



Early Care Service System Analysis: [A Community Report](#)

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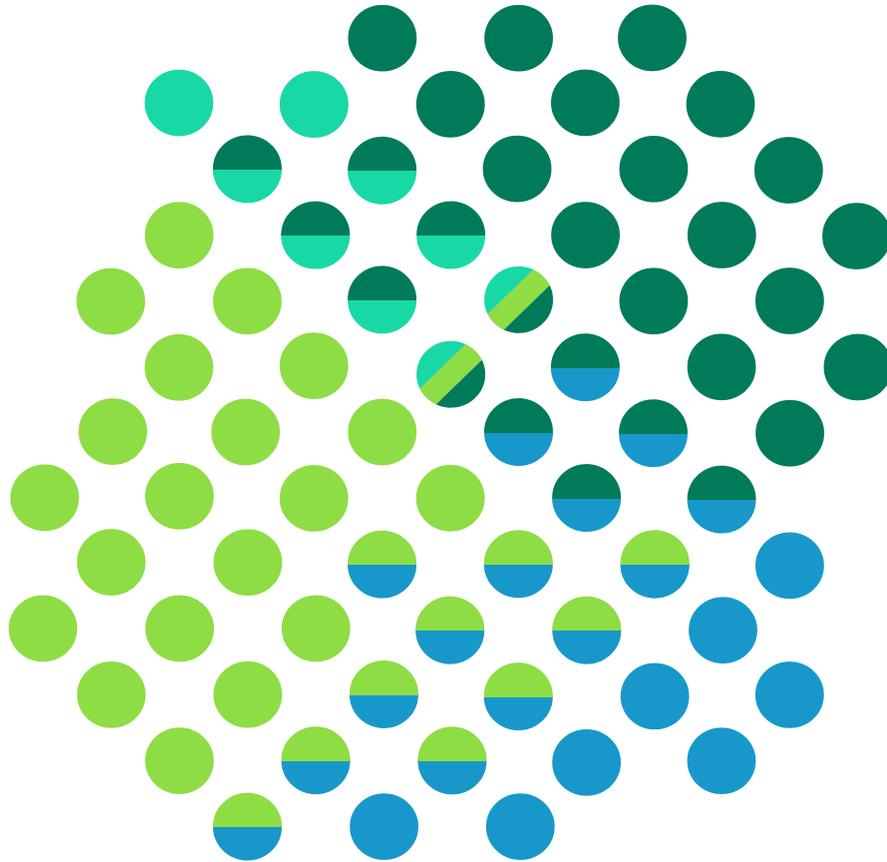
Executive Summary

The Early Childhood Service System Analysis (ECSSA) is a data collection process intended to create a common reference point of the early childhood programs and services in Forsyth County. Improved collective knowledge of the early childhood system will help accelerate positive action. ECSSA is intended to be a tool that will inform both organizational and system-level discussions and actions surrounding the strengths, needs, and gaps in services. The information collected in this analysis has been combined with population data and community input data to inform organizational and collective action planning, such as the strategic direction of early childhood initiatives like Great Expectations. Additionally, the mapping of services provided for infants, toddlers, young children and their families can help initiate conversations around common outcomes. This process is intended to be performed on an ongoing basis to demonstrate change and progress over time.

The ECSSA process was spearheaded by Forsyth Futures on behalf of The Forsyth Promise and MDC on behalf of Great Expectations. The process and research tool were developed over the past year with multiple opportunities for community input, and consisted of a pilot round of data collection in spring 2016 followed by a second round of more comprehensive data collection in summer 2016.

Through this process, 32 organizations/institutions were interviewed, representing 77 early childhood programs. The scope of organizations/institutions interviewed was restricted to those whose primary target population consists of infants, toddlers, young children, and their families. These boundaries were set to make the process more manageable for this first iteration of comprehensively mapping early childhood services across the community.

Executive Summary – Continued



The development of a classification system, which helped categorize programs providing like services, was essential for combining numbers served across diverse programs. The agencies participating in the pilot provided feedback that strengthened the classification system before the second and larger round of data collection.

The first level of classification of service systems, represents the most general categories. The four different service system categories in the classification system are early care and education, family support and education, health, and income and household supports. The 77 programs included in this analysis are categorized into at least one of the four service systems and are represented in the graphic to the left.

At the second level of classification, service types, the categories that had the largest number of programs in this analysis were parent education (23), professional development and technical assistance (21), and case management (15). See Appendix A for all service types and definitions

In some instances, where services were uniform within a service type (such as child care) the number of children served could be compared to the background population, to begin assessing service coverage and potential need. However, most service types will require additional data collection to better assess coverage and need, such as parent education.

The full list of the data team's lessons learned are in the recommendations section, but some of those conclusions include the lack of common language to describe services, the need for sub-classification of service types in areas such as parent education, variable intensity and dosage of services (within service types), lack of ability to receive unduplicated numbers of children served, and agency interest in getting additional data around how agencies are collaborating. Overall, the process and analysis was well received and generated energized discussion. As is typical with research, there were equal amounts of questions answered and questions raised. The hope is that this will inform future research.



History of the Work

In November 2015, MDC (representing Great Expectations) and Forsyth Futures (representing The Forsyth Promise) discussed the need for a shared understanding of services provided in the early childhood system in Forsyth County to inform collective work in the community. Sarah Heinemeir (representing Smart Start) advised MDC and Forsyth Futures regarding the data that did and did not exist about services and assisted with early planning efforts. Existing lists of programs and services were reviewed to create a comprehensive map of services; however, the picture was incomplete. Missing pieces included numbers served, eligibility requirements, waitlist numbers, and dosage of services. This recognition of the limitations of publicly available data marked the inception of what the data team now calls the Early Childhood Service System Analysis (ECSSA).

To create a more complete map of early childhood services, the data team developed a survey to collect additional program data and piloted the process through facilitated interviews with Great Expectations grantees and The Forsyth Promise Kindergarten Readiness Collective Action Network members. Interviews were conducted in spring 2016 and included 16 organizations representing 26 different programs. Organizations included are listed in the panel on the right.

Following data collection, the data team developed a classification system to organize

and analyze the data. Leveraging data that documents levels of need along with information on clients served, the classification system allows for identification of gaps in services. The classification system is discussed in detail in the methodology section.

To increase awareness of and participation in the process, as well as receive feedback, the classification system was reviewed with pilot participants at a meeting in late spring. Meeting participants were enthusiastic about the prospects of having a map to inform their organizational and collective work. A long-term goal was identified – that this process will be owned and used by the community to improve outcomes for infants, toddlers, young children and their families.

During planning for the second round of data collection, a more comprehensive list of programs was developed with the assistance of service providers. A concerted effort was made to connect with lesser-known service providers in the early childhood space. Forsyth Futures conducted a second round of interviews in August and September. The data team worked through September and October to compile the data for presentations and community conversations in late October. At the community conversations, significant constructive feedback was received on how to improve program classification, accuracy of the data, and how data can be useful for all parties.

PILOT ORGANIZATIONS

Amos Cottage

Carolina Global Breastfeeding Institute

Centers for Exceptional Children

Department of Public Health

El Buen Pastor Latino Community Services

Family Services

First Book

Forsyth County Public Library

Forsyth Technical Community College

Frank Porter Graham Child Development Institute

Generic Solutions

Imprints Cares

Smart Start of Forsyth County, Inc.

The Children's Museum

Winston Salem/Forsyth County Schools

Work Family Resource Center

Zero to Three

Project Scope and Methodology

Project Scope

Criteria for inclusion in the ECSSA process requires that an agency's primary target population be infants, toddlers, young children and their families. WIC is an example of a program that is included, as this program provides services that specifically are geared towards pregnant women, and women with infants and young children. A food bank program that provides services for all groups of people is not included. While we recognize that universal services often support families with young children, establishing this boundary on the scope of work allows for a manageable scaling of the system analysis and service mapping process while accounting for the primary services provided for infants, toddlers, young children and their families. A strong effort has been made to identify early childhood organizations and programs that are not well known.

Methodology

Program data was collected through facilitated interviews. The types of data collected are listed in the top part of the panel on the right. See Appendix B for the list of interview questions.

Two rounds of interviews were conducted, one in April and the second in August and early September. The interview questions were refined after the first round of interviews to better capture the most useful data points.

A central goal of ECSSA is to portray how many infants, toddlers, young children and their families are being served across the entire community and by what types of services to identify gaps. To accomplish this, a classification system was developed ensuring the number of clients served were only combined across programs that provide similar types of services. Classification allows for clearer interpretation of the data and organizes the data in a way to more readily identify gaps. The classification system consists of three different levels, with the first level being the broadest and most general and the third level being the most specific. The names for each level are as follows: level I – service systems; level II – service types; level III – programs. The visual in the bottom panel on the right shows the levels of the classification system.

Types of Data Collected

Description of Services

Client Recruitment

Partnerships

Numbers Served by Subgroups – Age, Race/Ethnicity, etc.

Eligibility Requirements

Dosage of Services

Outcomes

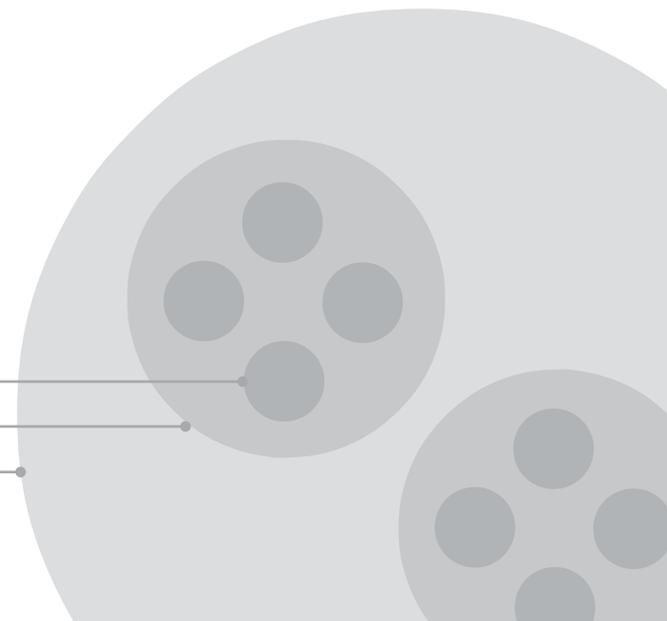
Challenges within the early childhood system

Classification Hierarchy

Programs

Service Type

Service System



Project Scope and Methodologies – Continued

All programs included in this analysis belong to one or more of four level I categories – early care and education, family support and education, health, and income and household supports – as well as one or more of the level II categories. Programs often provide many types of services, so a program may belong to multiple level I and level II categories. The complete list of level I and level II categories included in this report are listed below. See appendix A for definitions of each level I and level II classification. This classification system and the definitions of the categories have been refined multiple times through stakeholder feedback.

