



Smart Start

# **Hoke County Partnership for Children and Families 2022-23 Annual Progress Report**



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## Section I: Executive Summary

The report details the findings of the eight funded programs of the Hoke County Partnership for Children and Families for the 2022-2023 fiscal year ending June 30, 2023. Funded programs represent both internally and externally administered programs. Regardless of how it is delivered, each program must report quarterly progress toward program-specific outputs and outcomes. Outputs represent counts of program activities—for example, the number of persons receiving services or the number of training presented or attended. Outputs also provided information on the program’s implementation and the expected results. Outcomes represent documented changes resulting from program activities and can include practice, certifications, or knowledge changes. Outcomes assess the degree to which a program meets its respective performance goals.

Year-end program reports assign Program Implementation and Performance scores (measured as a percent met). These findings represent the degree to which a program achieves all outputs and outcomes.

<b>Program</b>	<b>Program Implementation</b>	<b>Program Performance</b>	<b>Total Composite</b>
1. Hoke Quality Enhancement Program	8/8	5/5	13/13
2. Quality Child Care Program	6/10	1/3	7/13
3. Mobile Preschool Program	7/8	3/4	10/12
4. Pre-Kindergarten Program TANF/CCDF Eligible	8/9	3/4	11/13
5. Child Care Scholarship Program DSS Subsidy	EXEMPT		
6. Early Childhood Intervention Enhanced Therapy Services –Speech Connections	5/6	3/3	8/9
7. Child Passenger Safety Seat Program	4/5	2/2	6/7
8. Parents as Teachers®	12/12	5/5	17/17
9. Program & Evaluation	9/11	3/3	12/14
<b>Combined Totals</b>	<b>59/69</b>	<b>25/29</b>	<b>84/98</b>

Activity Title	EC Profile ID	PSC	Program or Practice	EB in Guide	EI in Guide	EB not in Guide	EI not in Guide
Hoke Quality Enhancement Program	PLA40	3125	Program Quality Enhancements/ Maintenance Incentives		✓		
			Provider Education Supports		✓		
			Consultation/Coaching	✓			
			Lending Library	✓			
Quality Child Care	PLA40	3125	Program Quality Enhancements		✓		
			Consultation/Coaching	✓			
Mobile Preschool Program	FS20	3318	Part Day Program			✓	
Pre-Kindergarten Program TANF/CCDF Eligible	PLA50	2342	Child Care Subsidy		✓		
Child Care Scholarship Program – DSS Subsidy	PLA50	2360	Child Care Subsidy		✓		
Early Childhood Intervention Enhanced Therapy Services –Speech Connections	H10	5417	Speech, Occupational and Physical Therapy			✓	
Child Passenger Safety Seat Program	FS30	5506	Safe Kids Buckle Up				✓
Parents As Teachers®	FS30	5509	Parents as Teachers®	✓			
Program Coordination/Evaluation	PS10	5603	Program Coordination, Evaluation, and Outreach	✓			

## Section II: Background and Overview

### Annual Plan Progress – Outputs

Activity Name	Output Description	Projected Total for the Year	QTR 1	QTR 2	QTR 3	QTR 4	YTD	% Achieved
Hoke Quality Enhancement Program	Number of staff participating in Professional Development Advising Plans	4	1	3	0	0	4	100
	Number of adults who use lending library resources	20	8	7	12	3	30	120
Quality Child Care	Number of child care facilities participating to Support Stars	5	2	4	0	0	6	120
	Number of child care facilities participating to Support Other Quality	3	0	0	0	0	0	0
Mobile Preschool Program	Number of children participating	50-60	18	3	9	1	31	62
Pre-Kindergarten Program TANF/CCDF Eligible	Number of children funded	85	82	5	3	3	93	109
Child Care Scholarship Program – DSS Subsidy	Number of children funded	70	NA	NA	105	82	187	267
Early Childhood Intervention Enhanced Therapy Services – Speech Connections	Number of children with special needs who received early intervention therapy or services	20-30	10	1	3	1	15	60
Child Passenger Safety Seat Program	Number of parents/guardians participating	45	12	9	13	6	40	89
Parents As Teachers®	Number of parents/guardians participating in home visits	20-40	17	1	0	4	22	110
	Number of families participating in PAT group education	6-10	17	6	4	6	33	550
	Number of group education sessions held	At least 6	3	2	3	3	11	180

## Annual Plan Progress – Outcomes

Activity	EC Profile ID	PSC	Outcome	Measures	Results
Quality Enhancement Program	PLA40	3125	Increased program quality	<ul style="list-style-type: none"> <li>▪ Providers and directors attending training(s) indicate that they have <b>gained new or updated prior knowledge</b> and that the information made a difference in how they approach caring for children</li> </ul>	3
			Improve Teacher Knowledge	<ul style="list-style-type: none"> <li>▪ Number of Staff Completed College Course(s) with a “C” or Better</li> </ul>	2
Quality Child Care	PLA40	3125	Increased program quality	<ul style="list-style-type: none"> <li>▪ Facilities will increase program quality as measured by star rating after the Star Rated License Assessment</li> </ul>	1
Mobile Preschool Program (MPP)	FS20	3318	More children are on track for typical or enhanced development	<ul style="list-style-type: none"> <li>▪ By the first progress checkpoint, all children will be functioning at yellow or above on the color bands to show reasonable expectations</li> </ul>	29/29
				<ul style="list-style-type: none"> <li>▪ By the second progress checkpoint, all children will be functioning at green or above on the color bands to show reasonable expectations</li> </ul>	29/29
				<ul style="list-style-type: none"> <li>▪ By the third progress checkpoint, all children will be functioning at blue or above on the color bands to show reasonable expectations</li> </ul>	31/31
				<b>Teaching Strategies GOLD®</b> <ul style="list-style-type: none"> <li>▪ # of children at “below” level</li> <li>▪ # children at “meeting” level</li> <li>▪ # children at “exceeding” level</li> <li>▪ # children with results</li> </ul>	3 6 22 31
Pre-Kindergarten Program TANF/CCDF Eligible	PLA50	2342	More children are on track for typical or enhanced development	<b>Teaching Strategies GOLD®</b> <ul style="list-style-type: none"> <li>▪ # of children at “below” level</li> <li>▪ # children at “meeting” level</li> <li>▪ # children at “exceeding” level</li> <li>▪ # children with results</li> </ul>	9 36 18 93

