

## Planning and Evaluation Committee Recommendations Meeting of October 10, 2017

### ACTION

#### **A. Planning, Research, and Evaluation Policy\***

The committee was reminded that each year the policies are to be reviewed for potential revisions and additions. The Planning, Research, and Evaluation policies were reviewed by the committee. There were no recommendations other than those reflecting title change. The Planning and Evaluation Committee reaffirmed the Planning, Research, and Evaluation Policy.

#### **B. Programmatic Monitoring of Smart Start Funded Activities Policy\***

The Programmatic Monitoring of Smart Start Funded Activities policy was reviewed by the committee. The committee reaffirmed the policy.

#### **C. Contract Activity Description (CAD) Changes\***

During the Direct Service Partners In-Service held Tuesday, August 10, 2017, DSPs reviewed their CADs and Logic Models and submitted changes as a set. The committee reviewed and recommend these changes.

##### *1. Autism Outreach and Resource Service*

The Autism Society of Cumberland County will provide **specialized family support** services to children with Autism Spectrum Disorders (ASD) in Cumberland County. This activity will serve children ages birth-5 with the Circle of Parent Curriculum. Support services provided may include resource, referral, parent education/training, support groups, workshops, conference scholarships, monthly newsletters, or resource directories. Services may be delivered by Autism Society of Cumberland County staff, board members, or parent and community volunteers. The program will fund up to .5 FTE for the Director of Programs and Outreach and up to .5 FTE for the Administrative Coordinator. Services may be provided at limited daytime and evening hours at various community locations. A childcare worker will be contracted to provide childcare services during weekly support group meetings, **exceptions include but not limited to holiday, weather-related, staffing issues**. An accounting professional will be contracted to provide accounting and payroll and a CPA firm will be contracted to file all Federal and State tax filing requirements. When funding is available, stipends may be provided for children to attend Camp Sunshine, a summer camp for children on the autism spectrum.

##### *2. Child Care Resource and Referral*

The Child Care Resource and Referral (CCR&R) **will oversee and provide services to families, childcare providers, and community stakeholders in the forms of public awareness, consumer education and referral, childcare subsidy, technical assistance and professional development supports families and childcare providers through consumer education and referral services along with the provision of information about childcare subsidy and other community resources.** Additional services may include a mobile resource van, a car seat program with the provision of car seats, connection to **the** mobile diaper bank, and a lending library for families, childcare providers and practitioners to have access to and borrow learning and instructional materials. The CCR&R hosts external meetings that involve the attendance of persons other than employees, such as the CCR&R Advisory Committee and DCDEE Childcare Consultants and food may be provided. Smart Start funds will support a minimum of 9.0 FTEs, staff development, travel, and contracted services such as temps, trainers, and security. **If funding is available, up to — CCR&R Advisory Committee member(s) may attend trainings.**

##### *3. Community Engagement and Resource Development*

The Community Engagement and Resource Development (CERD) activity will mobilize Cumberland County's collective resources to drive community impact. The Community Engagement and Resource Development Director, with support from the Community Engagement Liaison and the **Governmental and Military Affairs** Liaison, will create, plan, and

implement annual and multi-year strategies that will increase PFCs brand awareness, engagement, and commitment to early childhood. The CERD activity will support and strengthen the early childhood system through community engagement, communications, volunteer coordination, public education and community relations. The CERD activity will maximize and leverage Smart Start dollars by bringing potential partners and their resources to the table to serve children and families in our community. The CERD activity will host external meetings and early childhood events that involve the attendance of persons other than employees and food may be provided. Contingent on funding contracted services such as temps, technology, and communication consultants may be utilized. Multiple funding streams will be used to support the staffing, purchase of materials, and coordination of this activity.

