition. In trusting the group process our staff facilitators followed up with group participants interested in being parent leaders and provided them with both an overview of the Circle of Parents model and the responsibilities of parent group leaders. Both new parent leaders had been long time participants but neither had taken on a leadership role other than maybe being the time keeper or reading our opening and closing statements. The parent leader transition has been seamless for our group and not only are the groups thriving but the increased confidence of each new parent leader has been heartwarming and refreshing. No matter how long a Circle group has been operating, its staff facilitators, parent leaders and group participants can always learn new roles and responsibilities; all which will help keep the group thriving and purposeful. This is a success and a lesson we will hopefully continue to repeat!

Quarter 3: During this quarter we were very pleased to have been chosen by PCANC to partner in creating both an Incredible Years and Circle of Parents promotional videos. Both private film crews and FOX50 News came to our agency and interviewed parents, children and practitioners about the impact the programs have made on their families. Not only were we proud of being chosen for this honor, but the real joy came in watching our families feel proud about their involvement and the positive changes they are making. PCANC is planning on using the videos to promote both programs throughout North Carolina and to also air publicly during the month of April for Prevent Child Abuse Month. Additionally, we are very excited to have started working this quarter with PCANC on the Incredible Years Implementation Team. Using the Implementation Drivers in the National Implementation Science Network (NIRN) Framework, we have been working to retrofit our implementation of Incredible Years as an agency and decide on areas that may be highlighted as successes and also areas that may be more clearly defined or outlined. This work has been extremely valuable, both to our Incredible Years program and also in expanding to look at our other programs. After our current work is completed with PCANC our goal is to have a formal Implementation Team developed at DEPC to both enhance current program delivery and to implement future programs with the utmost model fidelity. With our background training in Circle of Parents, the Family Services staff is always looking at ways to create parent leadership opportunities. Caregivers have many gifts to offer and may just need a sincere invitation to do so. We were so very proud during this quarter that one of our fall 2013 Incredible Years graduates has been asked to serve on our DEPC Board of Directors for the next fiscal year. She is delighted and has since then become active on several other committees and was one of the parents featured on our FOX50 Incredible Years video, along with her husband and 4 year old daughter who are her biggest fans.

DOWN EAST PARTNERSHIP FOR CHILDREN

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Family Services Success Stories Q4

PIC: A parent visited the Parent Information Center who was having problems with her preschooler sleeping in his own bed. He would get out of his bed at different times during the night and get into bed with her. He was watching TV when he should have been in bed. After viewing a video program in the PIC entitled *Go to Bed Kids and Sleep*, the parent realized her parenting style was contributing to some of the problems she was having. She said that she was giving in to her child's wishes nightly and allowing him to do what he wanted to. She realized that she needed to change her approach to be firm and consistent. She learned that a routine is very important when it comes to getting your child to go to bed and stay in bed. She learned that she had to create a nightly routine and stick to it no matter what. She also learned that it was best not to let her child watch television too close to bedtime and have sugary foods or drink.

She also checked out a book entitled *Helping Your Child Sleep through the Night*. When the parent returned the book to the PIC, she stated that she had established a bedtime routine and was adhering to it. She was working on changing her parenting style to be clear, firm and consistent, which was difficult for her. She was not accustomed to being firm and consistent. She stated that it was hard for her to escort her child back to his bed when he got into bed with her, but she could see that this approach was making a difference and she was proud of herself for striving to be clear, firm and consistent.

Playgroups: During our last playgroup series we had one aunt that would bring her 5 year old niece to playgroups. After getting to know them over the course of playgroups our staff learned that the aunt suffered from a social anxiety disorder, making it very difficult for her to leave the house or even sometimes to get out of bed. Knowing this we were so surprised and encouraged by the family's wonderful attendance – she participated in 8 out of 10 playgroup sessions! We praised the aunt for her dedication to her niece and for being able to overcome such a debilitating illness. The aunt credited her success to the warmth she felt upon arriving at playgroups and the encouragement she received from the DEPC staff. We recently had one child in our infant-toddler playgroup with several developmental delays. Both his mother and his early intervention Play Therapist would attend playgroups with him to help him learn to interact with other children and to work on several areas of his development. After attending the first few sessions the family missed 2 in a row and our Playgroup Specialist became concerned. She learned that the mother felt the environment was too stimulating for her son and that he needed something more subdued. Working together the mother and playgroup specialist tried several techniques to make her and her son more comfortable such as dimming the lights in the play room and removing some of the louder toys. Our staff also brought out several pieces of small play equipment to help the toddler with his gross motor skills which was one of his weakest areas. The results were fantastic! The family attended 6 out of 10 playgroups and more importantly, the child was calmer, more interactive and started making major gains with his motor skills.