Activity	EC Profile ID	PSC	Outcome	Measures	Results
Child Care Scholarships Program – DSS Subsidy	PLA50	2340	Improved access to high-quality childcare	▪ Average star rating for subsidized children in FY 22/23	This information is not yet available
				▪ Percentage of subsidized children in 4 & 5-star care in FY 21/22	This information is not yet available
Early Childhood Intervention Enhanced Therapy Services – Speech Connections	H10	5417	More children are on track for typical or enhanced development	▪ Number of children seen for at least three months for speech/language delays has made progress	15
Child Passenger Safety Seat Program	FS30	5506	Increase in positive parenting practices	▪ Number mastering installation of car seats	40/40
Parents As Teachers®	FS30	5509	Increase in positive parenting practices	<b>Life Skills Progression (LSP)</b> <b>Positive Parenting Practices</b> <ul style="list-style-type: none"> <li>▪ Positive Parenting Practices Average Score Nurturing 4.89</li> <li>▪ Positive Parenting Practices Average Score Discipline 4.69</li> <li>▪ Positive Parenting Practices Average Score Support of Development 4.78</li> </ul>	40
				<b>Parents’ Assessment of Protective Factors (PAPF)</b> <ul style="list-style-type: none"> <li>▪ Average Score on Parental Resilience 4.82</li> <li>▪ Average Score on Social Connections 4.53</li> <li>▪ Average Score on Concrete Support in Times of Need 4.51</li> <li>▪ Average Score on Social and Emotional Competence of Children 4.64</li> <li>▪ Average Protective Factors Index (PFI) 4.62</li> </ul>	13
				▪ # adults with results	40
				▪ # of adults with a pre and post-score	13

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## Section III: Early Child Care & Education Programs

## Hoke Quality Enhancement Program

**Contract Activity Description PSC: 3125    EC Profile ID: PLA40    Budget: \$76,521**

The Hoke County Partnership for Children and Families will offer a Quality Enhancement Program to increase the quality of child care facilities and educational levels of child care professionals in Hoke County. Smart Start funds will be used to maintain an office and one Early Childhood Consultant position. The Hoke Quality Enhancement Program will provide training in 9 topic areas required by the Division of Child Development and Early Education, and grants will be offered as needed, or funding allows. These trainings may include Be Active Kids, Outdoor Learning Environment, Environment Rating Scale, and other topics. Training events will be coordinated with NC CCR&R Region 5 and other entities serving Hoke County child care providers. Intensive educational support will be provided to child care professionals. This service includes professional development planning and assistance with navigating the application and registration process. Educational stipends and books will be offered for child care professionals who earn a C or higher in credit courses that count towards a Preschool Certificate, Infant-Toddler Certificate, or an Associate in Early Childhood Degree. If funds are available, Hoke Quality Enhancement will offer partial reimbursement for membership to NC-AEYC. In addition, there will be a Resource Lending Library that will give access to child development resources and materials to educators, families with children ages birth through five years, college students, and early interventionists.

*Output Data*

	<b>Projected Total for Year 2022-23</b>	<b>FY 2021-22</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>	<b>Total for FY 22-23</b>
<b>Technical Assistance</b>							
# of Child Care Facilities with at Least One Staff Person Participating in Professional Development Curriculum/Credit (SRV2190)	4	4	1	3	0	0	<b>4</b>
# of Training Hours Offered for Non-Health & Safety Training (SRV1050)	10 to 20	20	0	8	8	13	<b>29</b>
<b>Child Care Providers' Training</b>							
# Child Care Providers and Directors who Attend Non-Credit Based Training or Workshops (SRV1879)	20	35	14	5	21	12	<b>59</b>

	<b>Projected Total for Year 2022-23</b>	<b>FY 2021-22</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>	<b>Total for FY 22-23</b>
# of Professional Development Plans Completed or Updated (SRV1274)	8 to 12	13	1	3	3	0	7
<b>Other</b>							
<b># Memberships/ certifications paid</b> Early Education and Care (EEC) Certifications Paid for Providers (SRV1733) Partial Memberships Paid for the National Association for the Education of Young Children (NAEYC) (SRV2214)	Up to 5	1	0	0	0	1	1
# Educational Stipends and Books Offered for Child Care Professionals Who Earn a "C" or Higher in Credit Courses that Count Towards a Preschool Certificate, Infant-Toddler Certificate, or an Associate in Early Childhood Degree (SRV2386-90)	Up to 10	3	0	2	0	2	4
Unduplicated Number of Adults (Parents, TAs, Home Visitors, Therapist, ECE Professionals, Etc.) Using Lending Library Resources (Cumulative number each quarter)	30	37	27	16	20	17	80
# of Licensed Child Care Facilities with a 3, 4, or 5 Star Rating Participating in an Outdoor Learning Environment Grant (OLE) if funds available (SRV2382-85)	Up to 6	No program applied for the grant	0	0	0	2	2