4. *Dolly Parton Imagination Library (DPIL)*

Dolly Parton's Imagination Library (DPIL) serves children, ages birth to five in Cumberland County. Children and families will be recruited locally. The program covers enrollment from 25 zip codes, which includes Fort Bragg and Pope Army Airfield AFB. Books will be ordered through the Dolly Parton purveyor. Dolly Parton's Imagination Library will provide books to the homes of children who register to participate. Books will be delivered to individual children through the U.S. mail monthly. DPIL will work with the Post Office when possible to recover any undeliverable books and disperse them in a manner which follows LP policies and procedures. DPIL will update the DPIL database frequently to ensure maximum delivery. LP will terminate participation for children who cannot be located and whose books are undeliverable in any month. Postcards asking the parent to call the DPIL will be sent to the last known address which should then be forwarded to the new address. Once children are refound they will again be signed up for book delivery. Measurement tools include kindergarten entrance assessment results, DPIL baseline and follow-up surveys, and program registration databases. Funds may be used for the purchase of DPIL books, mileage, education material, coordination of services, and training costs.

5. *High-Quality Maintenance*

Partnership staff will provide quality maintenance services targeting four and five-star childcare facilities to maintain high quality. Quality maintenance services will be provided in the form of training and on-site technical assistance. Training may be provided on-site or as community learning events. Community learning events may include refreshments, topic related materials, site rental, and outside presenters. Partnership staff will provide early childhood education curriculum support and technical assistance using an appropriate assessment tool, such as the Environment Rating Scale and the Program Administration Scale. Based on assessment results, Partnership staff will work collaboratively with facility staff to develop quality improvement plans. Coaching and consultation will be provided in implementing strategies from the quality improvement plans and progress will be measured through post assessments. Facilities with service agreements may be provided materials, such as copies of the assessment tool. Additionally, facilities may receive a one-time bonus for achieving a specific goal. Facilities receiving Program Administration Scale support may receive a bonus for achieving 7 points in at least five of the 25 scale items as reflected in the post assessment an assessment score increase as documented through pre- and post-assessment. Smart Start funds will support a minimum of 4.0 FTEs, staff development, and travel.

6. *Kindermusik & Music Therapy Connection*

Kindermusik will provide one-on-one training and coaching in utilizing music in daily lesson plans by modeling during 7 weekly sessions for classes of at-risk pre-kindergarten children and their teachers. Each teacher and child will receive "ABC Music & Me" curriculum materials including a parent/child magazine with story and CD allowing parents and children to build upon classroom experiences. Preschool teachers/assistants will learn methods through observing all class presentations so that concepts and musical activities can be integrated into the teacher's daily lesson plans. The music professional/licensed Kindermusik Instructor will explore ideas and help develop activities with the preschool teacher utilizing music through numbers, shapes,

colors, and letters; explore ways to share music in the child's world in the classroom and at home; and may provide follow-up consultation with preschool teachers to explore ways of enhancing daily experiences with the children. Music Therapy will be provided through one-on-one training and mentoring to improve teacher practice by a contracted Music Therapist for special needs preschoolers at Dorothy Spainhour and special needs preschoolers in Early Intervention classes. If available, children ages 3 and 4 at Dorothy Spainhour may receive a Kindermusik home kit.

7. *Planning, Evaluation & Accountability*

Evaluation, Planning, and Accountability will coordinate policies, procedures, daily practices of service delivery which includes monitoring of in-house and direct service partner's activities and/or support for evaluation of the effectiveness of Partnership activities and contract agencies. The Vice President of Evaluation, Planning, and Accountability, with support from Data Management Technicians and an Administrative Specialist, will develop and maintain relationships with service providers and provide services critical to program accountability including (1) Collaboration/coordination with community partners; (2) Review progress of programs toward meeting programmatic goals and objectives outlined in the contract activity description; (3) Development, measurement and reporting of outputs/outcomes and related programmatic data; (4) Collection and dissemination of information on the local early childhood system; to assess child care quality, availability and affordability needs and resources to include family support and health needs and resources; (5) Provision of technical assistance to service providers and grantees regarding data collection and program management; (6) Prepare evaluation on progress made by each project and the Partnership, as a whole, in achieving goals, objectives, benchmarks and outcomes; (7) Researching evidence for effective program delivery; and (8) Implementation and maintenance of centralized information management/centralized database that helps identify gaps in services and opportunities for increased collaboration and funding. Contingent on funding contracted services such as temps, data management, and evaluation, consultants may be utilized. Multiple funding streams will be used to support the staffing, purchase of materials, and coordination of this activity.