Gaps can be identified once the number of clients served are combined with similar programs and compared against levels of need. Other information and data gathered through the interviews helps further inform the gap analysis by adding layers of geographic location, demographics, and socio-economic status (ex. Latino families in Old Town lack access to health services; low-income rural families lack access to center-based childcare).

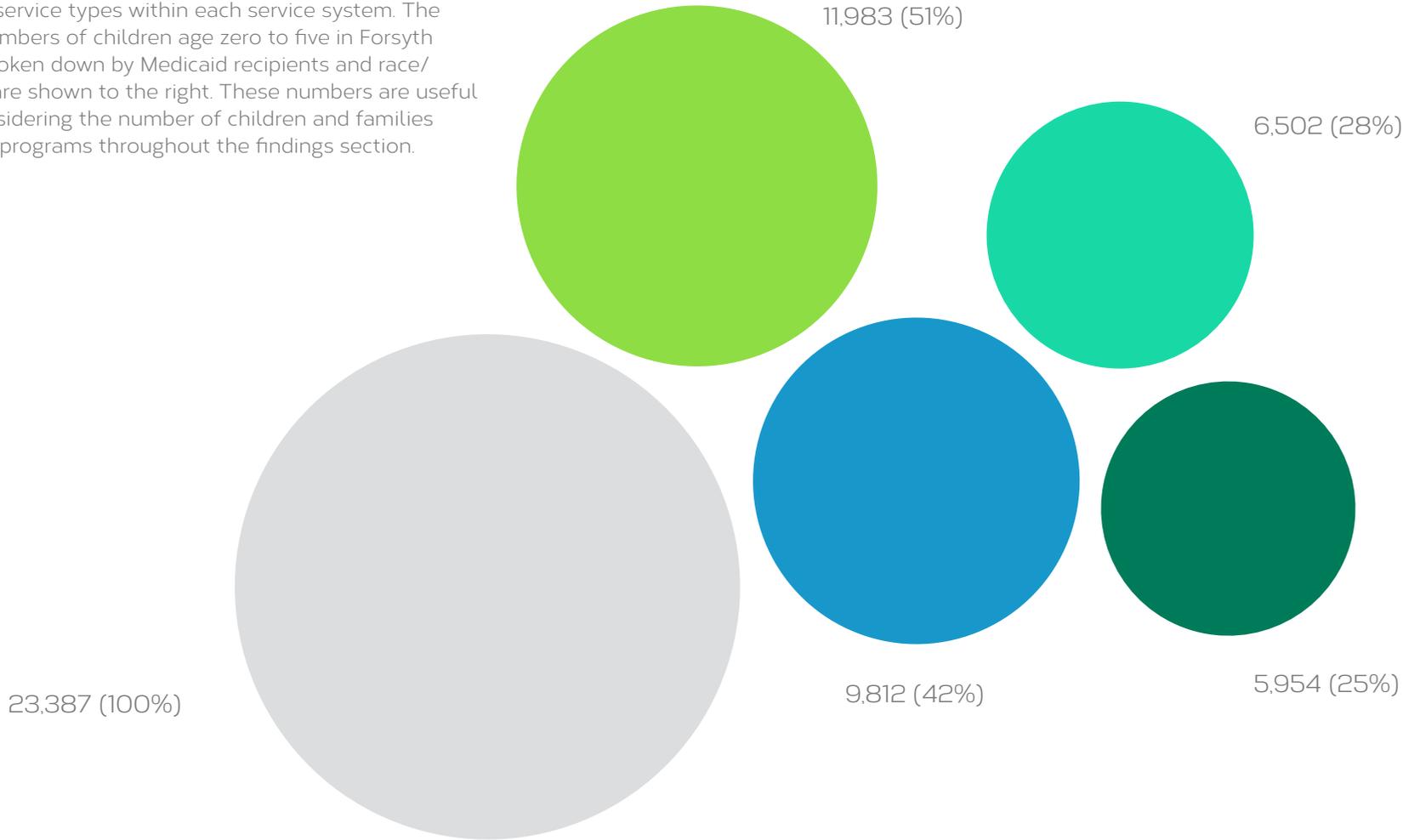
Forsyth Family Voices Data

This report includes data from Forsyth Family Voices (FFV), a recent data collection effort facilitated by Great Expectations focused on family engagement. The methodology for FFV is included in Appendix C, and the data represents the feedback of 307 families with young children interviewed by 13 early childhood agencies. Most of the agencies participating in FFV were also interviewed as a part of ECSSA. Where possible, the data included from FFV is meant to help convey need or interest of families with young children in Forsyth County.

Family Support and Education	Health	Early Care and Education	Income and Household Support
Case Management	Child Care	Early Care and Education	Income Support
Counseling	Kindergarten Readiness	Child Care	Food Security
Educational Enrichment	Preschool	Kindergarten Readiness	Household Items
Information and Referral	Professional Development and Technical Assistance	Preschool	Housing
Parent Education	Summer Camp	Professional Development and Technical Assistance	
Professional Development and Technical Assistance		Summer Camp	
Support Groups			

Findings

The findings sections are broken down by service systems and then service types within each service system. The overall numbers of children age zero to five in Forsyth County broken down by Medicaid recipients and race/ethnicity are shown to the right. These numbers are useful when considering the number of children and families served by programs throughout the findings section.



Early Care and Education

The early care and education service system consists of child care, preschool, and services that support child care and preschool such as professional development and technical assistance for child care and preschool providers. The service types are shown below. The circle size is proportional to the number of programs interviewed for each service type.



See appendix A for definitions of the different service types.

Child Care and Preschool Subsidies

The data in the graph summarizes children age zero to five who are in licensed child care facilities and who are receiving child care and preschool subsidies. Data for subsidized child care and preschool slots is pooled for the 2015-16 fiscal year and the programs included are listed to the right.

The total number of children age zero to five served in licensed child care and preschool facilities across the seven subsidy programs is 3,442 (zero: 223, one: 490, two: 526, three: 588, four: 1,615) as compared to 5,697, the total number of children age zero to five enrolled in child care and preschool (zero: 460, one: 759, two: 971, three: 1,165, four: 2,342)¹. The 3,442 children are included within the 5,697 children. The colored horizontal lines represent children in the following groups:

- Total children – 4,677 children per year (23,387, zero- to five-year-olds)¹
- Children living in households that make less than \$73,000 a year – 3,381 children per year or 72% of total children (16,905, zero- to five-year-olds)¹
- Children who receive Medicaid – 2,397 children per year or 51% of total children (11,983 total, zero- to five-year-olds)²

The households with a total annual income less than \$73,000 represents those that would spend more than 10% (\$7,300) on child care, or what is considered to be potentially burdensome. Child care costs in 2013 at a four-star center averaged \$7,300; child care is generally more expensive for infants and toddlers.