Circle of Parents: During this last quarter of the year we often try and find ways to celebrate all of the many positive ways families have been strengthened over the course of their involvement with our agency during the year. Although this is not one particular family's success we wanted to share how thrilled we were with both the parent leadership team and really all of the parents in our Circle of Parents group. Over several meetings, the parents brainstormed possible options for an end of the year group outing that would not be expensive and that all of the children would enjoy. They did a little research and came up with a group visit to a local horse farm that works with children with special needs. The parents took the initiative in contacting the owner of the farm, scheduling the visit and arranging activities for the children to do once they got there. The event was a huge success, with over 15 families attending and over 30 children getting to experience life on a farm for the day. The children (and some adults) were able to ride a horse for the first time, make a horse related craft and paint a white horse with washable paint. Family and friendship bonds were strengthened and there is already talk of going back in the fall. 😊 **Staff Successes!**

Triple P: During the last quarter of this year all Family Services Staff and 2 Subsidy staff were trained and accredited in providing the Triple P evidenced base Positive Parenting Program. We are very excited to begin implementing the program this fall as it will add another level of support for families in Edgecombe and Nash Counties.

The Incredible Years: After an intense year of participating in the statewide IY Learning Collaborative with PCANC we are so excited that both Jennifer and Cornelia have received their national IY certification! The level of work and learning that took place during the year will only strengthen and enhance DEPC's delivery of The Incredible Years Program.

DOWN EAST PARTNERSHIP FOR CHILDREN

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Down East Partnership for Children | Infant/Toddler Enhancement Project

The Infant/Toddler Enhancement Project is designed to improve the quality and availability of infant and toddler care. As part of the Regional CCR&R system, an infant/toddler specialist provides technical assistance and training to programs in Edgecombe, Nash, Halifax, Warren, and Wilson counties.

SERVICE STATISTICS

| Met 0/4 (0%) of FY projections. | ACTUAL / PROJECTION |
|--|---------------------|
| Total number of licensed childcare programs that receive on-site TA. | 18 / 24 |
| Total number of licensed classrooms that received on-site TA. | 30 / 43 |
| Number of on-site technical assistance consultations. | 130 / 180 |
| Total # of Social Emotional TA consultations. | 17 / 24 |

OUTCOMES

| Met 0/1 (0%) of FY projections. | ACTUAL / PROJECTION |
|---|---------------------|
| Number of slots that improved by more than one point. | 15 / 73 |

COLLABORATION AND COMMENTS

Staff turnover occurred in Q1. Based on averages of Q1, Q2, and Q3, we would have met most of the projections if the same level of work had occurred in Q2.

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Down East Partnership for Children | Promoting Healthy Social Behaviors in Child Care Centers Project

The Healthy Social Behaviors Project is designed to promote the social-emotional competencies of children through work with their teachers. As part of the Regional CCR&R system, a behavior specialist provides technical assistance and training to programs in Edgecombe, Nash, Halifax, Warren, and Wilson counties.

SERVICE STATISTICS

| Met 1/3 (33%) of FY projections. | ACTUAL / PROJECTION |
|--|---------------------|
| Centers receiving technical assistance. | 11 / 12 |
| Classrooms receiving technical assistance. | 13 / 13 |
| Provide technical assistance on-site visits. | 86 / 228 per year |

OUTCOMES

| Met 1/2 (50%) of FY projections. | ACTUAL / PROJECTION |
|--|---|
| Standardized training will results in increased participant knowledge of the training topic. | 100% (avg. 1.13 increase from pre and post) / 95% |
| Lead teachers in classrooms receiving HSB technical assistance services will achieve 80% of their targeted interactional and programmatic goals. | 80% (1 teacher reporting) / 90% |

COLLABORATION AND COMMENTS

Staff turnover occurred in Q1. Teresa has been in training all of 3rd quarter; will report in Q4.

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Down East Partnership for Children | School Age Quality Improvement Project

The School Age Quality Improvement Project is designed to improve the quality and availability of licensed school-age childcare services. As part of the Regional CCR&R system, a quality improvement specialist provides technical assistance and training to programs in Edgecombe, Nash, Halifax, Warren, and Wilson counties.

SERVICE STATISTICS

| Met 3/3 (100%) of FY projections. | ACTUAL / PROJECTION |
|--|----------------------------|
| Conduct limited school age provider trainings, including BSAC and other school age standardized trainings. | 5 / N/A |
| Provide on-site technical assistance consultations to directors/ teachers/ group leaders serving school-age children (“duplicated”). | 134 / 111 |
| Number of school age classrooms or groups receiving on-site technical assistance (“unduplicated”). | 19 / N/A |

OUTCOMES

| Met 4/4 (100%) of FY projections. | ACTUAL / PROJECTION |
|---|----------------------------|
| Number of licensed programs increasing to 3, 4, 5 star licensure that received technical assistance (list programs in month when new star license is issued). | 1 / N/A |
| Number of slots in licensed programs increasing to 3, 4, 5 star licensure. | 15 / N/A |
| # of BSAC trainings by SA Specialist that resulted in increased knowledge (based on pre-post survey data). | 100% (5/5) / 95% |
| Total Number of Intro to SACERS training participants. | 35 / N/A |

COLLABORATION AND COMMENTS

N/A

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Down East Partnership for Children | Reach Out and Read

This activity will partner with medical care practices to provide pre-literacy opportunities for children and their parents. The participating medical care providers (e.g., pediatricians, family physicians, nurse practitioners, and other medical professionals) will voluntarily incorporate Reach Out and Read (ROR) into young childrens regular pediatric checkups or well-child visits according to the National ROR guidelines. During each of the routine visits, parents will receive a new, culturally- and developmentally-appropriate book to take home and read to their children. The medical care providers will discuss the importance of reading, model reading a book aloud to the child, and encourage parent-child interactions as part of pre-literacy and language development. The program begins at the child's 6-month checkup and continues through age 5, with a special emphasis on children growing up in low-income communities. The children's "medical home" will display a "literacy-rich" waiting room area that reinforces the doctor's "prescription to read". Smart Start funds may also be used to purchase children's books, assist with equipping the waiting room area, and incentives for eligible participants.