8. *Professional Development Career Center*

Professional Development Career Center will provide professional development services and supports to early childhood professionals. ~~The Professional Development Career Center will provide professional development. Services will be provided in the forms of training and technical assistance~~ professional development support and structured learning events, such as, to include conferences and leadership academies for child care centers and family child care homes. ~~Conferences and leadership academies~~ may include refreshments, topic related materials, site rentals, and outside presenters. ~~Technical assistance will include the development of education plans~~ Professional development support may include and assistance in enrolling in credit-based courses. ~~F and financial assistance may be provided~~ to cover the cost of tuition, books, and activity fees. Additional supports may include the provision of educational materials, mentoring, tutoring, and education bonuses for the completion of three semester credits with a 3.0 or better grade point average. Smart Start funds will support the use of the activity management tools, fees associated with certifications/authorizations, a minimum of 4.0 FTEs, staff development, travel, and contracted services in the form of trainers and temps during identified times of need.

9. *The PFC Family Resource Center*

The PFC Family Resource Center (FRC) will provide a single point of entry to facilitate access to a suite of prevention and intervention services of increasing intensity for parents of children between prenatal and kindergarten entry. The FRC staff will screen parent needs and refer the right model to meet families' needs. The Nurturing Skills for Families Programs will be designed for at-risk parents and families experiencing mild to moderate levels of individual and family dysfunction. The Nurturing Parent Program for Parents and their Infants, Toddlers & Preschoolers will be offered to families referred for parenting education by Social Services or Family Court for child maltreatment. FRC will work with all community partners to bring

together resources and activities into an integrated service system that is accessible and responsive. FRC will conduct parenting education services based on the family-centered philosophy and family support principles to ensure that families are supported and strengthened through quality practice. FRC staff will maintain a directory of community services ~~to~~ for families. ~~and an online parenting workshop calendar.~~ Non-cash grants for books may be given to parents participating in the program. Staffing will include the Facility Operations Manager (up to .25 FTE), the Information Referral Assistant (1 FTE), Nurturing Parent Supervisor (1 FTE), and 2 Nurturing Parent Facilitators (2FTE). Training may be provided on-site or as community learning events and may include refreshments, topic related materials, site rental, and outside presenters. P&E hosts external meetings that involve the attendance of persons other than employees, such as the Family Resource Advisory Group. Food may be provided.

#### 10. *Program Coordination - Monitoring and Support*

The Program Coordination-Monitoring and Support activity will develop and maintain relationships with service partners and provide services critical to program accountability. This includes the monitoring of, and enforcement of compliance with, legislative mandates as well as, financial and programmatic monitoring of in-house and direct service partners. Grant monitoring is an involved, interactive, and proactive process that includes many activities, not just onsite monitoring visits to grant recipient locations. These include desktop monitoring, regular contact with recipient program staff, review of grant recipient reporting, and technical assistance visits. Annually, each DSP (excluding DSP with state contracts) participate in an onsite or desktop monitoring. The program monitoring staff will review programs to ensure that Smart Start requirements are being met and to assess how the program monitoring staff can provide the direct service partner with technical assistance. PFC uses a risk-based approach to prioritize monitoring activities by calculating an annual fidelity score of all DSPs (excluding DSP with state contracts). The score determines the frequency of desktop monitoring and the site visit. Each quarter, the program monitoring staff will request that the DSP upload specific data into GEMS Lite. A mandatory DSP in-service will be held at the beginning of each fiscal year for the Smart Start funded grantees where food may be provided. This activity will fund up to a .5 FTE Program Monitoring position and up to 1 minimum .5 FTE Fiscal Monitoring position which will provide the structure for monitoring direct service providers through formal and informal on-site visits. One FTE Grants Manager will be funded to ensure comprehensive monitoring of all CCR&R funded programs (Subsidy, PDCC, and QE, NC PreK) to comply with the guidelines as mandated. The Grants Manager will monitor ~~program effectiveness, strategies for service delivery,~~ fiscal/accounting accuracy, and maintenance of required documentation.