Subsidy Programs Included in the Graph Below

Department of Social Services – Child care subsidy

Family Services – Early Head Start

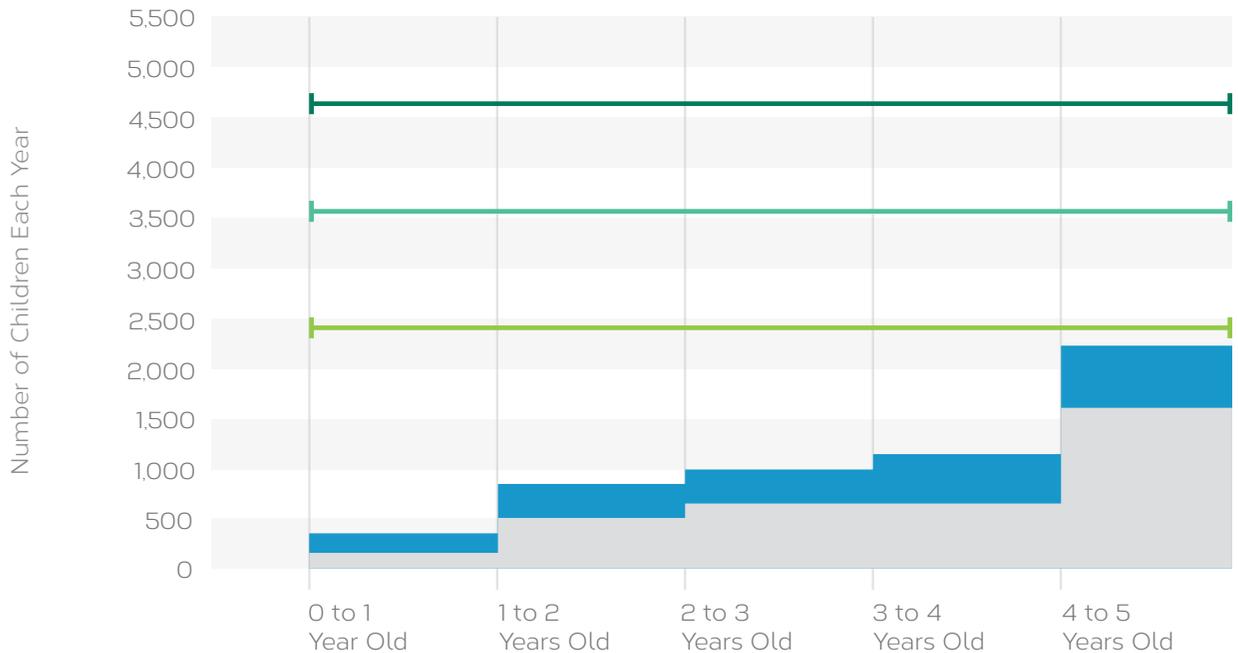
Family Services – Head Start

Smart Start of Forsyth County, Inc. – Family child care scholarships

Smart Start of Forsyth County, Inc. – Emergency child care scholarships

Smart Start of Forsyth County, Inc. – NC Pre-K

Winston-Salem/Forsyth County Schools – Title I Pre-K



● All Children

● Income < \$80K

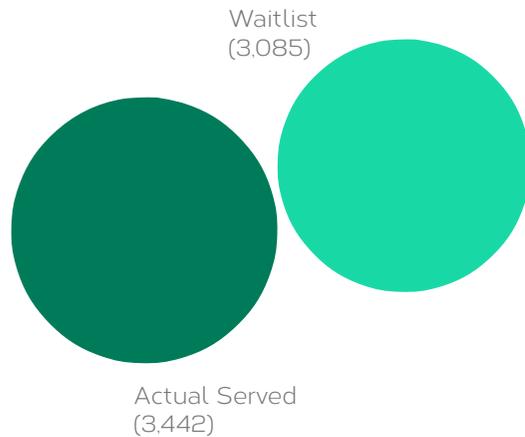
● Medicaid

● Private Pay Child Care

● Subsidized Child Care

Child Care and Preschool Subsidies – Continued

Subsidy Waitlists

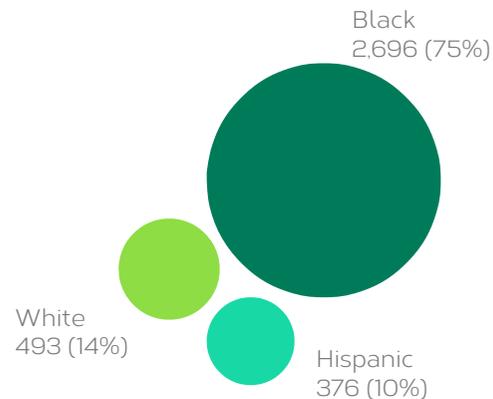


The data on child care and preschool subsidy slots can be pooled to show total number of children on the waitlists across programs, breakdown of children served by race/ethnicity, and number of slots by different eligibility criteria.

Subsidy Waitlists

All seven subsidy programs had children on a waitlist, totaling 3,085 children, not much different than the 3,442 number of children served, as shown above. This number likely includes duplicate children, as families can apply to multiple subsidy programs. Children on

Subsidy by Race / Ethnicity

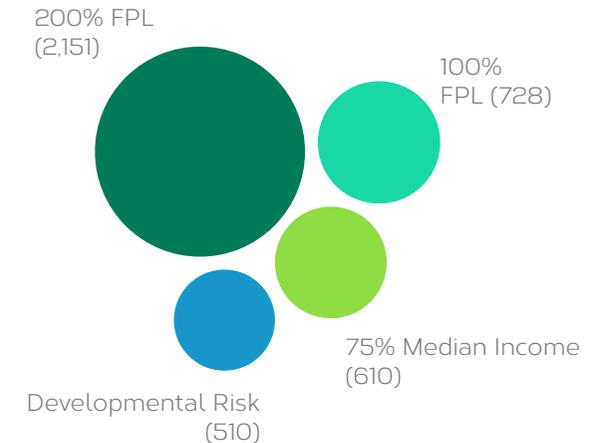


some of the waitlists have not yet been vetted against the eligibility criteria, so the wait list likely includes children above the income eligibility thresholds.

Subsidy by Race / Ethnicity

A breakdown of the subsidy slots across the seven programs by race/ethnicity, as shown above, indicates that 2,696 (75%) are African American or black, 396 (10%) are Hispanic or Latino, and 493 (14%) are white.

Subsidy by Eligibility



Subsidy by Eligibility

Most of the subsidized child care and preschool slots have income-based eligibility criteria as shown above and are as follows: 100% federal poverty threshold or below – 728 slots; 200% of federal poverty threshold or below – 2,151 slots; 75% of the state median income – 610 slots. The last type of eligibility criteria requires that that children be at risk of having a developmental delay, which includes 510 slots.

Professional Development and Technical Assistance

Professional development and technical assistance for service providers is a service type that bridges many of the service systems – professionals in each service system have professional development opportunities. The professional development services included here are almost exclusively continuing education opportunities and often do not include initial training or degree requirements for the different professions working with young children and families.

In this analysis, the great majority of the programs that provide professional development and technical assistance were directed towards early child care providers (17 out of 19 programs), hence why this data is included within this section. Additional data will need to be collected to obtain a better sense of professional development opportunities in the health and family support and education service systems.

One way to characterize the different professional development opportunities is by the intensity of the services provided. This analysis uses two categories to classify level of intensity: low-intensity programs are single-occurrence activities or workshops, whereas high-intensity programs are longer term or ongoing activities that span multiple months. The graphic to the right breaks down the number of professionals served in high- and low-intensity programs. There are seven programs included in the low intensity circle and four programs included in the high intensity circle. There is no data available for the remaining eight programs.

Subsidy Programs Included in the Graph Below

ABC of NC Child Development Center - School District and Professional Services

Carolina Global Breastfeeding Institute - Enhancing Caretaker Skills - Optimal Breastfeeding

Carolina Global Breastfeeding Institute - Ready Set Baby

Forsyth Technical Community College

Frank Porter Graham - More Than Baby Talk Coaching

Frank Porter Graham - More Than Baby Talk Workshops

Generic Solutions

Imprints Cares - Technical Assistance

Smart Start of Forsyth County, Inc. - Cash Grants and Incentives

Smart Start of Forsyth County, Inc. - Educator Scholarships

Smart Start of Forsyth County, Inc. - EESLPD Mentoring

Smart Start of Forsyth County, Inc. - Intensive TA

Smart Start of Forsyth County, Inc. - Leadership Matters Institute

Smart Start of Forsyth County, Inc. - Professional Learning Communities

Smart Start of Forsyth County, Inc. - PD Workshops

Work Family Resource Center - PD Workshops

Work Family Resource Center - Family Child Care Business Services

Work Family Resource Center - Technical Assistance

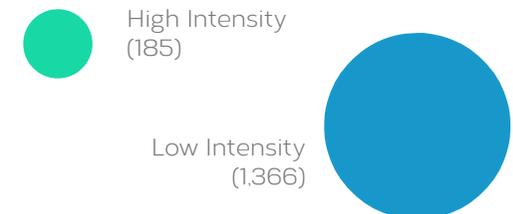
Zero to Three - Professional Development Training Series

Smart Start of Forsyth County, Inc. – Emergency child care scholarships

Smart Start of Forsyth County, Inc. – NC Pre-K

Winston-Salem/Forsyth County Schools – Title I Pre-K

Professional Development and Technical Assistance by Intensity



Other Service Types

Also included within the early care and education service system are kindergarten readiness and summer camp service types. The programs are listed below.

Kindergarten Readiness

- WS/FCS – Ready Schools
- The Forsyth Promise, WS/FCS, Smart Start of Forsyth County, Inc. – Ready Freddy of Forsyth County
- WS/FCS – Pathway to K

Summer Camp

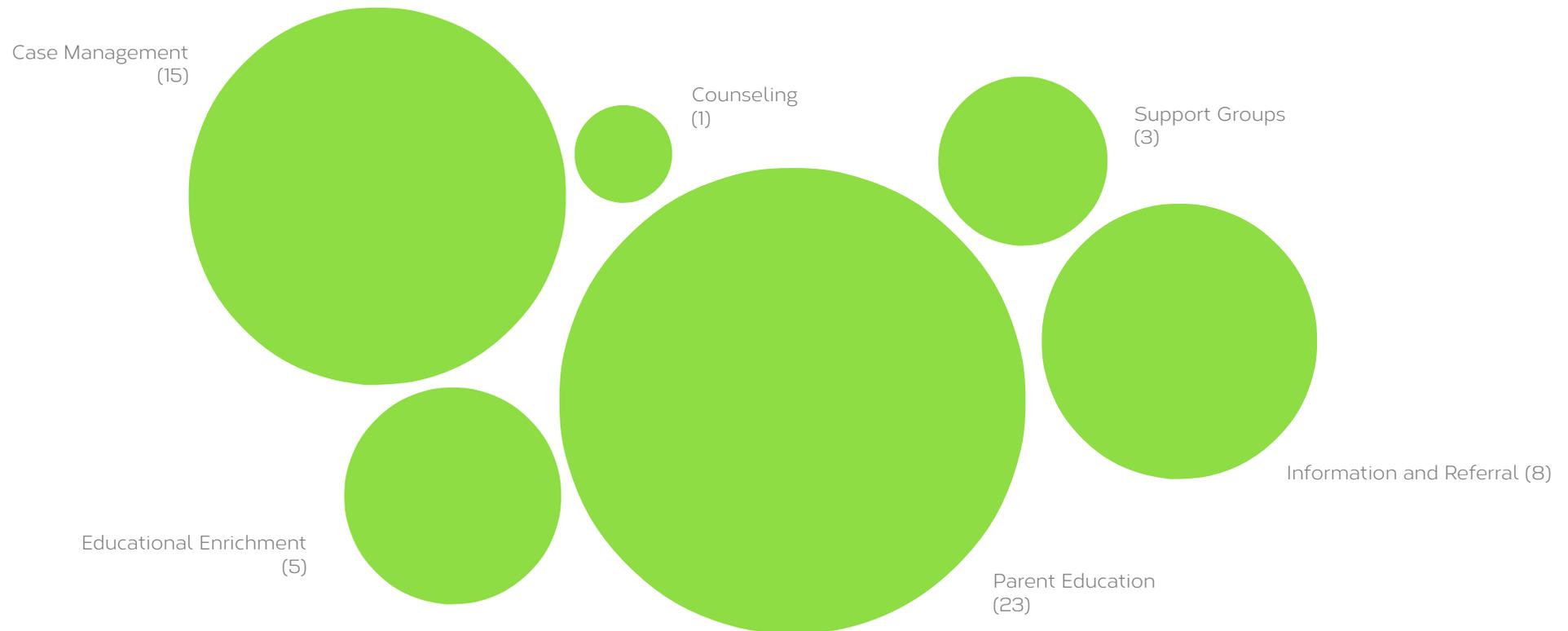
- ABC of NC Child Development Center – Summer Program
- WS/FCS – Pathway to K

Information and Referral

A few of the information and referral programs, which are listed under the Family Support and Education service system, are closely related to the early care and education service system and specialize in connecting families with and educating families about child care options in Forsyth County. More detailed information about these programs is included in the information and referral service type section under Family Support and Education.