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*Outcome Data*


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<b>Projected</b>	<b>Prior Year Performance</b>	<b>2022-23 Actual</b>
By June 30, 2023, 90% of the child care providers and directors attending training(s) by the Hoke Quality Enhancement Program will indicate that they have <b>gained new or updated prior knowledge</b> and that the information will make a difference in how they approach caring for children. [MDEF563]	2017-2018 – 100% (13 of 13) 2018-2019 – 100% (120 of 120) 2019-2020 – 100% (68 of 68) 2020-2021 – 100% (34 of 34) 2021-2022 – 100% (69 of 69)	2022-2023 – 100% (59 of 59)
By June 30, 2023, 90% of community users will indicate that they found the resources they borrowed led to an increase in parent knowledge. [MDEF562]	2020-2021 – 71% (10 of 14) 2021-2022 – 100% (10 of 10)	2022-2023 – 100% (4 of 4)
By June 30, 2023, 90% of ECE Professional users will indicate that they found the resources they borrowed helped improve the ECE Program Environment. [MDEF573]	2020-2021 – 76% (20 of 26) 2021-2022 – 100% (25 of 25)	2022-2023 – 100% (20 of 20)
By June 30, 2023, 100% of Outdoor Learning Environment Grant (OLE) programs will report increased outdoor time by at least .5 hours above the required daily hour. [MDEF559]	2017-2018 – Funding unavailable 2018-2019 – Funding unavailable 2019-2020 – 100% (4 of 4) 2020-2021 – 100% (1 of 1) 2021-2022 – No program applied for this grant	2022-2023 – 100% (2 of 2)
By June 30, 2023, 80% of participating child care professionals will obtain a grade of “C” or higher in completed college credit courses that lead to a Preschool or Infant/Toddler Certificate or an Associate Degree in Early Childhood Education. [MDEF544]	2017-2018 - 100% (5 of 5) 2018-2019 – 100% (7 of 7) 2019-2020 – 100% (5 of 5) 2020-2021 – 83% (5 of 6) 2021-2022 – 100% (3 of 3)	2022-2023 – 100% (2 of 2)

*Special Story*

A child care professional who has been in our Professional Development program had some setbacks due to learning disabilities. When asked if she wanted to take a break from the program, she said “No! I want to get my Certificate! You made me believe that I can do it, and I will!” Staff works with her to overcome her issues and keep up with her coursework.

## Quality Child Care

**Contract Activity Description      PSC: 3125      EC Profile ID: PLA40      Budget: \$60,199**

This activity is designed to promote continuous quality improvement of child care centers and/or homes. Services that are provided using Smart Start dollars in this activity include: (1) Technical Assistance: Technical Assistance in the form of coaching and modeling provided to early childhood educators working in licensed child care facilities with less than a four-star rated license serving children birth to five years old. The Technical Assistance activity will be focused on improving participating facilities star levels, program standards, and ITERS/ECERS/FCCERS scores. (2) Training for child care providers: Training for DCDEE credit hours provided on child care related topics and coordination of CEU opportunities. Non-cash grants may include the provision of training materials, assessment tools, and program materials.

*Output Data*

	Projected Total for Year 2022-23	FY 2021-22	Q1	Q2	Q3	Q4	Total for FY 2022-23
<b>Technical Assistance</b>							
# of Center with Results Where an Assessment for PAS was Conducted (SRV2357)	3	2	0	0	0	0	0
# of Facilities Receiving Technical Assistance to Support <b>Stars</b> (SRV2345-47)	5	4	2	4	0	0	6
# of Facilities Receiving Technical Assistance to Support <b>OTHER QUALITY</b> (SRV2335-39)	3	3	0	0	0	0	0
Customized Facility Quality Improvement Plans Developed (SRV1047)	5	2	0	0	0	0	0
# of Participating Facilities with a STAR ASSESSMENT in the Reporting Year (SRV2364)	5	1	0	0	1	0	1
# of Memorandum of Agreement/ Understanding (MOA/MOU) Signed (SRV235)	10	8	3	3	0	0	6
# of Environmental Rating Scale (ERS) Mock Assessment Conducted on <b>Centers</b> with 1-3 Stars (SRV2359)	2	5	2	0	3	0	5
# of Environmental Rating Scale (ERS) Mock Assessment Conducted on <b>Homes</b> with 1-3 Stars (SRV2360)	3	0	0	0	1	0	1

	<b>Projected Total for Year 2022-23</b>	<b>FY 2021-22</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>	<b>Total for FY 2022-23</b>
# of Facilities With at Least One Staff Person Participating in ECE Coaching & Advising for Higher Education (SRV2329)	10	3	0	0	0	0	<b>0</b>
<b>Child Care Providers' Training</b>							
# of Child Care Providers Participating in the Leadership Collective (SRV2363)	5	17	0	0	0	11	<b>11</b>

\* The columns containing a “0” answer did not have data to report due to the facilities or providers not participating or needing this particular service this year.

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*Outcome Data*

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<b>Projected</b>	<b>Prior Year Performance</b>	<b>2022-23 Actual</b>
By June 30, 2023, 50% of Facilities Evaluated will Increase Program Quality as Measured by Star Rating After the Star Rated License Assessment.	2020-2021 – 0% (0 of 0) 2021-2022 – 100% (1 of 1)	2022-2023 – 100% (1 of 1)
By June 30, 2023, 100% of Child Care Centers Evaluated will Improve their Average PAS Score as Measured by Pre and Post Assessment.	2020-2021 – 0% (0 of 0) 2021-2022 – 100% (2 of 2)	2022-2023 – 0% (0 of 0)
By June 30, 2023, 85% of Participants will Demonstrate Knowledge Gained & Ability to Implement Improved Teacher Knowledge as Measured by the DCDEE Evaluation of Authorized In-Service Training.	2020-2021 – 0% (0 of 0) 2021-2022 – 96% (26 of 27)	2022-2023 – 0% (0 of 0)

\* The columns containing a “0” answer did not have data to report due to the facilities not participating or needing this particular service this year.

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*Special Story*

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I will like to Highlight the program Precious Moments Playhouse as they continuously show resilience. Everyone has been going through things since Covid and bouncing back has been easier for others. Precious Moments is operated by Mrs. Valora Hawkins, who has time after time been putting her best foot forward for the facility. They have been dealing with an early educator shortage as seen in a lot of these facilities. Mrs. Valora and her caring staff has been supportive every step of the way. Whether its staying for trainings, sometimes helping each other in the classrooms. As the cohort for ERS has been announced Precious Moments Playhouse will continue with a roll over TA application to prepare and soon be assessed as they want to reach the four, five-star status.