#### 11. *Quality Enhancement Grant*

Quality enhancement services will be provided to help 1-3 star facilities, temporary licensed, and GS110s attain a higher star rating. Services that address program quality will be provided in the forms of training and technical assistance. Partnership staff will provide technical assistance using an assessment tool, such as the Environment Rating Scale and the Business Administration Scale. Based on assessment results, Partnership staff will work collaboratively with facility staff to develop quality improvement plans. Coaching and consultation will be provided in implementing strategies from the quality improvement plans and progress will be measured through post assessments. Facilities with service agreements may be provided materials, such as copies of the assessment tool. Additionally, facilities may receive a one-time bonus for achieving a specific goal. Facilities receiving Environment Rating Scale support may receive a bonus for achieving a 4 or 5-star rating. Family Child Care Homes receiving Business Administration Scale support may receive a bonus for ~~achieving 7 points in at least three of the 10 scale items as reflected in the post assessment~~ an assessment score increase as documented through pre- and post-assessment. Smart Start funds will support a minimum of 2.5 FTEs, staff development, and travel.

12. *Reach Out and Read® (ROR)*

This activity will provide a Project Coordinator to partner with medical care practices to provide pre-literacy opportunities for children and their parents. The participating trained medical care providers will voluntarily incorporate Reach Out and Read (ROR), an evidence-based model, into young children's regular pediatric checkups or well-child visits. The medical care providers will implement ROR in their practices according to the National ROR guidelines. During each of the routine visits, children will receive a new, culturally- and developmentally-appropriate book to take home and read with their parents. The medical care providers will discuss the importance of reading, model reading a book aloud to the child, and encourage parent-child interactions as part of pre-literacy and language development. The program begins at the child's 6-month checkup and continues through age 5, with a special emphasis on children growing up in low-income communities. The medical care practice will display a literacy-rich waiting room area that reinforces the doctor's prescription to read. This activity will also ensure data collection for project evaluation. The medical provider and local partnership will work collaboratively to secure funds for book purchases during FY 15-16 and FY 16-17. Smart Start funds will be used to support the ROR Project Coordinator and may also be used to develop a literacy-rich waiting area, assist with the collection of data, purchase children's books and monitor clinics to ensure model fidelity.

**A. Planning, Assumptions and Strategic Priorities\***

The Planning Assumptions and Strategic Priorities were reviewed and approved by Board in February of 2017. During the review at the October 10<sup>th</sup> meeting, the consensus was that the planning assumptions and strategic priorities were still very valid.

**B. 2018-21 Three Year Plan\***

During the August and October meetings, the Planning and Evaluation Committee reviewed and reflected on the following question: What can we come away with, and how do we move forward? "Does this plan still hold true?" "Is there any aspect that needs to be adjusted?" After much discussion, the following revisions were made. The committee recommended the following changes to the Goals, Objectives, and Strategies for 2018-2021.