Family Support and Education

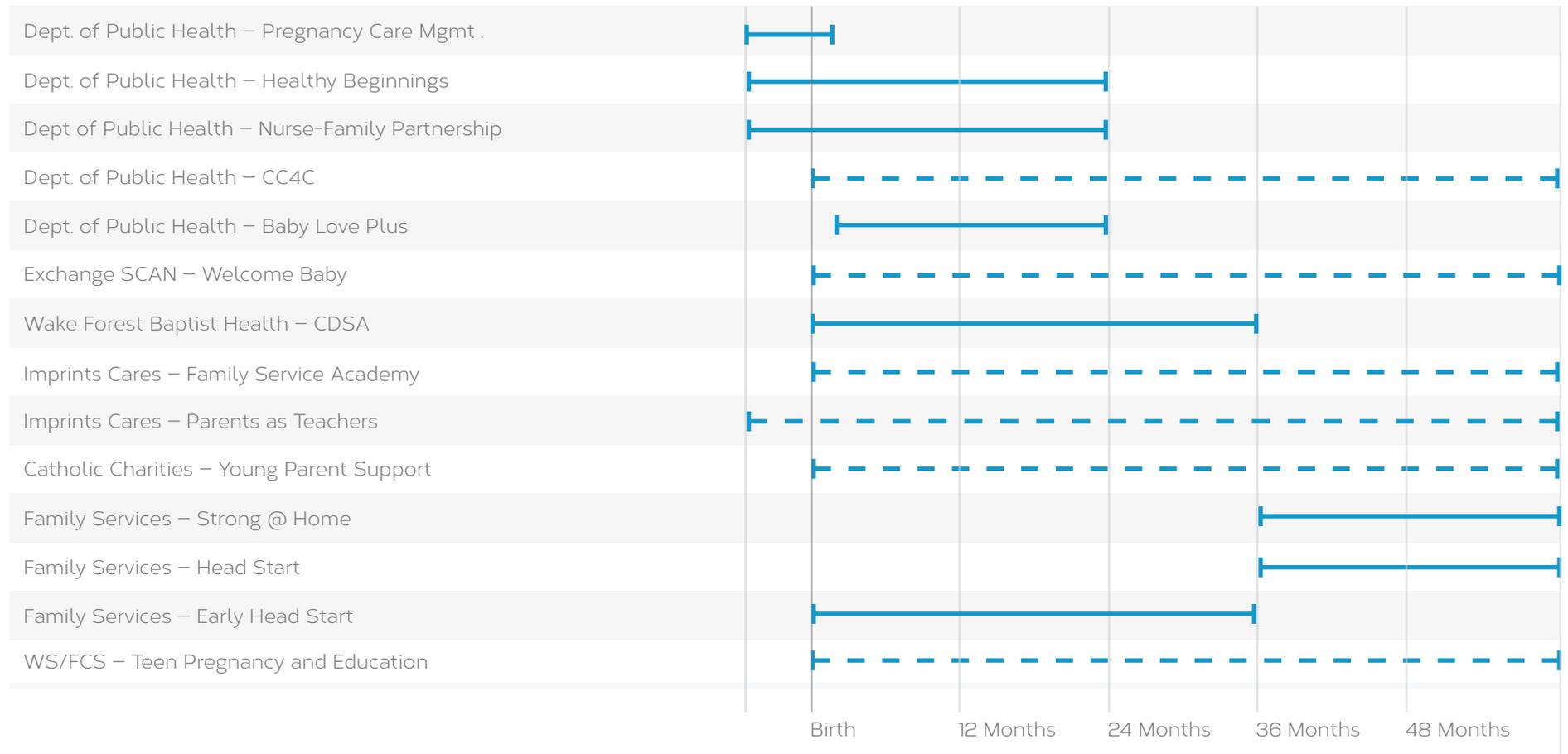
Family Support and Education programs and services assist parents and families in accessing, developing, or honing resources, skills and knowledge, and support them in setting and achieving goals. The service types are shown below. The circle size is proportional to the number of programs interviewed for each service type.

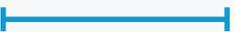


See appendix A for definitions of the different service types.

Case Management

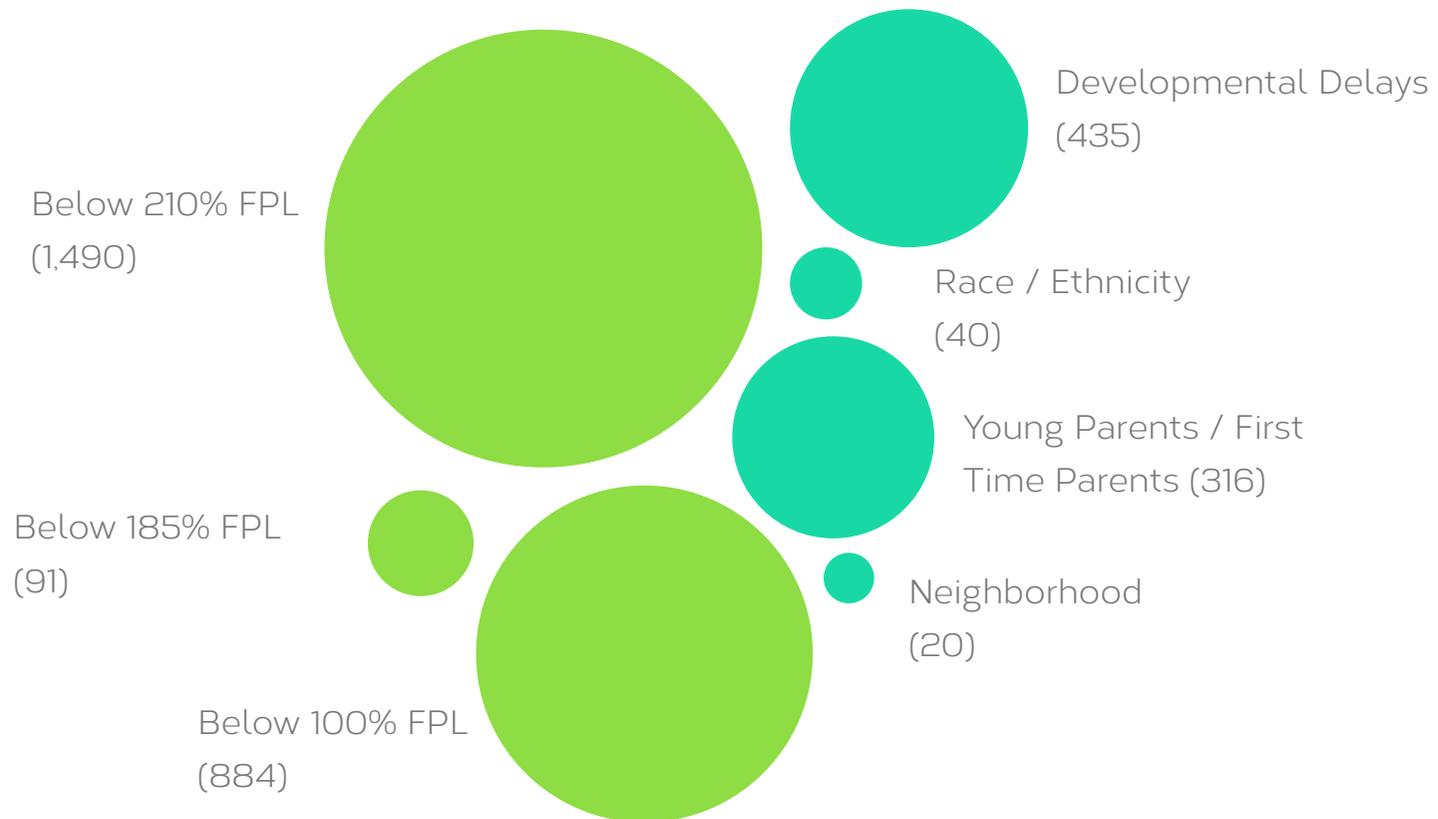
Case management is one of the most prevalent services types interviewed in this process with 15 programs. The programs serve families with children across the entire prenatal to five-year-old continuum as shown below. The bars for each program indicate which child age span a given case management program serves. The solid line bars indicate a case management program that works with the child and/or family for the duration of the time span shown while the dotted line indicates that the given case management program works with the child and/or family for a period within that span, but not the entire span.



 works with the child and/or family for the entire duration of the time span shown
  works with the child and/or family for a period within that span, but not the entire span

Case Management by Eligibility

Similar to the child care and preschool subsidies, most of the case management programs have eligibility based on income as shown below. Of the total 3,276 families served, 2,465 or 75% are in programs with income-based eligibility requirements that the family at 210% of the federal poverty level or below. Other types of eligibility include developmental delays, race/ethnicity, geography, and young parents/first time parents.



 Income Based Criteria

 Non-Income Based Criteria

Educational Enrichment

The types of programs included in this service type include enriched environments, educational resources like books, and activities-based services like reading hours. The programs that were classified as educational enrichment varied regarding numbers served or are not collecting data on attendance or participation. Listed below are the programs which were included in this classification and their numbers served.

Organization – Program

Numbers Served

Children's Museum of Winston-Salem – Facilitated Programs	100,000 visitors annually across all Children's Museum programs
Children's Museum of Winston-Salem – Little Tykes	100,000 visitors annually across all Children's Museum programs
First Book – Mind in the Making	395 early childhood educators and service providers in the First Book network
Smart Start of Forsyth County, Inc. – Reach Out and Read	Working at eight pediatrician's offices in Forsyth County
Forsyth County Public Library – Reading Ready for Kindergarten	No data currently available

Information and Referral

Information and referral programs connect families and children to resources and services in the community. In that respect, they are like case management programs, but with lower intensity and shorter enrollment periods. The programs included are listed in the table below.

The three Work Family Resource Center programs specialize in connecting families with child care options in the community, so these programs are very closely connected to the early care and education service system. The other programs help connect families with a broader array of service types to meet a variety of needs, i.e.

housing needs, health needs, job and income needs, etc. Many of these programs provide other types of services shown in the table below.