SERVICE STATISTICS

| Met 5/5 (100%) of FY projections. | ACTUAL / PROJECTION |
|--|---------------------|
| Medical care <i>practices</i> will participate in ROR. | 6 / 6 |
| Medical care <i>providers</i> (pediatricians, family practitioners, nurses, health clinics) will participate in ROR project. | 13 / 11 |
| Children ages 6 months – 5 years will be seen during well-child visits in participating medical care practices. | 1834 / 1500 |
| New "literacy-rich" waiting room area will be created. | 1 / 1 |
| New children's books will be delivered to participating medical practices. | 2369 / 1500 |

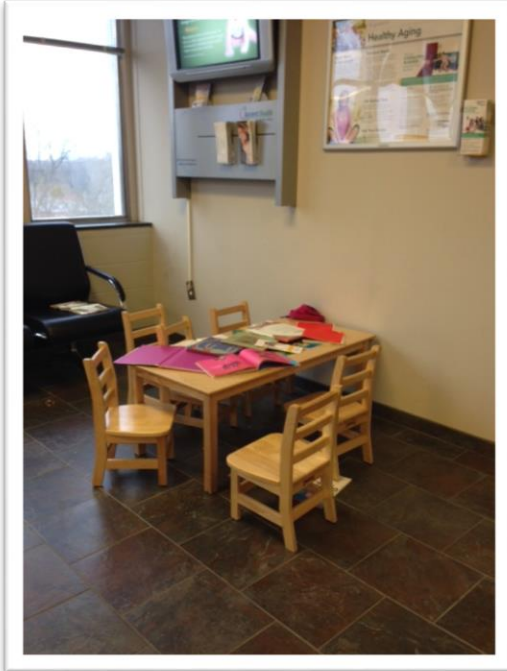
OUTCOMES

| Met 2/2 (100%) of FY projections. | ACTUAL / PROJECTION |
|--|--|
| PARTNERSHIP OUTCOMES | |
| 65% of families will be reading or participating in literacy or other educational activities with their children at least four times weekly. | 72% reported "several" times a week or daily; different measurement. / 65% |
| 90% of parents will indicate their pediatrician talked with them about the importance of daily reading with child. | 95% reported that doctor talked w/ them about reading / 90% |
| PARTNERSHIP 3-5 YEAR INDICATORS | |
| 5% of the total birth through age two population will be identified and will receive early intervention services. | 5.7% in Edgecombe, 5.4% in Nash / 5% |
| 4% of the total three to five year old population will be identified and will receive special education. | 4.0% in Edgecombe, 6.9% in Nash / 4% |

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COLLABORATION AND COMMENTS

The ECHD released a "Featured Agency Accomplishment" report detailing what the program is and does, and included these pictures:



BEFORE:



AFTER:

Q4: other findings from the state standardized report:

- 48% reported this was the first time their child had received a book at the doctor's office.
- Are returning ROR parents more likely than new parents to read to their children every day? YES: 39% of returning parents read to their children daily. Only 30% of new parents reported reading to their children every day.
- Are returning ROR parents more likely than new parents to already use at least one recommended reading strategy? YES: 66% of returning parents already use recommended reading strategies. 49% of new parents already use these strategies.

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Down East Partnership for Children | Research and Development

The Program Research, Development, and Coordination Activity (R&D) will facilitate the grants management, program development and evaluation efforts for the organization. The R&D Director, Evaluation Coordinator, and Program Development Coordinator will develop and monitor evidence-based and evidence-informed activities; provide training and technical assistance to ensure data-driven, quality programming; develop and implement evaluation plans for programs; and oversee the grants management process. The R&D director will also provide supervision and support to the community collaboratives activity. The Executive Director will oversee all programs to ensure adherence to DEPC vision, mission, and goals. Up to 1 FTE will provide program support.