## Mobile Preschool

**Contract Activity Description      PSC: 3318      EC Profile ID: FS20      Budget: \$239,687**

Hoke County Partnership for Children and Families will administer the Mobile Preschool Program that will target children 3-5 years of age whose families are not eligible for subsidized programs or choose not to enroll them in a full-time preschool program of any kind. The mobile unit will travel to up to six locations throughout the county to serve approximately 10 children per location. Each group of children is served one time per week for 2.5 hours following the traditional school schedule. The program will provide children with the opportunities to develop social and language skills necessary for a successful start in Kindergarten. During Parent/Teacher conferences, parents may be referred for developmental screenings/evaluations if indicated via Teaching Strategies Gold Curriculum or teacher observation. Parent may also be referred for Speech/Hearing screenings. The qualified staff of the unit includes one lead teacher and one assistant teacher at all times. Book incentives will be given to promote literacy at home.

### *Output Data*

	<b>Projected Total for Year 2022-23</b>	<b>FY 2021-22</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>	<b>Total for FY 2022-23</b>
# of Children Served (SRV498)	50 - 60	31	18	3	9	1	<b>31</b>
# of Children with Special Needs Served (SRV502)	Up to 3	5	1	1	3	0	<b>5</b>
# of Children Referred for Evaluation for Special Needs by Teacher (SRV597)	As Identified by Teacher	0	0	0	0	0	<b>0</b>
# of Preschool Program Locations Served (SRV1075)	Up to 6	3	3	0	1	0	<b>4</b>
# of Parent/Teacher Conferences Scheduled (SRV1082)	3 different times/year	3	0	1	1	1	<b>3</b>
# of Parent Meetings held to discuss program planning (SRV1083)	Quarterly (4)	4	0	2	1	1	<b>4</b>
# of Educational Field Trips (SRV706)	At least 3	3	0	1	2	1	<b>4</b>
# of Dolly Parton Imagination Library Selections will be Shared with Children During the Year (SRV2202)	6-8 Book Titles	6	0	0	0	6	<b>6</b>

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*Outcome Data*


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<b>Projected</b>	<b>Prior Year Performance</b>	<b>2022-23 Actual</b>
By June 30, 2023, 100% of participating children identified with possible special needs will be referred for further evaluation with parental permission and assisted through the process.	2017-2018 – No children identified/refereed for evaluation 2018-2019 – No children identified/refereed for evaluation 2019-2020 – 100% (2 of 2) 2020-2021 – 100% (1 of 1) 2021-2022 - No children identified/refereed for evaluation	2022-2023 – 0% (0 of 0) No children were referred for services
By June 30, 2023, at least 96% of the children participating in Mobile Preschool will show an increase in cognitive, language, and self-help skills, and at least 60% of those will increase to a developmentally appropriate color code, as measured by the Teaching Strategies GOLD® Curriculum.	2017-2018 – 89% (38 of 43) and 66% (25 of 38) 2018-2019 – 76% (38 of 50) and 98% (37 of 38) increased to a developmentally appropriate color code. 2019-2020 – 69% (29 of 42) and 69% (29 of 42) 2020-2021 – 76% (20 of 26) and 100% (20 of 20) 2021-2022 – 90% (28 of 31) and 100% (28 of 28)	2022-2023 – 90% (28 of 31)
By June 30, 2023, at least 41% of parents/guardians will report reading to their children daily.	2018-2019 – 64% (32 of 50) 2019-2020 – 67% (28 of 42) 2020-2021 – 66% (16 of 24) 2021-2022 – 35% (11 of 31)	2022-2023 – 65% (20 of 31)
By June 30, 2023, at least 90% of children participating will show an increase in their Post Scores measured by Teaching Strategies Gold Curriculum or Teacher Observation.	2017-2018 – 88% (38 of 43) 2018-2019 – 76% (38 of 50) 2019-2020 – Not able to complete post scores for children due to COVID-19. 2020-2021 – 75% (20 of 26) 2021-2022 – 90% (28 of 31)	2022-2023 – 100% (31 of 31)

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*Special Story*

*This school year 2022/2023 I had 7 returning students A.D, N.D, H.B, E.C, N.D, C.D, R.M to enter back into the program this school year the most I ever had to come back the following year. I was very happy to have them another year. To me that's a special story*

*Miss Margaret*

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## Pre-Kindergarten Program TANF/CCDF Eligible

**Contract Activity Description      PSC: 2342      EC Profile ID: PLA50      Budget: \$235,752**

Financial assistance will be paid on a direct, per child basis for the purpose of enhancing the NC Pre-K rate for children enrolled in and being served through NC Pre-K and whose families are eligible for Temporary Assistance for Needy Families (TANF) eligible or the Child Care and Development Fund (CCDF). Does NOT include wrap-around care. Data will be reported as directed by DCDEE.

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### *Output Data*

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	<b>Projected Total for Year 2022-23</b>	<b>FY 2021-22</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>	<b>Total for FY 2022-23</b>
# of Children Enrolled (SRV498)	85	88	82	5	3	3	<b>93</b>
# of Children with Special Needs Enrolled (SRV1235)	Up to 10	3	6	0	2	0	<b>8</b>
# of Children Referred for Evaluation for Special Needs (SRV597)	1	2	0	0	0	0	<b>0</b>
# of Sites/Schools in Hoke County that have a Pre-K Program (SRV1236)	9 (total)	9	9	0	0	0	<b>9</b>
# of Classrooms at Least Partially Funded by Smart Start (SRV1044)	Up to 6	5	5	0	0	0	<b>5</b>
# of Smart Start Spaces for Typically Developing Children (SRV1042)	75	82	82	0	0	0	<b>82</b>
# of Smart Start Spaces for Children with Special Needs (SRV1234)	Up to 10	3	6	0	2	0	<b>8</b>
# of Lead-Teachers and Directors that Attended Specialized Training or Workshops (SRV2409)	10 to 12	10	11	0	0	0	<b>11</b>
# of Hours of Specialized Training Provided to Teachers (SRV1045)	10 hrs./staff member	17 hrs.	11	2	22	0	<b>35</b>

\* The columns that contain a “0” answer did not have data to report due to children not needing a referral this year.