	Food Security	Info and Referral	Parent Education	Prevention	Screening	Support Group
Department of Public Health – WIC (7,600)	X	X	X	X	X	
Imprints Cares – Pediatrics Partnership (352)		X	X		X	
Novant Health – Forsyth Connects (3,600)		X			X	
Centers for Exceptional Children – Family Support Network (500)		X	X			X
Piedmont Down Syndrome Support Network (200)		X	X			X
Work Family Resource Center – Child Care Scholarship Intake (2,246)		X				
Work Family Resource Center – Consumer Education and Resource Referrals (1,308)		X				
Work Family Resource Center – Nanny Solutions (12)		X				



Early Care and Education



Family Support

Parent Education

	Case Mgmt.	Child Care	Counseling	Early Intervention	Food Security	Housing	Info and Referral	Parent Education	Preschool	Prevention	Screening	Support Group
ABC of NC – Family Sessions (NA)								X				
ABC of NC – Parent and Professional Services (NA)								X				
ABC of NC – Home Consultation (NA)								X				
Catholic Charities – Young Parent Program (35)	X							X				
CFEC – Family Support Network (500)							X	X				X
DPH – WIC (7600)					X		X	X		X	X	
DPH – Baby Love Plus (100)	X							X				
DPH – Care Coordination for Children (653)	X							X		X	X	
DPH – Healthy Beginnings (40)	X							X				
DPH – Nurse-Family Partnership (91)	X							X		X	X	
DPH – Pregnancy Care Management (636)	X							X				
DPH – Child Birth Classes (247)								X				
DPH – Prenatal Classes (270)								X				
El Buen Pastor – Listos and Mas Listos (36)		X						X	X			
Exchange SCAN – Welcome Baby (50)	X							X				X
Family Services – Strong @ Home (150)	X					X	X	X	X		X	
Imprints Cares – Pediatrics Partnership (352)							X	X			X	
Imprints Cares – Family Service Academy (20)	X							X				
Imprints Cares – Parents as Teachers (101)	X							X			X	
Piedmont Area Doula Association (45)	X							X				
Piedmont Down Syndrome Support Network (200)							X	X				X
Wake Baptist Health – CDSA (435)	X			X				X				
WS/FCS – Teen Parenting and Education (231)	X		X					X				

Parent education services provide parents and caregivers with education through diverse mechanisms on a wide variety of topics. For example, childbirth classes and home visiting programs that use a parent education curriculum were both classified as parent education. Many parent education programs also provide case management services, meaning that there is likely a high level of duplication among families across the case management and parent education service types.

Parent education included the largest number of programs, at 23. For all of the 23 programs classified as parent education except for five, the programs were multi-classified as shown to the left. The number served in each program is indicated in parentheses.

Support Group

Support groups are defined in this analysis as programs that connect parents with peers to build communities of support, information and knowledge exchange. Four programs were classified as the support group service type, and they are listed in the table to the right.

Number served in each program is indicated in parentheses. The specialization of the support group program is indicated by the colors listed in the key on the bottom. Two of the four programs provide support group services for families who have children with developmental delays and one is a support group for pregnant mothers that also provides prenatal care.

	Case Mgmt.	Info and Referral	Parent Education	Prenatal	Support Group
Downtown Health Plaza – Centering Pregnancy (120)				X	X
CFEC – Family Support Network (500)		X	X		X
Piedmont Down Syndrome Support Network (200)		X	X		X
Exchange SCAN – Welcome Baby (50)	X		X		X



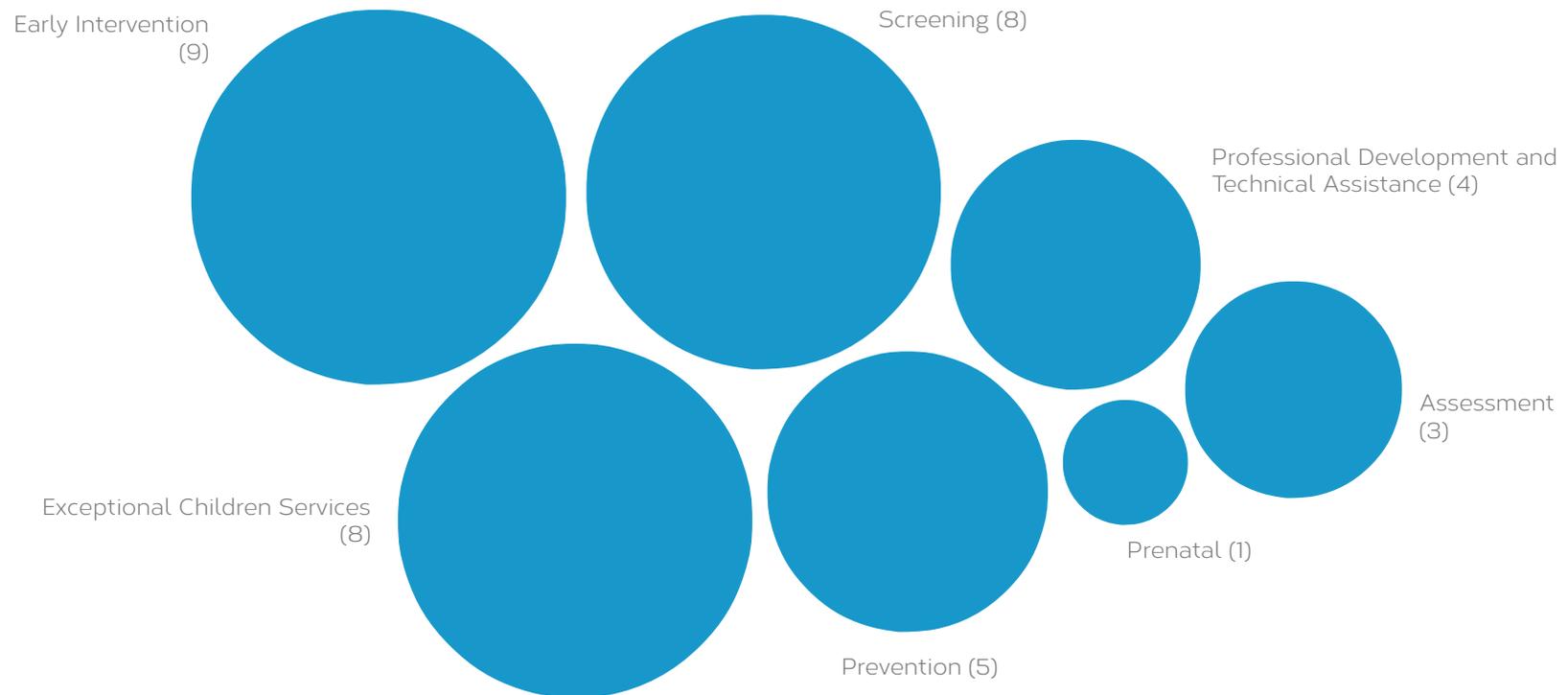
Prenatal



Developmental Delays

Health

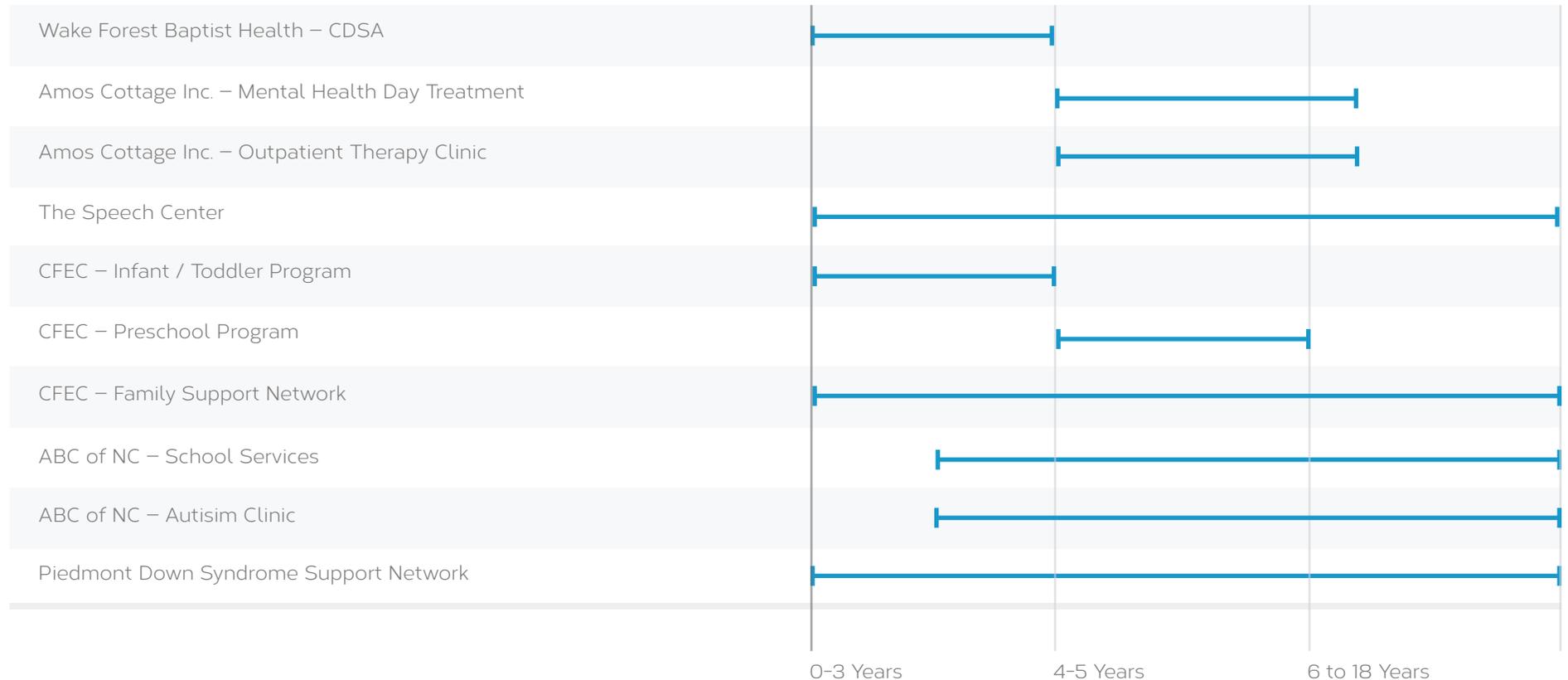
Health services and programs provide for the health-related needs of young children and their families. The service types are shown below. The circle size is proportional to the number of programs interviewed for each service type.