SERVICE STATISTICS

| Met 5/5 (100%) of FY projections. | | | | | ACTUAL / PROJECTION |
|--|---|---|--|--|---------------------|
| PROGRAM COORDINATION, DEVELOPMENT, SUPPORT, TA & MONITORING | | | | | |
| Intensive program coaching/technical assistance meetings will be facilitated. | | | | | 52 / 40 |
| Non-intensive program coaching/ technical assistance communications will be provided. | | | | | 129 / 60 |
| Capacity building trainings and alignment meetings will be held. | 2 (Transition Alignment, Committee Meeting) | 3 (ECCP, SS Internal Prog. Planning, and Trans Align) | 5 (ECCP, SS Internal Planning, and Trans Align) | 1 (Transition Alignment) | 11 / 6 |
| EVALUATION SUPPORT, TA, MONITORING & DATA COLLECTION | | | | | |
| Quarterly reviews of program evaluation plans will be completed. | | | | | 4 / 4 |
| Training sessions/ presentations incorporating data-driven decision-making will be provided. | 1 (Comm. Survey results for Dev. Team on 7/26/13) | 2 (Nov. Board Meeting, Bidders guidelines) | 3 (SS Internal Planning, Feb Board Meeting, Ready Schools) | 1 (disseminated Ready2 findings at SS Con. sessions) | 7 / 5 |

OUTCOMES

| Met 4/4 (100%) of FY projections. | | ACTUAL / PROJECTION |
|--|--|---|
| PARTNERSHIP OUTCOMES | | |
| In a year-end program questionnaire, 75% of ECCP respondents will report the use of available research and evaluation data to continually improve the quality of services offered. | | 83% (14/17) gave examples of how to put training to use / 75% |
| In a year-end program questionnaire, 75% of ECCP respondents will report having collaborated with other early childhood agencies during the past year. | | 100% (17/17) gave specific examples of collaboration in the past year / 75% |
| Of programs identified as needing action plans during quality assurance monitoring, 90% will have resolved issues by 6/30/14. | | 100% / 90% |
| At least 95% of all outputs, outcomes, and projections for the Quarterly Review will be captured. | | 96% (2255/2348) / 95% |
| PARTNERSHIP 3-5 YEAR INDICATORS | | |
| 25% of community partners will utilize information on child success indicators to implement new strategies or improve existing strategies. | | 71% (12/17) currently using child success indicators / 25% |
| There will be an increase in volunteers and/or financial resources to support children 0-8. | | Baseline: 124; 208 in FY14, 84 added or 68% increase / Increase |

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COLLABORATION AND COMMENTS

- Q2 Meeting Notes. October 16, 2013 James Bellamy at Adaptive Schools Training in Plymouth, NC: 35
- October 17, 2013 Emily Hamm at Rocky Mount Chamber of Commerce Regional Business Expo at Nash Community College: 300
- October 22, 2013 James Bellamy at Fatherhood Engagement Community Forum at Cornerstone Missionary Baptist Church (Greenville, NC): 100
- October 25, 2013 James Bellamy at All Pro Dads at Williford Elementary: 87
- October 28, 2013 James Bellamy at Faith-Based Educational Forum at Webbs Chapel Baptist Church (Macclesfield, NC): 9
- October 30, 2013 Viola Barnes-Gray at Phillips Middle School Career Day at Phillips Middle School: 4
- November 14, 2013 James Bellamy at Ready Schools & Communities Presentation at Eaton Corporation: 25
- December 2, 2013 Jamie Wilson at United Way WHIG-TV Live Show: 10
- December 5, 2013 Emily Hamm at DEPC 20th Anniversary Celebration at the Imperial Centre: 265
- December 9, 2013 Emily Hamm and Brittney Martin at United Way Networking at the Dunn Center: 35
- December 12, 2013 Jamie Wilson at United Way Community Partners Meeting at United Way Tar River Region Headquarters: 6
- December 12-13, 2013 James Bellamy and Brittney Martin at Adaptive School Training in Plymouth, NC: 35

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Edgecombe County Department of Social Services | Flex Funds

Flex Funds will be used as a means of providing supportive services to prevent the placement of children into foster care. Further, this funding will be used to support families receiving services from Families for Kids and Adult Services staff. These funds may provide or enhance resources for CPS and /or Service Intake families who are in crisis; assistance with basic living needs such as utilities, rent, prescriptions, and furniture for children, mental health needs and other medical assistance. This funding source supplements other funding sources that cannot be used for these needs and together prevents the need for placement and stabilization.

SERVICE STATISTICS

| Met 5/5 (100%) of FY projections. | | ACTUAL / PROJECTION |
|---|--|---------------------|
| Families receiving services to address an unmet need. | | 14 / 12 |
| Children impacted by services. | | 36 / 34 |
| Number of activities for which funds were used. | | 8 / N/A |
| Number of requests for funds. | | 16 / N/A |
| Types of activities for which funds were used. | Rent (1). Deposit and (2). Rent payment Utilities, Rent, Stove, beds 3 utilities, 1-Rent and 1-formula Not enough Funds available (PC: increase?) | Note. |

OUTCOMES

| Met 3/3 (100%) of FY projections. | | ACTUAL / PROJECTION |
|--|--|---------------------|
| PARTNERSHIP OUTCOMES | | |
| Families served will have an open service case and an unmet need that could: A) result in out-of-home placement of children or B) interfere with the family reaching self-sufficiency. | | 100% / 100% |
| Families will indicate in immediate follow-up by their Social Worker that the Flex fund assistance will be effective in providing a safe and more beneficial environment for their children. | | 98% / 90% |
| For recipients, the specific crisis addressed with Flex Funds will have been stable for at least 30 days. | | 98% / 80% |