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*Outcome Data*


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<b>Projected</b>	<b>Prior Year Performance</b>	<b>2022-23 Actual</b>
By June 30, 2023, 90% of all Pre-K students will be ready to enter Kindergarten, prepared for success in school, as determined by teacher observation and progress made on the Teaching Strategies GOLD® Curriculum Checklist.	2017-2018 – 98% (80 of 82) 2018-2019 – 100% (82 of 82) 2019-2020 – 100% (82 of 82) Teaching Strategies GOLD® Winter Checkpoint data used 2020-2021 – 100% (82 of 82) 2021-2022 – 89% (78 of 88)	2022-2023 – 100% (93 of 93)
By June 30, 2023, at least 80% of the children participating in the NC Pre-K Program will increase their Brigance® Scores by 10 points.	2017-2018 – 100% (82 of 82) 2018-2019 – 100% (82 of 82) 2019-2020 Post-Brigance® Pre-K students were not screened because of school closure in March due to COVID-19. 2020-2021 – 100% (82 of 82) 2021-2022 – 81% (63 of 78)	2022-2023 – 30% (93 of 93)
By June 30, 2023, 80% of children with special needs will show developmental gains in their Individualized Education Program (IEP).	2017-2018 – 100% (5 of 5) 2018-2019 – 0% (0 of 0) 2019-2020 – 100% (3 of 3) 2020-2021 – 100% (5 of 5) 2021-2022 – 67% (2 of 3)	2022-2023 – 100% (13 of 13)
By June 30, 2023, the average star placement of children served through the Pre-Kindergarten Program will be maintained at a 5.0 Star Rating.	2017-2018 – 5.00 Average star placement 2018-2019 – 5.00 Average star placement 2019-2020 – 5.00 Average star placement 2020-2021 – 5.00 Average Star placement 2021-2022 – 5.00 Average Star Placement	2022-2023 – 5.00 Average Star Placement

*Special Story*

I would like to spotlight one student who has worked so hard this year! When he started school, he was timid and very quiet. He was even afraid to ask to use the bathroom when he needed to go and consequently, had a couple of toileting accidents. He was also very immature socially and was very insecure in social situations. During the first semester, he really struggles with academics also. He did not know colors or shapes and could not count to 3 consistently. My teaching staff and I had several conversations about whether a referral should be made to special education for significant concerns we had for him. We decided to wait until after Winter break as there is often some magical maturing that tends to happen over those two weeks.

Fast forward to January. We returned to school and he seemed to blossom socially! He was so happy to see his friends. He was even seeking out certain children during the day and asking them to play. Not only was he beginning to blossom socially, he seemed to be picking up basic concepts like colors and counting! Eureka! We began reinforcing skills using the Intentional Teaching cards to teach targeted skills.

Fast forward to June. We have a confident rising kindergartener. He is the class helper and is always ready to lend a helping hand to his peers and teachers. He is also on target with current skills that are within widely held expectations for a child his age. He has worked so hard and is so proud of himself! I can only hope that he continues with his enthusiasm and love for school.

## Child Care Scholarship Program – DSS Subsidy

**Contract Activity Description                    PSC: 2360                    EC Profile ID: PLA50                    Budget: \$166,000**

Financial assistance will be paid on a direct per child basis for subsidy for families eligible for Temporary Assistance for Needy Families (TANF) or the Child Care and Development Fund (CCDF). This activity will be implemented through the state-level subsidy contract and will be governed by a Memorandum of Understanding between the Local Partnership and the Local Purchasing Agency (LPA).

**Contract Activity Description                    PSC: 2360                    EC Profile ID: PLA50                    Budget: \$20,000**

This activity will provide services to support the implementation of child care subsidy including program administration; family outreach and application; eligibility determination; payment processing; annual recertification; and reporting, etc. This activity will be implemented through the state-level subsidy contract and will be governed by a Memorandum of Understanding between the Local Partnership and the Local Purchasing Agency (LPA).

### *Output Data*

	<b>Projected Total for Year 2022-23</b>	<b>FY 2021-22</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>	<b>Total for FY 2022-23</b>
# of children funded	71	*NA	*NA	*NA	105	82	<b>187</b>

### *Outcome Data*

<b>Projected</b>	<b>Prior Year Performance</b>	<b>2022-23 Actual</b>
<b>COMMUNITY EARLY CHILDHOOD PROFILE PLA50 INDICATOR</b>		
Average star rating for subsidized children in 1-5 Star care <b>most recent year</b> from data available (PLA50a)	FY 17-18 4.40 FY 18-19 4.33 FY 19-20 4.51 FY 20-21 Not available FY 21-22 Not available	Not yet available
Percentage of subsidized children in a 4 & 5-Star care in the <b>most recent year</b> from data available (PLA50b)	FY 17-18 75% FY 18-19 73% FY 19-20 79% FY 20-21 Not available FY 21-22 Not available	Not yet available

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## Section IV: Child Health Programs

## Early Childhood Intervention Enhanced Therapy Services –Speech Connections

**Contract Activity Description                      PSC: 5417                      EC Profile ID: H10                      Budget: \$41,000**

Speech Connections, LLC is a private practice located in Pinehurst, North Carolina that will continue to provide speech-language therapy services to children birth to 5 years of age who are diagnosed with developmental delays and/or specific disorders. Children who are not eligible for Early Intervention (0-3 and 3-5) services but have a delay that could benefit from therapy are being served by this activity, and children who are receiving Infant-Toddler or Exceptional Children Services may receive an enhanced level of service via this activity. Up to 1 speech-language pathologist and up to 1 speech-language pathology assistant will work together as a team to provide direct therapeutic services in the most natural environment for the children and their caregivers (e.g., home, daycare, local office). Services will be provided 4-10 times per month. Services will include evaluation and treatment to indigent and under-insured children in need of intervention, who otherwise would be unable to receive these services. Articulation, language and oral motor supplies will also be replenished. Speech Connections will collaborate with the CDSA and/or School System on referral and provision of services.