See appendix A for definitions of the different service types.

Early Intervention and Exceptional Children

Early intervention and exceptional children services are defined here as programs that provide therapy and other types of supports for children who have been diagnosed with developmental delays. Early intervention services are defined as working with infants and toddlers ages 0-3 and exceptional children services are geared towards children and youth ages 4-18. The different age groups of children that each agency and program work with is shown in the timeline below.



Early Intervention and Exceptional Children

Many of the early intervention and exceptional children programs provide other types of services. The table below shows the other types of services provided by these programs. Number served in each program is indicated in parentheses.

	Assessment	Case Mgmt.	Child Care	Early Intervention	Exceptional Children	Parent Education	Preschool	Private School	Summer Camp
ABC of NC Child Development Center – Summer Program (NA)				X	X				X
ABC of NC Child Development Center – 1:1 ABA Therapy (30)				X	X				
ABC of NC Child Development Center – School Services (50)	X			X	X		X	X	
ABC of NC Child Development Center – Autism Clinic (350)	X			X	X				
Amos Cottage, Inc. – Mental Health Day Treatment (41)					X				
Amos Cottage, Inc. – Outpatient Therapy Clinic (35)					X				
Centers for Exceptional Children – Infant Toddler Program (34)			X	X					
Centers for Exceptional Children – Preschool Program (119)				X			X		
Centers for Exceptional Children – Summer Program (45)			X	X	X				
The Speech Center (30)				X	X				
Wake Forest Baptist Health – CDSA (435)	X	X		X		X			

NA = Not Available

Prenatal

Only one of the programs that was interviewed provides direct prenatal care – Centering Pregnancy at the Downtown Health Plaza. This program is also classified as a support group program. Other programs that were interviewed that do not provide direct prenatal services but are very closely connected to prenatal maternal health are included in the table below. The table shows the other types of services that these programs provide; number served in each program is indicated in parentheses.

	Case Mgmt.	Info and Referral	Parent Education	Case Mgmt.	Support Group
Department of Public Health – Childbirth classes (247)			X		
Department of Public Health – Nurse-Family Partnership (91)	X		X		
Department of Public Health – Prenatal classes (270)			X		
Department of Public Health – Pregnancy Care Management (636)	X		X		
Downtown Health Plaza – Centering Pregnancy (120)				X	X
Imprints Cares – Parents as Teachers (101)	X		X		
Piedmont Area Doula Association (45)	X				
Piedmont Down Syndrome Support Network (200)		X	X		X

Screening and Prevention

Screening programs provide screening for children, and/or help parents to identify poor health and/or developmental outcomes. Prevention programs provide services that work towards preventing poor or bad health outcomes. These service types are combined due to overlap in programs. See the table below for the different types of services that these screening and prevention programs offer and the numbers served, as indicated in the parentheses.

	Case Mgmt	Food Security	Info and Referral	Parent Education	Prevention	Prof. Dev and TA	Screening
Department of Public Health – Care Coordination for Children (653)	X			X	X		X
Department of Public Health – Nurse-Family Partnership (91)	X			X	X		X
Department of Public Health – Preventative Dental Health (1,000)					X		X
Department of Public Health – WIC (7,600)		X	X	X	X		X
Imprints Cares – Parents as Teachers (101)	X			X			X
Imprints Cares – Pediatrics Partnership (352)			X	X			X
Northwest Community Care Network – ABCD (68)						X	X
Northwest Community Care Network – Health Check (500 per month)					X		
Novant Health – Forsyth Connects (3,600)			X				X
Safe Kids Northwest Piedmont (NA)					X		

NA = Not Available

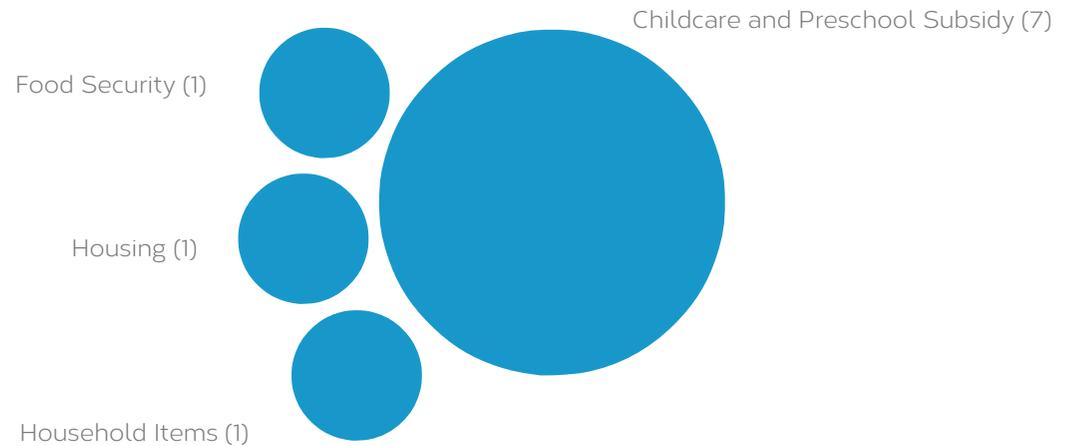
Income and Household Supports

Child Care and Preschool Subsidies

See the early care and education service system section for information about child care and preschool subsidy programs.

Other Types of Income and Household Support Programs

Income and household supports are defined as programs that provide financial or in-kind assistance to families that lessen economic burdens on their households. Due to the small number of other types of programs under the income and household support service system besides child care and preschool subsidies, they are combined in this section and are listed in the table below. The numbers served are indicated in the parentheses.



	Case Mgmt.	Food Security	Household Items	Housing	Info and Referral	Parent Education	Prevention	Screening
Department of Public Health - WIC (7,600)		X			X	X	X	X
Catholic Charities - Wee Care Shoppe (NA)			X					
Family Services - Strong @ Home (150)	X			X	X	X		X

NA = Not Available

Forsyth Family Voices

Forsyth Family Voices (FFV), a recent data collection effort facilitated by Great Expectations focused on family engagement, represents the feedback of 307 families with young children interviewed by 13 early childhood agencies. Most of the agencies participating FFV were also interviewed as a part of ECSSA. Data points included below from FFV are meant to help convey need or interest of families with young children in Forsyth County.

Early Care and Education

There were a number of data points that came of the Forsyth Family Voices process that are related to early care and education. A few of the most salient data points were:

- 62% of parents feel they need more information about early childhood education (ECE) programs
- 66% of parents think child care affordability is a problem
- 45.1% of parents think the status and reputation of ECE is good or excellent
- 48.2% of parents find it difficult or very difficult to get free ECE services

There is also a data point around kindergarten readiness that indicates 49% of parents need more information about how to transition their child to kindergarten or elementary school.

The high percentage of parents who think it is difficult to find free ECE and high percentage who think child care affordability is an issue corroborates with the large number of children on the waitlist and small number of subsidized slots as compared to the potential population of need.

Family Support and Education

Some data points from Forsyth Family Voices connected to the family support and education service system are related to case management, information and referral, parent education, and support group services and include:

- 68% of parents need more information about services that are available for their children in Forsyth County
- 55% of parents need more information about programs that can help themselves and their family (such as support groups)
- 56% of parents think it is important for them to continue to be a lifelong teacher for their child

Health

The Forsyth Family Voices data related to health indicated difficulty in affording different healthcare-related needs. As many as 40%, 38%, and 36% of families didn't have enough money to see a dentist, pay for medicine, or see a doctor, respectively, in the last year. These numbers are even higher among Latino families.

Challenges and Lessons Learned

During the planning, implementation, and analysis of data from the Early Childhood Service System Analysis (ECSSA), the data team experienced challenges and gained significant knowledge around mapping and measuring a diverse set of services. Despite a robust planning process, including a pilot, the needs and challenges that arose from this comprehensive, cross-agency data collection and analysis effort were not fully anticipated. Additional information about the challenges and lessons learned are included below. The data team is confident that critical review of the first iteration of ECSSA will make future efforts stronger.

The complexity and depth of the services provided by agencies interviewed presented a persistent challenge to the data team. Many agencies and programs provide multiple service types within each program, which makes the data difficult to organize. For example: nearly all case management programs provide parent education as well. As we report numbers served within parent education and case management services, we are conscious of duplicated numbers across those service types, which produces an augmented perspective of the number of families served across the system. Additionally, our interview process was designed to capture numbers served and other information for the primary services provided, so we did not get as much detail about secondary services. Finally, we learned that some service types warrant additional classification to best reflect the purpose of the service. For example, parent education services present an opportunity to further classify the types of parent education provided (i.e. prenatal, child development, behavior management, nutrition, financial security, etc.) While we have begun to identify these sub-classifications, this is an opportunity for further exploration in the next iteration of the service system analysis.

The consistency of data different agencies can provide presented an

additional challenge to the data team. One goal of ECSSA was to collect data about numbers served broken down by geography and race/ethnicity, however many programs were not able to share that detailed level of data about their families. For example, only six out of the 15 case management programs had disaggregated data by geography. To develop a better picture of who is being served, many different agencies must agree to provide certain types of data and develop the mechanisms to disaggregate their data (if not already in place). The data team may need to support agencies which have less capacity for data collection and analysis.

An ongoing goal for ECSSA is to map services to identify gaps in services. To identify gaps, a more comprehensive methodology needs to be developed to assess need. In this report, when possible, the number of children and families served is compared against the background population. However, total numbers of background population do not accurately reflect need, as every member of a population will not need the same type or intensity of services. In some cases, Forsyth Family Voices data help paint a picture of parent-identified need and interest for services; Medicaid eligibility numbers paint a general picture of economic need. However, these types of comparisons can be expanded if ECSSA and FFV survey tools are amended to better support this type of comparison data.