2018-2021 Strategic Goals, Objectives & Strategies		
Goal Area	Objectives	Strategies
<b>Organizational Development</b>  <b>Internal Capacity To Realize Its Mission And Achieve Greater Impact</b>	<b>Board and Leadership:</b> Deepened management and staff awareness, understanding, knowledge, capacity, and involvement within and across organizational areas.	<b>Succession Plan:</b> Develop and adopt a written <b>Succession Plan</b>
		<del>Strategic Plan: Develop and adopt a written 3-year strategic plan (2016/17, 2017/18 &amp; 2018/19) including the organization's vision, mission, values, goals, and priorities, and the actions needed to accomplish the mission.</del> <b>Convene key partners to take on specific roles in supporting the implementation of the plan.</b>
		<b>Board Composition and Structure: Transition to a new Board structure with a date for full implementation (calendar year/fiscal year), plus a communications plan about the change</b>
		<b>PFC Strengthening Initiative:</b> Enhance the governance and executive leadership capacity of the Partnership
	<b>Backbone Support:</b> Has the resource and skills to be the backbone	Operations (Run Internal Process) Financial (Manage Resources) Learning and Growth (Develop Personnel)

2018-2021 Strategic Goals, Objectives & Strategies		
Goal Area	Objectives	Strategies
	organization dedicated to coordinating the various dimensions and collaborators involved in the School Readiness Initiative PFC, as the backbone organization, to coordinate & oversee implementation of the plan.	
<b>Engagement</b>  <b>Families and Communities Play a Leading Role</b>	<b>Unique &amp; Positive Brand:</b> PFC is recognized as a credible source on the school readiness issue.	<b>Strategic Communication:</b> Ensure a consistent understanding of the vision for improving outcomes for children beginning at birth throughout the community. This includes using multiple methods to communicate the message appropriately to different audiences. Communicate and build awareness around the importance of and progress being made in early childhood education.
		<b>Child Promotion:</b> Child (find) promotion strategies are collaboratively conducted to identify children birth to five. <del>(Instead of child find which is deficit-based, used child promotion to convey the “in thing” for parents to participate in.</del>
	<b>Cross-Sector Engagement:</b> Representation from key sectors such as education, non-profit, philanthropic, business, civic and community leaders needed to develop and implement the vision to which the Partnership and community hold themselves accountable for achieving.	<b>Mobilizing Resources for Impact</b> – Stakeholders time, talent, and treasure are aligned & mobilized towards improving overall community level outcomes/indicators including the redirecting or initiation of resources including knowledge, time, volunteers, skills, financial contributions or other in-kind services and toward improving a common outcome.
	<b>Public and Political Will:</b> Unifying advocacy voices by bringing together individuals, groups, or organizations who agree on a particular issue or goal	<b>Constituency Support Base Growth:</b> Increase in the number of individuals who can be counted on for sustained advocacy or action on an issue. <b>Policy &amp; Advocacy Alignment:</b> <del> Policymakers educated about the impact of early childhood initiatives, the need to coordinate these services, and their positive effects on our community</del> Enable policy and advocacy to catalyze and scale progress
<b>Investment &amp; Sustainability:</b> Increased public-sector investments in children and families and improve the policies	<b>Fundraiser:</b> The Partnership for Children of Cumberland County (PFC) hosts Soirée, our signature fundraiser, on or around the first weekend of March. Raise \$175,000 <b>Shared Services:</b> Strategically expand high-quality, high-value, shared services to maximize funding toward our	