*Output Data*

	<b>Projected Total for Year 2022-23</b>	<b>FY 2021-22</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>	<b>Total for FY 2022-23</b>
# of Children Served	20-30	15	10	1	3	1	<b>15</b>
# of Children Receiving an Evaluation	10	0	0	0	0	0	<b>0</b>
# of Children Provided with Speech Therapy	14 to 20	15	10	1	3	1	<b>15</b>
# of Services Provided to Children	900	550	82	39	77	61	<b>259</b>
# of Parents Receiving Consultations	5-8	14	10	1	3	1	<b>15</b>
# of Child Care Providers Participating in Consultations	3 to 5	2	0	0	3	1	<b>4</b>

*Outcome Data*

<b>Projected</b>	<b>Prior Year Performance</b>	<b>2022-23 Actual</b>
By June 30, 2022, 90% of children seen for speech-language delays for at least 90 days will progress in their development, as evidenced by the treatment plans.	2017-2018 – 100% (37 of 37) 2018-2019 – 82% (29 of 36) 2019-2020 – 95% (20 of 21) 2020-2021 – 100% (9 of 9) 2021-2022 – 100% (10 of 10)	2022-2023 – 100% (2 of 2)

By June 30, 2022, 80% of parents who return the program survey will report that they have used the learned therapy procedures with their children in their homes, as noted on the family participation survey.	2017-2018 – 91% (10 of 11) 2018-2019 – 100% (6 of 6) 2019-2020 – 80% (4 of 5) 2020-2021 – 100% (6 of 6) 2021-2022 – 100% (6 of 6)	2022-2023 – 100% (4 of 4)
<b>Child Care Facility Services – By</b> June 30, 2022, 100% of child care providers who receive consultations regarding children with special needs will report using the learned therapy procedures with the children in their classrooms, as observed and noted by the speech therapists.	2017-2018 – 100% (2 of 2) 2018-2019 – 100% (3 of 3) 2019-2020 – 80% (4 of 5) 2020-2021 – 100% (2 of 2) 2021-2022 – 100% (2 of 2)	2022-2023 – 100% (4 of 04)

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### *Special Story*

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Cody’s family sought an evaluation of his speech and language skills due to concerns about Cody not being able to express himself. In October, he was evaluated and was recommended to begin speech therapy to address delays within his receptive and expressive language skills- delays which, if left unaddressed, could lead to frustration, social and emotional difficulties, and additional delays in pre-academic areas. Insurance barriers prevented him from beginning therapy immediately, and months later his parents were feeling frustrated and worried about Cody falling even further behind.

Thanks to the grant, Cody was able to begin speech therapy in January without further scheduling and frequency restrictions.

At first, Cody was shy and had difficulty adjusting to speech therapy, an obstacle which would have been even more difficult to overcome if therapy was delayed any longer and only permitted once per week. Instead, the grant allowed us to meet the specific needs of this child and family by allowing him to be seen faster and more frequently. Once he became more comfortable with the therapist, Cody began to blossom. He is a prime example of why early intervention is so important, as he is now well on his way to meeting his family’s goals of age-appropriate speech and language skills. Each week, he is adding new words to his expressive vocabulary, and the services he is receiving through the grant are helping Cody to thrive.

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## Section V: Family Support Programs

## Child Passenger Safety Seat Program

**Contract Activity Description**                      **PSC: 5506**                      **EC Profile ID: FS30**                      **Budget: \$4,000**

The Hoke County Health Centers (HCHC) Child Passenger Safety Seat Program will facilitate car seat safety classes and distribute approximately 50 infant/toddler convertible car seats, high back booster seats and no back boosters to eligible Hoke County residents with children ages birth to five. The seats will be distributed to patients attending various HCHC clinics/programs. Money received from parent fees may be used to purchase additional car seats, and/or related expenses such as manuals, recertification fees or related conference/training attendance, etc. Car seats will be available upon request from other agencies that have participants in need and/or are Hoke County residents. HCHC will coordinate with the Safe Kids Mid Carolina Region to organize Car Seat Safety Checks to be held at various locations in Hoke County. All participants receiving a child restraint seat must attend a Car Seat Safety Class; which will be held at the HCHC during office hours and facilitated by the Health Educator/Social Worker/Child Passenger Safety Technician. Car Seat Safety classes will consist of instructions and demonstrations on proper installation and use. Prior to completing the Car Seat Safety Class, all participants must demonstrate proper installation procedures to the Health Educator/Social Worker/Child Passenger Safety Technician. The Health Educator/Social Worker/Child Passenger Safety Technician will maintain certification from the National Highway Traffic Safety Administration.

*Output Data*

	<b>Projected Total for Year 2022-23</b>	<b>FY 2021-22</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>	<b>Total for FY 2022-23</b>
# of Children Impacted (SRV498)	50	51	12	9	13	6	<b>40</b>
# of Infant/Toddler Convertible Car Seats, High-back Booster Seats, and No-back Boosters Distributed (SRV988, SRV2305-SRV2307)	50	51	12	9	13	6	<b>40</b>
# of Parents Attending the Car Seat Safety Individual Training (SRV990)	At least 45	48	12	9	13	6	<b>40</b>
# of Community-based Car Seat Safety Checks Held (SRV986)	At least 1	1	1	0	0	1	<b>2</b>
Parent Fees Used to Pay for Related Expenses Such as Manuals, Recertification Fees or Related Conference/ Training Attendance, etc. (SRV2408)	<u>As Needed</u>	2	0	0	0	0	<b>0</b>