Feedback from Service Providers

Service providers gave feedback in interviews and during stakeholder meetings where the data was presented. At these meetings, they provided feedback on the data and program classifications, as well as what they learned from participating in the process. General feedback included:

- Lack of common language or definitions for services across the early childhood system
- Interest in using this data to help identify appropriate referral sources for the families they work with
- Importance of providing information about secondary and tertiary services
- Usefulness of mapping partnerships within the service system, including level of partnership
- Appreciation of the effort to begin compiling data across the system of services
- Early intervention/exceptional children services are often disconnected from other services
- Data confirms a lot of what providers perceive/already know – but they feel data is important to have because it's useful when making the case to funders

As a part of the interview, providers were asked to identify system challenges. At the community data conversations in October, they were asked to lift potential solutions to improve the system. Their ideas are listed to the right, and are organized by the following solution-oriented categories: expansion of services, resources and

access; increased provider compensation and training; system alignment and restructuring; gap identification and data; and improved communication and coordination.

ECCSA Interview Question: What are the biggest challenges in the early childhood system?

Expansion of Services, Resources, and Access:

- Access to high quality and affordable child care
- More parent education
- Parent education opportunities drop off at age two and don't pick up again until age five
- Cliff effect for child care subsidies and assistance programs such as food stamps and case management
- Transportation

Increased Provider Compensation and Training:

- Better pay and training opportunities for early care educators
- Awareness, detection, and training for professionals around developmental delays

Systems Change and Alignment:

- Awareness and alignment of services in system
- Need for better continuity of services and services provided in a holistic way

Community Meeting Question: If you were czar of the early childhood system, what would you do to improve it?

Expansion of Services, Resources, and Access:

- Expand case management and parent education services so that families are served for longer periods of time
- Provide economic supports to families, including transportation, guaranteed income, increased child care subsidy regardless of work status, and paid maternity/paternity leave

System alignment and restructuring:

- Creation of a single portal of entry across early childhood services and align funding, data collection, and case management with the portal
- Start from scratch to redesign or restructure the system

Gap identification and data:

- Collection of additional data to identify needs and gaps, and align funding and services to fill those gaps

Improved communication and coordination:

- Create structures and incentives for more effective communication and data sharing among service providers

Recommended Next Steps

It is our hope that this effort to map services across the system is only the first step in learning more about the early childhood system and using that information to support improved alignment across the system. Based on what the data team has learned, we consider the following as appropriate next steps to build on the ECSSA process:

1. Work with providers to revise the survey tool to ensure that it captures data about secondary services.
 - While the data analysis process has been collaborative, the data team did not seek broad input on the survey instrument during the pilot or the comprehensive interview effort
 - Providers that attended the data conversations in October suggested changes to the survey instrument that would better capture information about secondary services
 - Engaging providers directly in a survey redesign will promote a more collaborative process
2. Develop a way to better define need, to begin fully identifying gaps.
 - The data team would like to work with other communities that have done similar data work to learn best practice in capturing need and the underlying factors that contribute to need
 - Without good data about need, gap analysis is less effective, and has to use proxies for need, like eligibility for economic supports like Medicaid or EBT/ SNAP
3. Support providers in developing mechanisms to provide data disaggregated by race and geography.
 - Technical assistance and training may be needed for providers that do not currently disaggregate their data
 - This is an opportunity for peer support—organizations with the capacity for data disaggregation may be able to assist other organizations in developing these systems
4. Workshop both the ECSSA and FFV tools so that they result in further compatible data sets.
 - ECSSA and FFV data collection efforts were not designed together, but they present an opportunity to collect compatible data in the future
 - FFV data may present an opportunity to be better assess levels of need for certain types of services
5. Advocacy around the need for unduplicated numbers within and across service systems to fully understand numbers served
 - Very few agencies share identified data in order to understand their levels of client overlap
 - Because we lack unduplicated numbers, it is not possible to report on the exact numbers served across the system
 - An integrated data system or data sharing agreements would allow agencies to better understand how many clients they share, and allow data collectors to accurately represent numbers served across the system
6. Identify and implement the appropriate tool to map and quantify partnerships and connectivity between programs within the system
 - Providers attending the October data conversations expressed the need to better understand which agencies are connected, how they are connected, and where opportunities exist for new partnerships
 - Help Me Grow uses a tool called PARTNER that the data team would like to evaluate for potential use
7. Engage with groups working on systems alignment to better understand their ongoing data needs
 - Ideally ECSSA will be adopted and modified accordingly to be broadly utilized where appropriate for any groups facilitating and engaging in systems alignment work
8. Use ECSSA data to inform collaborative working groups, including The Forsyth Promise, Universal Pre-K, Ready Schools, etc.
 - ECSSA can help identify where there could be potential sharing of best practices and synergy between agencies within the early childhood service system

Recommended Next Steps – Continued

9. Repeat a more robust version of the ECSSA interviews in summer 2017
 - ECSSA was not meant to be a one time process, and given what we learned from this analysis the next round will be even more informative for systems alignment work

References

1. North Carolina Division of Child Development and Early Education, Child Care Statistical Report (2015 monthly average).
2. US Census Bureau, American Community Survey, 2014 ACS 5-Year Estimates.

Appendix A: Classification Glossary

Early Care and Education

Early Care and Education programs and services provide care and education services for infants, toddlers, and young children zero to five years old.

Child care programs and services provide long-term care and educational services for infants and toddlers ages zero to three years old.

Child care and preschool subsidy programs provide families with financial assistance to pay for child care and preschool. Information and referral programs provide clients with information about resources and services available in the community and help connect clients with desired services.

Kindergarten readiness programs help increase awareness of what is expected of children in Kindergarten, as well as improving the transition for children into Kindergarten from whatever experiences a child has had prior to Kindergarten.

Preschool programs provide long-term

educational services for children ages three to five years old.

Professional development and technical assistance programs provide skills and knowledge development services for child care and preschool professionals.

Summer care programs and services provide care and educational services for infants, toddlers and young children during the summer.

Family Support and Education

Family Support and Education programs and services equip parents and families to be able to successfully raise a child.

Case management programs provide long-term services that help families identify and connect with needed resources and services.

Educational enrichment programs provide enriched spaces and activities for families and children.

Information and referral programs and

services provide clients with information about resources and services available in the community and helps connect clients with desired services.

Parent education programs increase a parent's skills and knowledge on infant, toddler, and young child development, appropriate parenting behaviors, providing stable and enriched environments for their children, etc.

Professional development and technical assistance programs provide skills and knowledge development services for family support and education professionals.

Support group programs connect parents with peers to build communities of support, and information and knowledge exchange.

Health

Health programs and services provide for the health-related needs of children and families.

Early intervention programs provide therapy for infants and toddlers, or children

Appendix A: Classification Glossary – Continued

ages zero to three, who are diagnosed with developmental delays.

Exceptional children programs provide therapy for children and adolescents, ages three to 18, who are diagnosed with developmental delays.

Information and referral programs provide clients with information about resources and services available in the community and helps connect clients with desired services.

Prenatal programs provide birth-related services for pregnant mothers.

Prevention programs provides services that work towards preventing poor or bad health outcomes.

Professional development and technical assistance programs provide skills and knowledge development services for health professionals.

Screening programs screen infants, toddlers, young children, and/or mothers to identify poor health and/or developmental outcomes.

Income and Household Support

Income and Household Support programs and services financially assist and help maintain stable and comfortable households and families.

Food security programs provide food assistance for children and families.

Household items programs and services provide essential household items such as diapers, clothes, cribs, etc.

Housing programs provide aid with housing.

Child care and preschool subsidy programs provide families with financial assistance to pay for child care and preschool.

Appendix B: Interview Questions

1. Name of organization
2. Name of program
3. Who is the primary recipient of services for this program?
4. Please describe the services of this program for the primary client?
5. Please describe the services to secondary clients, for example parents.
6. How long has this program been in operation?
7. What were the primary milestones? Describe changes in direction or focus.
8. How do you recruit clients?
9. What are the most useful recruitment tools?
10. Do you get referrals? If so, from where?
11. Do you refer clients for external services? If so, to where?
12. Where do you get the information on agencies for which you refer clients to for external services?
13. Please list partnerships and describe.
14. What is the most recent 12 month period for which you have data?
15. How many families and/or children are served in this program?
16. People served by age.
17. (If applicable) Please describe the types of organizations and the number served in this program.
18. People served by geography.
19. People served by Elementary, Middle, and High school.
20. People served by race/ethnicity.
21. For what percentage of the clients in this program is English not the primary language spoken?
22. Does your program have an income requirement? If yes, what is the threshold for low-income?
23. How many clients are served in this program who are of low-income?
24. Do you have a waiting list? If yes, how many are on it and what is the average wait time?
25. How frequently do sessions/visits for this program occur for the primary client?
26. How long is each session for the primary client?
27. How long does the program last for the primary client?
28. Do you have program cycles? When do new cohorts begin and end?
29. If you work with secondary clients, describe the frequency of the interactions.
30. What outcomes are this program trying to achieve?
31. For this program are you using data to track outcomes? If yes, what types?
32. If you are not collecting data, please specify why.
33. Program contact information.
34. Please list site locations.
35. How many committed staff/personnel do you have for this program?

Appendix C: Forsyth Family Voices

Introduction

The goal of Great Expectations, a community-wide initiative of Kate B. Reynolds Charitable Trust, is to ensure that children in Forsyth County reach developmentally-appropriate milestones in the first five years, enter kindergarten ready to learn, and leave set for success in school and life.

During the summer of 2016, MDC, the activating agency for Great Expectations, contracted with Nolo Consulting, LLC., to lead a process of facilitation and training on a new family engagement process called Forsyth Family Voices (FFV). The overall goal of FFV was to strengthen Forsyth County's early childhood system of services for young children and their families. From May to October 2016, an ongoing family engagement process was designed to assist agencies and programs in Forsyth County that serve families of young children with capturing families' perspectives, interests, and opinions. FFV's ultimate purpose was to authentically seek and incorporate the voices and perspectives of Forsyth County families in program

planning and service delivery.

This report provides a summary of the methodology, including the learning opportunities and action steps, established to train participating agencies on the qualitative approaches to collect data; how to best administer parent surveys; and the processes to complete focus group interviews across the county to fully engage diverse families.

From beginning to end, FFV's group activities, data collection tools, event pictures, trainings, data findings, and resources were posted in real-time on the Great Expectations web portal for participating agencies to follow and calibrate their programs accordingly throughout the implementation period. The Great Expectations portal was also helpful in allowing participating agencies and MDC an opportunity to share feedback in shaping the final version of data collection instruments used.