COLLABORATION AND COMMENTS

Five families were served during this quarter. All of the families had an unmet need and the funds resolved the need which made the situation for each family better. One family had been separated at the time of the funds being used but the mother was in rehab and had misused her benefits for the children. The (temporary) caretaker at the time needed emergency assistance with formula and we were able to assist her with that needed. The mother was released from the detox center and was admitted to a long-term treatment program and her children were allowed to go with her that same day, i do see this use of the funds being appropriate used to stable the plan and placement of the mother and the family as well. The mother remained in Rehab and the children are with her. The family is doing fine. The 3 families needing assistance with Utilities were able to maintain their utility bills once receiving the assistance from this fund, they had part of the monies for their bill but needed assistance with the rest of the money to complete the payment amount and they remain stable at this time. The family that needed rent continues to remain stable as well.

Flex Funds have continued to be a big help in some different needs but those needs were stabilizing. One family needed bedding for the children to have their own sleeping space and own bed, children were sleeping on the floor with covers. What was stabilizing about this need is that the children would have to be removed from the home due to the severe weather at time. By assisting with the minimum cost of beds for the children the family was able to remain intact and the mother could use her monies to pay the rent, utilities and meet the other needs of the family. Assist was provided to one family to purchase a stove. The mother had separated from her boyfriend due to DV, she was able to locate housing and

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was seeing the children on the weekends and the father was about her leaving the home- he refused to allow her to have the stove from the home. The mother was taking the children from place to place to live and eat before and after locating the home, this is when one of the allegations occurred. Once the mother had shown she was able to maintain the home the children returned to her care, however, she had no stable means to cook for the children and her resources assisting her with cooking for the children had become a problem and would not allow her to come to the home to prepare meals or store food for her. The purchase of the stove eliminated the crisis and helped to end her dependency issues with the ex-boyfriend and her support systems. She was no longer spending additional monies to feed the children which was causing her to get behind in her rent and other obligations to meet the needs of her children.

In April, 2014 a request was made for assistance with rent deposit for a mother and her children. The agency was not able to assist her as the balance for Flex Funds was approximately \$7.00, the mother had moved due to DV, rodents problems and damages in the home that had not been taken care of by the landlord. The mother was employed fulltime but had exhausted all of her finances securing a new resident for the family.

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Edgecombe County Public Schools | Preschool/Kindergarten Transition Program

The Preschool Kindergarten Transition activity is designed to facilitate planning for the transitional needs of children and families and to assist in the coordination of transition activities and communications. The transition facilitator and transition specialist will coordinate transition planning with 5 elementary school sites in collaboration with the childcare centers and school representatives. Transition events, focused on preparing and registering children for kindergarten, and introducing children and families to the school environment will be provided. A transition communication will be sent to parents during the spring prior to kindergarten entry. The transition facilitator and specialist will work with community partners in transition efforts and Ready Schools planning across school districts.

SERVICE STATISTICS

| Met 5/6 (83%) of FY projections. | ACTUAL / PROJECTION |
|---|---------------------|
| Individual school transition plans will be developed. | 5 / 5 |
| Childcare facilities will receive technical assistance in the development of transition plans that align with local elementary plans. | 10 / 10 |
| Kindergarten transition events will be held by elementary schools. | 16 / 15 |
| Families of incoming kindergarteners will participate in at least one transition activity prior to school. | 215 / 350 |
| Families of incoming kindergarteners will receive at least one transition related mailing prior to school. | 425 / 350 |
| Children will register for kindergarten prior to 1st day of school. | 475 / 450 |

OUTCOMES

| Met 4/4 (100%) of FY projections. | ACTUAL / PROJECTION |
|---|--|
| PARTNERSHIP OUTCOMES | |
| Childcare facilities receiving technical assistance will implement a transition plan and connect with an elementary school. | 100% / 90% |
| Elementary principals will indicate that coordination with the transition facilitator resulted in improved transition activities. | 80% / 80% |
| Providers will report an improved relationship with the school system. | 100% / 90% |
| Identified children will have all required documentation needed prior first day of school. | 96% / 70% |
| PARTNERSHIP 3-5 YEAR INDICATORS | |
| Kindergarten teachers will report communicating with their feeder childcare facilities. | 2/5 (40%) reported a connection in RS EOY Survey / 60% |
| Families will report that their child had a smooth transition to kindergarten. | 87% (81/93) reported a very smooth transition / 60% |
| Parents will report discussing their child's experiences or skills with the teacher prior to the start of school. | 38% (35/93) reported these discussions with teacher / 50% |
| Teachers will have increased capacity to engage families effectively. | 2/4 agreed they had capacity in RS EOY Survey / Increase |
| Kindergarten teachers will report receiving child-specific information on all entering students. | 4/7 (57%) reported this in from RS EOY Survey / 50% |
| Kindergarten families will report having clear expectations about their child's learning goals for that year. | 76% (71/93) reported being clear on child's learning goals / 75% |

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| Met 4/4 (100%) of FY projections. | ACTUAL / PROJECTION |
|---|---|
| Children will meet their teacher before kindergarten begins. | 81% (75/93) met teacher. / 80% |
| Parents will report feeling comfortable communicating with their child's teacher. | 86% (80/93) reported comfort communicating with teacher / 75% |

COLLABORATION AND COMMENTS

The Edgecombe County Public Schools and Community Childcare Partner Preschool/Kindergarten Transition Meeting held on December 10, 2013 was a successful and productive meeting. There were 33 people in attendance including childcare directors, teachers, and teacher assistants. The centers represented developed transition plans.