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*Outcome Data*


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<b>Projected</b>	<b>Prior Year Performance</b>	<b>2022-23 Actual</b>
<p>By June 30, 2023, 100% of all families receiving an infant/toddler convertible car seat will have attended the Car Seat Safety Individual Training. Parents and caregivers will have demonstrated proper installation procedures, as determined by the National Highway Traffic Safety Administration, to the Health Educator/Child Passenger Safety Technician.</p>	<p>2017-2018 – 100% (76 of 76)            2018-2019 – 100% (47 of 47)            2019-2020 – 100% (54 of 54)            2020-2021 – 100% (51 of 51)            2021-2022 – 100% (48 of 48)</p>	<p>2022-2023 – 100% (40 of 40)</p>
<p>By June 30, 2023, 90% of the parents contacted that participated in the Car Seat Safety Training will report that they have used the information learned in training to correctly use, install and reinstall their car seat as needed, as measured by a follow-up telephone survey.</p>	<p>2017-2018 – 100% (44 of 44)            2018-2019 – 100% (32 of 32)            2019-2020 – 100% (34 of 34)            2020-2021 – 100% (32 of 32)            Note: The other 19 parents did not answer the survey due to a disconnected number or no answer.            2021-2022 – 90% (43 of 48)</p>	<p>2022-2023 – 95% (38 of 40)</p>

## Parents as Teachers®

**Contract Activity Description      PSC: 5509      EC Profile ID: FS30      Budget: \$137,068**

The Parents as Teachers (PAT) program will provide: (1) personal visits based on recommended dosage for each family’s number of risk factors; (2) 12 group connections per program year; (3) annual developmental screenings and a health review that includes a record of hearing, vision and general health status; and (4) referrals to community resources provided to families as needed. The PAT program will serve a target population with at least one risk factor and identified as most appropriate for PAT services in the community. The parent educator will have a Bachelor’s degree in a human service related field and experience relevant to serving the target population. Parent educators will be PAT trained and certified, and will implement the program with model fidelity. The program will submit an annual report to PAT and participate in the Quality Endorsement and Improvement process as required by PAT National Center (PATNC). Smart Start funds may also be used to support incentives for eligible participants.

*Output Data*

	<b>Projected Total for the Year 2022-23</b>	<b>FY 2021-22</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>	<b>Total for FY 2022-23</b>
<b>Services to Families &amp; Children</b>							
# of Families Enrolled in PAT	20 to 40	20	17	1	0	4	<b>22</b>
# of Families Participating in Weekly or Biweekly Home Visits (Families Typically Have Two or More Risk Factors)	20 to 40	20	23	1	0	4	<b>22</b>
# of Referrals to Community Resources	40	130	75	51	34	77	<b>237</b>
# of <b>Times</b> Families Linked to the Referred Community Resources	25	56	30	19	5	12	<b>66</b>
# of Parents Participating in Group Connections (Meetings)	6 to 10	19	17	6	4	6	<b>33</b>
# of Parent/Child Group (Meetings) Connections Held	At least 6	12	3	2	3	3	<b>11</b>
# of Children Ages 0-5 (Typically with Two or More Risk Factors) in Families Participating in Weekly or Biweekly Home Visits	20 to 50	24	20	1	0	4	<b>25</b>
# of Home Visits (Due to COVID-19, visits may include video calls, telephone calls, and	At least 400	336	81	49	69	69	<b>268</b>

	<b>Projected Total for the Year  2022-23</b>	<b>FY 2021-22</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>	<b>Total for FY 2022-23</b>
text messages—whatever was feasible to families)							
# of Children with up-to-date Immunization Records	20 to 80	23	10	4	4	3	<b>21</b>
# of Children Receiving Initial/Annual Developmental Language/Speech (ASQ3), Vision, Hearing, and Dental Screenings Around Their Date of Birth or Annually	20 to 40	23	10	4	4	3	<b>21</b>
# of Children Referred to the Children’s Developmental Services Agencies (CDSA) (Early Intervention) or Health Professional for an Evaluation	0 to 3	3	2	0	0	0	<b>2</b>
<b>Other Counts</b>							
# of Parent Educators	2	2	2	0	0	0	<b>2</b>

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*Outcome Data*


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<b>Projected</b>	<b>Prior Year Performance</b>	<b>2022-23 Actual</b>
NCPC Standard Outcome – Of the estimated families participating in visits, 90% will experience increased confidence and competence in skills to nurture their child’s intellectual, language, emotional, physical, and mental development.	2017-2018 – 95% (17 of 18) 2018-2019 – 92% (23 of 25) 2019-2020 – 95% (18 of 19) 2020-2021 – 94% (16 of 17) 2021-2022 – 94% (16 of 17)	2022-2023 – 100% (22 of 22)
NCPC Standard Outcome – Of the estimated families participating in at least four monthly visits, 90% will experience an increase in their confidence and competence in parenting skills.	2017-2018 – 95% (17 of 18) 2018-2019 – 92% (23 of 25) 2019-2020 – 95% (18 of 19) 2020-2021 – 94% (16 of 17) 2021-2022 – 100% (17 of 17)	2022-2023 – 100% (16 of 16)
NCPC Standard Outcome – Of the estimated families participating in monthly visits, 50% will experience an increase in the number of times the family engages in literacy activities.	2017-2018 – 95% (17 of 18) 2018-19 – 68% (17 of 25) families experienced an increase in the number of times the family engaged in literacy activities, which is greater than 50%	2022-2023 – 100% (22 of 22)

	2019-2020 – 95% (18 of 19) 2020-2021 – 94% (16 of 17) 2021-2022 – 100% (17 of 17)	
Of the families who receive referrals to community resources, 60% will be linked to referred services.	2017-2018 – 95% (17 of 18) 2018-2019 – 68% (17 of 25) families who received referrals to community resources were linked to referred services 2019-2020 – 74% (14 of 19) 2020-2021 – 80% (17 of 21) 2021-2022 – 95% (100 of 100)	2022-2023 – 82% (18 of 22)
NCPC Standard Outcome – Of the children identified in need of follow-up services, 100% will receive needed services.	2017-2018 – No children identified 2018-2019 – 100% (1 of 1) 2019-2020 – 100% (2 of 2) 2020-2021 – 100% (3 of 3) 2021-2022 – 100% (3 of 3)	2022-2023 – 100% (6 of 6)

*The PAT model has four primary goals:*

1. *Increase parent knowledge of early childhood development and improve parenting practices*
2. *Provide early detection of developmental delays and health issues*
3. *Prevent child abuse and neglect*
4. *Increase children's school readiness and success*