Planning/Design Process

In May 2016, our participatory and

inclusive process began with the selection of 12 Forsyth County community stakeholder agencies (see list of agencies and annotated profile of each on page 6) in response to the Great Expectations request of interest. The array of agencies included public service agencies, non-profits, childcare centers, and community-based organizations. These community stakeholder agencies (with 2-3 representatives each, a total of 36 staff) participated in a working meeting, facilitated by Nolo Consulting, to develop a common set of survey questions, which eventually became the instrument used by agencies to administer the family surveys.

During the first working meeting, Nolo Consulting staff provided relevant baseline data on Forsyth County children and families to encourage a dialogue with participating agencies to examine, among other topics, the needs of Forsyth County families with children under age 6, as well as the community's agencies/services and community assets. This facilitated discussion generated additional data themes and important categories that helped develop a standardized instrument.

Appendix C: Forsyth Family Voices – Continued

This survey was used to reach at a minimum 250 families. A copy of the parent survey is included in Appendix A.

During the first participatory work meeting a Nominal Group Technique (NGT) process was used -- a structured variation of a small-group discussion to reach consensus among groups. Using this small group technique provided an opportunity for agency participants to engage in a learn-by-doing process as they followed the steps with other agency participants. The NGT gathered information by asking individuals to respond to questions posed by the facilitator, and then asking participants to prioritize the ideas or suggestions of all group members. There are many benefits to the NGT process, among them: it prevents the domination of the discussion by a single person, encourages all group members to participate, and results in a set of prioritized solutions or recommendations that represent the group's preferences. This group structured process assisted in building consensus around the development of common questions that were used in the parent survey instrument and topics to explore during FFV's implementation period.

Nolo Consulting followed these NGT brainstorming steps with participating agencies to develop the parent survey:

1. *Introduction of themes, issues or questions.*
2. *Silent generation of ideas.*
3. *Sharing ideas (round-robin process).*
4. *Group discussion (seek clarity - the process is as neutral as possible, avoiding judgment and criticism).*
5. *Identification of common categories and themes.*
6. *Voting and ranking; this involved prioritizing the recorded ideas in relation to the original question.*

The cohort of 12 Forsyth County agencies reconvened a week later to review a draft of the parent survey based on feedback collected during the first working meeting. During the second working meeting, agencies sought clarification and meaning of the survey questions and reviewed issues identified during the first gathering. Agencies also received training on how to use standardized and unbiased methods for administering the surveys with families.

The FFV Parent Survey instrument, developed in English and Spanish, was then tested. The purpose of the testing was for agencies to help improve the survey through responses from three (3) families per agency to determine possible question and response errors and survey completion time, prior to

collection during the proposed "real" survey period. A total of 37 families completed the pilot survey. The final parent survey included key topics such as:

1. Parents' knowledge about early childhood education.
2. Parents' preference regarding communication channels and how to stay informed.
3. Parents' involvement in their child(ren)'s education.
4. Parents' confidence about supporting their child(ren)'s education.
5. Parents' barriers and challenges.
6. Poverty related questions.
7. Access and quality of early childhood education in the county.
8. Quality of life and priority needs.
9. Demographic data questions.

	Early Care and Ed	School Age Ed	Health	Family Support	Income Support	Assessment	Case Management	Child Care	CC and Preschool Subsidy	Counseling	Early Intervention	Educational Enrichment	Exceptional Children	Food Security	Higher Education	Household Items	Housing	Info and Referral	Kindergarten Readiness	Parent Education	Prenatal	Preschool	Prevention	Private School	PD and TA	Screening	Summer Camp	Support Group
ABC of NC Child Development Center – 1:1 ABA Therapy	X	X									X	X																
ABC of NC Child Development Center – Autism Clinic			X			X					X	X																
ABC of NC Child Development Center – Family Sessions				X																X								
ABC of NC Child Development Center – Free Parent and Pro. Services				X																X								
ABC of NC Child Development Center – Home Consultation				X																X								
ABC of NC Child Development Center – School District and Pro. Svcs.	X	X																							X			
ABC of NC Child Development Center – School Services	X	X	X			X					X	X										X		X				
ABC of NC Child Development Center – Summer Program	X	X									X	X															X	
Amos Cottage, Inc. – Mental Health Day Treatment			X									X																
Amos Cottage, Inc. – Outpatient Therapy Clinic			X									X																
Carolina Global Breastfeeding Institute – Enhancing Caretaker Skills [...]	X		X																						X			
Carolina Global Breastfeeding Institute – Ready Set Baby	X		X																						X			
Catholic Charities – Teen and Young Parent Support Program				X		X														X								
Catholic Charities – Wee Care Shoppe					X										X													
Centers for Exceptional Children – Family Support Network				X														X		X								X
Centers for Exceptional Children – Infant Toddler Program	X		X					X			X																	
Centers for Exceptional Children – Preschool Program	X		X								X											X						
Centers for Exceptional Children – Summer Program	X							X			X	X																
Children’s Museum of Winston-Salem – Facilitated Programs				X								X																
Children’s Museum of Winston-Salem – Little Tykes				X								X																
Department of Public Health – Baby Love Plus				X		X														X								
Department of Public Health – Child Birth Classes			X	X																X								
Department of Public Health – Care Coordination for Children				X		X														X		X			X			

Level One

Level Two

	Early Care and Ed	School Age Ed	Health	Family Support	Income Support	Assessment	Case Management	Child Care	CC and Preschool Subsidy	Counseling	Early Intervention	Educational Enrichment	Exceptional Children	Food Security	Higher Education	Household Items	Housing	Info and Referral	Kindergarten Readiness	Parent Education	Prenatal	Preschool	Prevention	Private School	PD and TA	Screening	Summer Camp	Support Group
Department of Public Health – Healthy Beginnings				X			X													X								
Department of Public Health – Nurse-Family Partnership				X			X													X		X				X		
Department of Public Health – Pregnancy Care Management			X	X			X													X								
Department of Public Health – Prenatal Classes			X	X																X								
Department of Public Health – Preventative Dental Health			X																				X			X		
Department of Public Health – WIC				X	X									X				X		X		X				X		
Downtown Health Plaza – Centering Pregnancy			X	X																	X							X
DSS – Child Care Subsidy					X				X																			X
El Buen Pastor – Listos and Mas Listos	X			X				X												X		X						
Exchange SCAN – Welcome Baby				X			X													X								X
Family Services – EHS	X			X	X		X	X	X																			
Family Services – Head Start	X			X	X		X		X													X						
Family Services – Strong @ Home				X	X		X										X	X		X		X				X		
Forsyth County Public Library – Reading Ready for Kindergarten				X								X																
First Book – Mind in the Making				X								X																
Forsyth Technical Community College – FTCC	X														X										X			
Frank Porter Graham – More than Baby Talk Coaching	X																								X			
Frank Porter Graham – More than Baby Talk Workshops	X																								X			
Generic Solutions – Generic Solutions	X																								X			
Imprints Cares – Family Service Academy				X			X													X								
Imprints Cares – Parents as Teachers				X			X													X						X		
Imprints Cares – Pediatrics Partnership				X														X		X						X		
Imprints Cares – Technical Assistance	X																								X			

Level One

Level Two

	Early Care and Ed	School Age Ed	Health	Family Support	Income Support	Assessment	Case Management	Child Care	CC and Preschool Subsidy	Counseling	Early Intervention	Educational Enrichment	Exceptional Children	Food Security	Higher Education	Household Items	Housing	Info and Referral	Kindergarten Readiness	Parent Education	Prenatal	Preschool	Prevention	Private School	PD and TA	Screening	Summer Camp	Support Group
Northwest Community Care Network – ABCD			X																						X	X		
Northwest Community Care Network – Health Check			X																				X					
Novant – Forsyth Connects			X	X														X								X		
Piedmont Area Doulas Association – Piedmont Doulas			X	X		X														X								
Piedmont Down Syndrome Support Network – PDSSN				X														X	X									X
Safe Kids Northwest Piedmont – Safe Kids Northwest Piedmont			X																			X						
Smart Start of Forsyth County, Inc. – Cash Grants and Incentives	X																								X			
Smart Start of Forsyth County, Inc. – Educator Scholarships	X																								X			
Smart Start of Forsyth County, Inc. – EESLPD Mentoring	X																								X			
Smart Start of Forsyth County, Inc. – Emergency Childcare Scholarships					X			X																				
Smart Start of Forsyth County, Inc. – Family Child Care Scholarships					X			X																				
Smart Start of Forsyth County, Inc. – Intensive TA	X																								X			
Smart Start of Forsyth County, Inc. – Leadership Matters Institute	X																								X			
Smart Start of Forsyth County, Inc. – NC Pre-Kindergarten	X				X			X													X							
Smart Start of Forsyth County, Inc. – PD Workshops	X																								X			
Smart Start of Forsyth County, Inc. – Prof. Learning Communities	X																								X			
Smart Start of Forsyth County, Inc. – Reach Out and Read			X	X								X													X			
The Forsyth Promise – Ready Freddy	X	X																	X									
The Speech Center – The Speech Center			X								X	X																
Wake Baptist Health – CDSA			X	X		X	X				X									X								
Work Family Resource Center – Child Care Scholarship and Emergen [...]				X														X										
Work Family Resource Center – Consumer Education and Referrals				X														X										
Work Family Resource Center – Family Child Care Business Services	X																								X			

Level One

Level Two

	Early Care and Ed	School Age Ed	Health	Family Support	Income Support	Assessment	Case Management	Child Care	CC and Preschool Subsidy	Counseling	Early Intervention	Educational Enrichment	Exceptional Children	Food Security	Higher Education	Household Items	Housing	Info and Referral	Kindergarten Readiness	Parent Education	Prenatal	Preschool	Prevention	Private School	PD and TA	Screening	Summer Camp	Support Group		
Work Family Resource Center – Nanny Solutions				X														X												
Work Family Resource Center – PD Workshops	X																								X					
Work Family Resource Center – Technical Assistance	X																								X					
WSFCS – Pathway to K	X																										X			
WSFCS – Ready Schools	X	X																	X											
WSFCS – Teen Parenting and Education				X		X				X										X										
WSFCS – Title I	X				X			X														X								
Zero to Three	X																								X					
	Level One					Level Two																								