All About Me Books- We were able to deliver All About Me books to childcare centers as well as our preschool classrooms for completion with children which we were unable to coordinate last year. Most centers completed the books with their children and we were able to pick them up for distribution to the elementary schools. The centers had positive comments regarding the All About Me books and we are expecting the same from our Kindergarten teachers.

Kindergarten Connection Flyers and Spreadsheets- We had more Kindergarten Connection Flyers returned by the childcare centers this year. The spreadsheets we provided to the childcare centers were helpful for them to assist us in making sure their children were enrolled in Kindergarten.

The Kindergarten Staff at G. W. Carver Elementary School had their children make books about their favorite things about Kindergarten. The Kindergarten Teachers walked to the Head Start to deliver the book and talk with the children before their visit to tour G. W. Carver and the Kindergarten classrooms. This has not happened in the past and it was a positive experience for all! So, excited we were able to coordinate!

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Nash County Department of Social Services | Flex Funds

The Department of Social Services Flex Fund Program incorporates the use of this funding to provide services for families to ensure a safer and more beneficial environment. This program has demonstrated, over the years, to be successful in its use. It is designed to address the needs of DSS served families to either prevent out of home placement of children or promote self-sufficiency. A requirement for these funds is that the need cannot be alleviated by any other source. A committee comprised of a supervisor and social work representatives review all requests and collectively make a decision regarding approval. This activity is the only one of its kind in Nash County, and it will run consistently, provided funding is improved. Examples of its use are pest extermination fees, camping experiences for children, down payment of a car needed for employment, tutoring, rental assistance for families escaping domestic violence situations, etc.

SERVICE STATISTICS

| Met 5/5 (100%) of FY projections. | | ACTUAL / PROJECTION |
|--|--|---------------------|
| Families receiving services to address identified goals. | | 22 / 14 |
| Children receiving services to address identified goals. | | 48 / 25 |
| Number of activities for which funds were used. | | 20 / N/A |
| Number of requests for funds. | | 28 / N/A |
| Types of activities for which funds were used. | Transportation Voucher, Utility, housing, cleaning, water, clothing, hotel, birth cert, rent, stove, utility, co and smoke detector, clothes, car part, daycare, bins, ID card | Noted / Note |

OUTCOMES

| Met 3/3 (100%) of FY projections. | | ACTUAL / PROJECTION |
|--|--|---------------------|
| PARTNERSHIP OUTCOMES | | |
| Families served will have an open service case and an unmet need that could: A) result in out-of-home placement of children or B) interfere with the family reaching self-sufficiency. | | 100% / 100% |
| Families served will indicate that they flex funds assistance will be effective in providing a safe and more beneficial environment for their children. | | 100% / 90% |
| For recipients, the specific crisis addressed with flex funds will have been stable for at least 30 days. | | 96% (69/72) / 80% |

COLLABORATION AND COMMENTS

We have made efforts to utilize existing CPS fundraiser funds before using Flex Funds. We received a donation that was unexpected so we were able to use Flex Funds sparingly in the third quarter. There were two additional Flex referrals that were also approved, but the vender has not provided a receipt for us to submit payment thus far, so these will be counted in the fourth quarter reporting. Five referrals have been approved for the fourth quarter thus far as other available funding sources have been depleted.

One family received assistance with the goal of self-sufficiency. The flex funds assisted them with the purchase of a stove and a car part. The family paid for the labor to repair their car which allowed them to transport their child to HeadStart. The child has delays and has benefited greatly from being able to attend the HeadStart program. The stove has allowed the family to be able to prepare and cook cost-effective meals in their home instead of having to eat expensive and unhealthy fast food meals.

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Nash County Health Department | Nutrition and Physical Activity Self-Assessment (NAP SACC)

Nutrition and Physical Activity Self-Assessment for Child Care (NAP SACC) is an initiative for 3-5 star centers in Edgecombe and Nash Counties. This program, which accepts new and previously served centers, will be implemented with model fidelity. The NAP SACC Consultant, a Nash County Health Department health educator, is trained as a Child Care Health Consultant (CCHC) and will assist centers with self-assessment, action planning and goal setting, as well as conducting workshops, providing technical assistance, and completing program evaluation. NAP SACC will improve nutrition and physical activity environments, policies, and practices for participating centers. Pre-and-post self-assessments will assist centers in assessing needs and measuring accomplishments in nutritional quality and physical activity, and staff to child/parent interactions. Action plans will be completed, setting goals to improve nutrition and physical activity. Five workshop sessions will be provided to all newly enrolled centers. Supplemental workshops will be required for repeating center. The CCHC will offer monthly technical assistance to keep the center moving toward best practices. Technical assistance will be provided to previous participants not enrolled in the current year. Smart Start funds may also be used for meeting expenses, food, travel, duplication of materials, incentives and other contracted services.