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### *Special Story*

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This story is about a low-income family, a mom, and her two daughters, ages 4 and 13. Parent Educator (PE) has been serving them since November 2019. The mom was born in Guerrero, one of Mexico's poorest and most violent states. She had a very rough childhood, almost all her life; she had been a victim of violence. Her mom was abusive to her when she was a child, and when she grew older, she was the victim of violence from her older brothers and her sentimental partner. She did not have a formal education; she cannot remember how many years she went to school. She was just a child when she started working. She learned to speak Spanish as an adult. She grew up speaking Nahuatl. As a Mexican indigenous, she did not have a lot of opportunities to succeed in Mexico. She came to the USA as a teenager since one of her brothers brought her to work. Sadly, her brother would physically abuse her and have control over her money. One night, she had to be taken to the hospital because her brother had attacked her, and she was seriously hurt. After his arrest, the brother went back to Mexico. She met a man and had a daughter with him. Unfortunately, she was again the victim of domestic violence. The man was arrested. Years later, the mom met a new person and started a family. Unfortunately, this man had another relationship with another woman, so mom decided to end their relationship. The PE was there to support her when she decided to separate. We helped her come up with a plan. PE guided her with getting child support, encouraged mom to take English classes, and enrolled her. Mom was very nervous because she could not read or write in any language, but PE brought her easy books to practice reading and writing in both languages. PE keeps encouraging her to be strong and to look forward. Mom applied for a T-visa,

and PE helped her with most of the paperwork. We are waiting to hear from the lawyer soon, hopefully with good news.

The Parents as Teachers program has helped the mom become a better parent. She used to discipline her older child the only way she knew--spanking and being abusive. But now, with her younger child, she is more affectionate and learned to set rules and routines. PE helped the mom with the paperwork to enroll her child in the Imagination Library, Head Start, and Pre-K programs. Currently, the daughter is in Pre-Kindergarten. PE loves visiting the family. The mom reports reading to her child daily and enjoys reading books very much. PE brings new books monthly. The mom puts PE's activities on the kitchen table under the plastic tablecloth so the daughter can practice while eating. PE has also helped the family by bringing them clothes, toiletries, food, and toys.

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## Section VI: Administrative Services

## Program Coordination & Evaluation

**Contract Activity Description**      **PSC: 5603**      **EC Profile ID: PS10**      **Budget: \$24,678**

Program Coordination and Evaluation will develop and maintain relationships with service providers and provide services critical to program accountability including; (1) Review progress of programs toward meeting programmatic goals and objectives outlined in the contract activity description; (2) Development of programmatic short and long-term outputs and outcomes; (3) Measurement and reporting of programmatic outputs, outcomes and performance; (4) Compilation and review of programmatic statistical databases; (5) Provision of technical assistance to service providers; (6) Development, collection and review of programmatic reports; (7) Researching best practices for program delivery; and (8) programmatic monitoring of service providers. Program Coordination/Evaluation will be delivered by the Partnership for Children of Cumberland County.

### *Output Data*

	<b>Projected Total for Year 2022-23</b>	<b>FY 2021-22</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>	<b>Total for FY 2022-23</b>
# of Smart Start programs requiring monitoring	Up to 18	7	7	0	0	0	7
# of monitoring visits completed	At least one/ Program	7	0	0	7	0	7
# of technical assistance visits (Zoom, telephone) completed	As needed	37			10	5	
# of desktop monitoring completed	72	88			7	7	
# of evaluation plans developed	1/Activity	7	0	0	0	0	0
# of Logic Models developed/revised	1/Quarter	5	0	0	0	0	0
# of NCPC Quarterly Reports completed	1/Quarter	4	7	7	7	7	28
# of Quarterly Progress Reports completed	1/Quarter	32	7	7	7	7	28
# of reports completed (Target Report, Supply/Demand, Mid-Year, EC Profile ID) (SRV2237)	38	41	7	7	7	7	28
GEMS License	4	5	5	0	0	0	5
# of NCPC meetings/training attended (SRV2238)	As needed	4	0	1	0	1	2

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*Outcome Data*


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<b>Projected</b>	<b>Prior Year Performance</b>	<b>2022-23 Actual</b>
By June 30, 2023, 100% of all funded activities will receive at least one combined programmatic monitoring/evaluation site visit during the year, with any issues of noncompliance resolved within 60 days.	2017-2018 – 100% (7 of 7) 2018-2019 – 100% (7 of 7) 2019-2020 – 100% (7 of 7) 2020-2021 – 100% (7 of 7) 2021-2022 – 100% (7 of 7)	2022-2023 – 100% (7 of 7)
By June 30, 2023, 100% of funded activities will be monitored with technical assistance provided as needed, and 86% will achieve at least 66% of their established measurable outcomes, as measured by at least one monitoring visit per program and Quarterly Reports.	2017-2018 – 100% (7 of 7) of activities were monitored, and 86% (6 of 7) achieved at least 66% of their measurable outcomes 2018-2019 – 100% (7 of 7) of activities were monitored, and 100% (7 of 7) achieved at least 66% of their measurable outcomes 2019-2020 – 100% (7 of 7) of activities were monitored, and 100% (7 of 7) achieved at least 66% of their measurable outcomes 2020-2021 – 100% (7 of 7) and 100% (7 of 7) achieved at least 66% of their measurable outcomes 2021-2022 – 100% (7 of 7) and 86% (6 of 7) achieved at least 66% of their measurable outcomes	2022-2023 – 100% (7 of 7)
By June 30, 2023, 100% of the NCPC Quarterly Reports will be submitted on time.	2017-2018 – 100% (4 of 4) 2018-2019 – 100% (4 of 4) 2019-2020 – 100% (4 of 4) 2020-2021 – 100% (4 of 4) 2021-2022 – 100% (4 of 4)	2022-2023 – 100% (4 of 4)



Thank you again for your interest in Smart Start!

For more information, please contact

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