2018-2021 Strategic Goals, Objectives & Strategies		
Goal Area	Objectives	Strategies
	that govern those investments	<p><b>core mission.</b></p> <p><b>Funder’s Collaborative:</b> Work with funders to establish common grant-making criteria that are research-based and address verified, priority needs in the community <b>and help bring catalytic funding to the effort.</b></p>
<p><b>Strengthen Partnerships</b></p> <p><b>An Innovative and Connected System</b></p>	<p><b>Strengthen The Early Childhood Continuum Of Care:</b> Strengthened and sustained regional and local coalitions to address early childhood system-wide issues and interagency collaboration.</p>	<p><b>Collaboration &amp; Alignment:</b> A comprehensive, strategic approach to program design, implementation, financing, or measurement of results. <b>Strengthen community-based decision making with respect to resource allocation and early childhood service delivery systems.</b></p>
		<p><b>Partnerships &amp; Alliance:</b> Convene local stakeholders to expand the work of existing or launch new public-private partnerships at the community level to integrate improved services and make expanded birth to five investments (<i>ABCD Workgroup, Autism Collaborative, Family Resource Center Advisory Team, Child Care Resource and Referral Advisory Workgroup, Forward March Conference, Living in the New Normal, and Behavioral Health Professional Association</i>)</p>
		<p><b>Protective Factors Framework:</b> Scaling of evidence-based parent/caregiver-engagement models that increase family protective factors in ECE settings, family support, and related systems.</p>
		<p><b>Community Level Outcomes:</b> <del>Community-level outcomes are selected to ensure accountability to the community.</del> <b>Adopt community-wide dashboards with measures across birth to 3<sup>rd</sup> grade</b></p>
<p><b>Manage And Coordinate Stakeholder Information:</b> Maintain an integrated performance management approach that uses long-term goals in parallel with tracking indicators and annual performance goals</p>	<p><b>Quality Assurance:</b> <b>Build analytic, research and continuous improvement capability</b></p>	<p><b>Data Collection &amp; Sharing:</b> Expand PFC’s evaluation activities to work with other public and community agencies to support the focus on shared outcomes. <b>Build data sharing infrastructure to coordinate services and inform action</b></p>
		<p><b>Evidenced Based TA Model - TAP – IT Data-Informed Decision Making Process &amp; Technical Assistance Approach:</b> Utilize the evidenced-based TAP-IT model to deepen management and staff awareness, understanding, knowledge, capacity, and involvement with planning and evaluation.</p>
		<p><b>Cross-Service System Professional Development:</b> Fund/oversee/support or advocate for evidenced-informed cross-service system training opportunities to increase access, diversify delivery methods, and improve the knowledge base and strategy utilization for increased family involvement</p>
<p><b>Enhanced Individual and Community Capacity:</b> Build the capacity of organizations to achieve mission-driven results</p>		

2018-2021 Strategic Goals, Objectives & Strategies		
Goal Area	Objectives	Strategies
<b>Programs</b>  <b>High-Quality Opportunities for All Children</b>	<b>Advance Children's Well-Being:</b> Prepare children socially, emotionally, physically and intellectually to enter kindergarten ready to succeed.	<b>Developmental Screenings:</b> Continue to strengthen cross-system coordination for developmental screening across primary health care, child care/early learning, parent education, and home visitation
		<b>Young Child Mental Health Professionals:</b> Increase the number of trained professionals in infant and young children mental health
	<b>Empower Families:</b> Preventive and intervention services are accessible and meet a range of family needs.	<b>Positive Parenting Practices:</b> Partners with community partners to adopt policies and practices that are proven effective in building family Protective Factors e.g., integration into community systems, contracts, and services.
		<b>Children's Pre-Reading Skills:</b> Institutionalize language and literacy activities county-wide and use this issue as a point of entry for discussion on other domains of school readiness
	<b>Raise the Quality of Early Care and Education:</b> Early care and education programs and providers are linked to the overall service system and community resources.	<b>High-Quality Early Care and Education:</b> Invest in service delivery strategies and policy directions grounded in culturally effective, evidence-based practices that produce positive changes in children and families, are measurable, cost-effective, and sustainable
		<b>Kindergarten Transition:</b> Bridge the Pre K and Elementary divide by aligning pre-K and kindergarten curriculum, standards and teacher expectations
	<b>Enhanced ECE Workforce:</b> Increased pool and retention of qualified early educators	<b>Early Educators Education Level:</b> <b>Recruit and retain high-quality early educators</b>
		<b>Compensation, Benefits, And Turnover Of Early Educators:</b> Improve compensation to support recruitment and retention of highly-qualified and well-prepared early educators

**INFORMATION**

**1. Community Child Abuse Prevention Plan – (See Attached Document)**

The Planning and Evaluation Committee reviewed the Community Child Abuse Prevention Plan. This plan is a culmination of work over the last four years by the PFC-led SOAR Team. The Committee recommends supporting the Community Child Abuse Prevention Plan.