SERVICE STATISTICS

| Met 4/4 (100%) of FY projections. | ACTUAL / PROJECTION |
|--|---------------------|
| Childcare centers in Nash and Edgecombe Counties will complete all NAP SACC requirements. | 14 / 14 |
| Mandatory workshops will be provided to each newly participating childcare center and new key staff in repeat centers. | 2 / 2 |
| Supplemental workshops provided to repeat childcare centers. | 12 / 12 |
| Technical assistance contacts will be completed with participating childcare centers. | 87 / 84 |

OUTCOMES

| Met 2/2 (100%) of FY projections. | ACTUAL / PROJECTION |
|---|---------------------|
| PARTNERSHIP OUTCOMES | |
| NAP SACC childcare centers will complete at least one goal in both nutrition and physical activity areas in the action plan. | 100% (14/14) / 80% |
| NAP SACC childcare centers completing an action plan will demonstrate overall pre/post gains based on improved scores on NAP SACC Self-Assessment. | 100% (14/14) / 80% |
| PARTNERSHIP 3-5 YEAR INDICATORS | |
| NAP SACC childcare centers will demonstrate improvement in nutrition and physical activity practices, based on improved scores on NAP SACC Self-Assess. | 100% (14/14) / 75% |

COLLABORATION AND COMMENTS

Q3: 14 After doing a workshop on Building a Healthy Plate at A Place to Grow Learning Center, my supervisor emailed me the next day to inform me of some comments made to her by the director Virginia Thacker of A Place to Grow. The following came from my supervisor's email: "Without me inquiring, she pulled me aside to tell me how wonderful you did last night- she already saw changes in staff this morning (like bringing in water instead of sodas) and said you did a really excellent job presenting. She stated that you were mature and professional, yet down to earth- which is exactly the balance we need to maintain when doing health education. Great job."

Q4: I received another success story from A Place to Grow Learning Center which was that one of the children who never drinks water when it is served to her has started drinking water since they purchased pitchers that allow the children to pour their drinks themselves. During the End-of-Year Luncheon Joyland Preschool said the children were drinking more milk and water and that they cut out juice. They also made menu changes based on items that were more favorable among the

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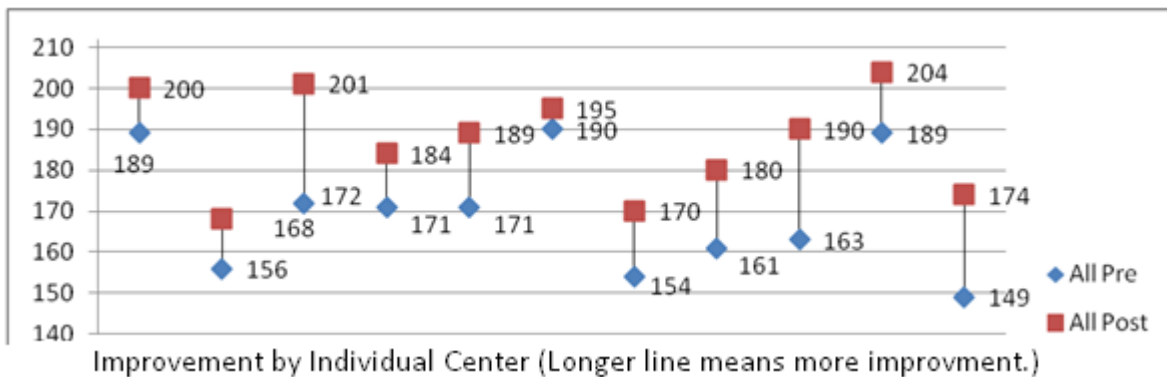
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children such as fruits and vegetables. A.J. Richardson said they added their water cooler outside to give the children access to water during outdoor play time. Think and Grow Child Care #2's director stated that they added a water cooler inside and were working on serving the correct food portion sizes. They were also working on having Healthy Celebrations, suggesting to the parents that they bring in items such as fresh mixed fruit. Lastly, Think and Grow mentioned during the luncheon that they were giving parents who asked nutrition advice and were trying to help them make healthy changes.

The following indicates the average improvements for all centers and the results from the Evaluation Coordinator's t-test of statistical significance using the assessment results (using the 1-4 ascending scale NAPSACC assessment) All three improvements were highly statistically significant, meaning that scientifically, we can say these pre-post changes were related to the program, and not by chance. These results are consistent and numerically similar to the previous three years of work. One center improved their physical activity practices by 26%.

| Averages | Pre | Post | Increase | % Change (1=base value) | Statistically Significant (p<.01)? |
|-------------------|-------|-------|----------|-------------------------|------------------------------------|
| ALL | 3.177 | 3.501 | 0.324 | 10.79% | Yes + Change |
| NUTRITION | 3.133 | 3.453 | 0.320 | 10.67% | Yes + Change |
| PHYSICAL ACTIVITY | 3.273 | 3.604 | 0.332 | 11.05% | Yes + Change |

The following illustrates the improvements by individual center. The maximum possible score – if, for instance, a center put “4” on the 1-4 ascending scale for all 53 questions – is 212. Individual center names have been omitted to allow for external sharing, but are available for internal planning.



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Nash-Rocky Mount Public Schools | Early Childhood Transition Program

The Early Childhood Transitions activity is designed to facilitate planning for the transition needs of children and families and to assist in the coordination of transition activities and communications. The transition facilitator will coordinate transition planning with 14 NRMPs elementary school sites in collaboration with the NRMS early childhood facilitator, childcare centers, principals, and school representatives. Transition workshops, focused on preparing children for kindergarten, and transition events, introducing children and families to the schools environment, will be provided. A transition communication will be sent to parents prior to kindergarten entry. The transition facilitator will work with community partners in transition and Ready Schools planning across school districts. The transition facilitator will be responsible for the coordination of this activity.

SERVICE STATISTICS

| Met 6/6 (100%) of FY projections. | ACTUAL / PROJECTION |
|---|---------------------|
| Individual school transition plans will be developed. | 14 / 14 |
| Childcare facilities will receive technical assistance in the development of transition plans that align with local elementary plans. | 20 / 10 |
| Kindergarten transition events will be held by elementary schools. | 42 / 42 |
| Families of incoming kindergarteners will participate in at least one transition activity prior to school. | 700 / 700 |
| Families of incoming kindergarteners will receive at least one transition related mailing prior to school. | 1044 / 700 |
| Children will register for kindergarten prior to 1st day of school. | 1044 / 1000 |

OUTCOMES

| Met 3/4 (75%) of FY projections. | ACTUAL / PROJECTION |
|---|--|
| PARTNERSHIP OUTCOMES | |
| Childcare facilities receiving technical assistance will implement a transition plan and connect with an elementary school. | 8 centers out of 10 centers targeted turned in a written Trans. Plan / 80% |
| Elementary principals will indicate that coordination with the transition facilitator resulted in improved transition activities. | 100% (10/10) agreed or strongly agreed / 80% |
| Providers will report an improved relationship with the school system. | Only one response (neutral); revisit. / 90% |
| The identified children will have all required documentation needed prior first day of school. | 81%. Only children with complete documentation were entered. / 70% |
| PARTNERSHIP 3-5 YEAR INDICATORS | |
| Kindergarten teachers will report communicating with their feeder childcare facilities. | 75 % (6 out of 8) reported communication with feeders / 60% |
| Families will report that their child had a smooth transition to kindergarten. | 76% (n=657) / 75% |
| Parents will report discussing their child’s experiences or skills with the teacher prior to the start of school. | 21% / 50% |
| Teachers will have increased capacity to engage families effectively. | 38 % (3 out of 8) reported have increased / Increase |
| Kindergarten teachers will report receiving child-specific information on all entering students. | 63 % (5 out of 8) reported receiving info / 50% |

DOWN EAST PARTNERSHIP FOR CHILDREN

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| Met 3/4 (75%) of FY projections. | ACTUAL / PROJECTION |
|---|---------------------|
| Kindergarten families will report having clear expectations about their child's learning goals for that year. | 68% / 75% |
| Children will meet their teacher before kindergarten begins. | 76% / 80% |
| Parents will report feeling comfortable communicating with their child's teacher. | 87% / 75% |

COLLABORATION AND COMMENTS

Q1 - 13 Child care providers were visited in September 2013 to invite their Families to Family Nights. Staff is familiar with NRMPS' Transition events and very receptive and cooperative. On 8/8/2013 10 migrant families attended to Kindergarten orientation at East Coast Migrant Center, Bailey Center. Baskerville, Pope, Williford and D. S. Jonson joint efforts and offered an event at Martin Luther King Park on August 2013.

Q2.- The Parent workshops offered through the school district were very well attended. Parents asked many questions about Kindergarten. Child care providers are also participating more and have request parent orientation at their facilities.

Q3: The following Early child hood providers provide their rising Kindergarten roster, as part of their transition to Kindergarten plan, A J Richardson Head Start, Sunset Head Start, Little Angels Child Care 2, Childrens Center at Nash Central HS, The Children Center @ Northern Nash HS, Tiny Treasures Child Care Center, Betsy Currin Child Development Center @ NCC, Good Shepard Day School, All Smiles Child Care Center, Apple Tree Wee School, Inc. A New Day, Kidz Place 2 Bee, A Place to Grow, Stone Park Child Care Center, Ridgecrest Child Care Center, and Stepping Stone Child care Center. We have personal information on 788 rising Kindergartens to follow up their Kindergarten registration on time.

Q4: Early childhood providers followed up with parents making sure every rising Kindergartener in their care was registered for K before leaving for summer break. 8 out of 10 targeted early child hood providers turned in a written Transition to Kindergarten Plan. More than 10 child care providers communicated with schools. Schools' K teachers visited child cares.