

Reaching Out to All Children in North Carolina



Summary of Efforts by Local Smart Start
Partnerships to Locate Children Aged 0-5 Who
Are Not in Regulated Child Care

**A Report by the Smart Start Evaluation Team
Fall 2001**

Frank Porter Graham Child Development Center, UNC - Chapel Hill

Reaching Out to All Children in North Carolina: Summary of Efforts by Local Smart Start Partnerships to Locate Children Aged 0-5 Who Are Not in Regulated Child Care

© Fall 2001 FPG Child Development Center

Karen Taylor, Kathleen Bernier, Donna Bryant, Satsuki Scoville, and Joy Sotolongo.

Smart Start Evaluation Team
Frank Porter Graham Child Development Center
University of North Carolina at Chapel Hill



For additional copies of this and other Smart Start evaluation reports, visit our web site at www.fpg.unc.edu/smartstart or contact Marie Butts at (919) 966-4295.

400 copies of this document were printed at a cost of \$384.95, or \$0.96 per copy.

Introduction

The purpose of this study was to find out how local Smart Start partnerships across North Carolina are addressing the needs of children 0-5 who are not participating in regulated child care, preschool or Head Start programs. Smart Start has a charge to help all North Carolina's children enter school healthy and ready to succeed. Local partnerships also have the flexibility to develop services that are specific to the needs of their families with young children. Many Smart Start efforts are focused on regulated home and center-based child care, public preschool, and Head Start because larger numbers of children can be reached through these settings. However, many children are not enrolled in such programs. Therefore, many partnerships have tried a variety of strategies to find out about the children not in regulated care and to develop services and programs to fit their needs.

Information from the 2000 Census and state data sources indicate that 24% of North Carolina's 695,028 children aged 0-5 participate in regulated child care (DCD, NC State Data Center, 2001). The percent of children participating in child care, or other early educational experiences outside of their homes, increases with the age of the child. In other words, a higher percentage of 4 year olds are in out-of-home care than are infants. Although no state data source provides this information, national studies estimate that 53% of all 3 and 4 year old children are enrolled in early childhood programs (Halle, 2000). A recent report from the US Dept. of Education (West, 1998) shows that nationally, 69% of children attend center-based care the year prior to enrollment in kindergarten. The report also notes that children from homes where English is not the primary language are less likely to have attended a center-based program the year before starting kindergarten. Another report from the US Department of Education (West, 1995) finds that the children less likely to be in center-based care prior to kindergarten are those from families with lower incomes, and from families where the mother's educational level is high school or less. The report states that 62% of children whose mothers have less than a high school education do not receive regular care from someone other than their parent prior to kindergarten, while 22% of children whose mothers have graduate or professional degrees do not receive regular care from someone other than a parent.



A recent study of North Carolina's kindergartners (Maxwell, et al, 2000) reported that 38% of children from lower-income families had very low scores on a language measure, vs. 6% of children from higher-income families. Also, 37% of children from lower-income families had very low scores on measures of early math skills vs. 9% of children from higher-income families. This information has made local partnerships aware of the fact that many of the children who are most in need of early educational experiences are least likely to receive those services.

In July of 2001 there were 8,766 regulated child care programs in North Carolina (DCD 7/01), which includes 3,157 centers, some preschool programs and some Head Start programs, and 5,609 regulated family child care homes. These figures should be used to get an overall picture of child care in North Carolina, keeping in mind that the numbers change slightly each month as facilities open, close, or change licensing status. The range in number of facilities per county mirrors the population figures for children 0-5 in the county: Tyrell County has 3 facilities and Mecklenburg County has 918. Appendix A contains a complete list of counties, their 0-5 population, the percentage of children under 18 in poverty, the number of facilities, and percentage of children enrolled in licensed care.

The proportion of children in regulated care also varies by county within North Carolina so that each county faces different challenges and opportunities for serving its 0-5 population. In 38 of North Carolina's 100 counties, less than 20% of the children 0-5 participate in regulated child care. The percentage of children in regulated care varies from 62% in Swain County to 8% in Camden County. Even though this difference seems large, only 2 counties have fewer than 10% of children in regulated care, and only 1 county has more than 40% of its children in regulated care. The majority of counties (53) have between 20-29% of children in regulated care, and more than one third of the counties have between 10-19% in regulated care. Less than 10% of the counties have between 30-39% in regulated care (see Appendix A).



Local partnerships have undertaken various efforts to obtain information from parents and other community sources to answer the following types of questions. What early educational experiences are those children having who are not participating in early educational programs? What quality of care are they receiving? Is this care helping to prepare them for success in kindergarten and in later life? How can we communicate with families of young children who are not participating in regulated care so we can learn about types of services that might best meet their needs? The main purpose of this study was to learn more about the methods that local partnerships use to identify children who are not being served by early childhood programs.

Methods

We surveyed local partnerships in the spring of 2001 about strategies they had used during the past two years. The survey instrument listed several strategies and asked respondents to tell whether or not they had used each strategy, when they had used it, and how helpful the strategy had been (see Appendix B). Partnerships were asked how they used the information that they gathered, and how they contacted families to gain information. Partnerships were also asked to comment on their efforts. A complete list of partnerships that responded and the strategies that they used can be found in Appendix C.

Results

Of the 82 Smart Start partnerships, 68 (83%) completed the survey. Sixty partnerships (73% of all partnerships) have used at least one strategy. Table 1 lists the variety of different outreach strategies that have been used and the number and percentage of respondents that used each strategy, and the mean helpfulness rating. Among the most frequently used strategies were talking with parents at community fairs (44%) or in focus groups (43%), and interviewing community leaders (37%). There was little difference in the perceived helpfulness of the various strategies, although home visiting or door-to-door canvassing and surveying families in specific target groups (e.g., Hispanic families, families in isolated areas) were two of the most highly rated strategies.



Table 1: Partnership Outreach Strategies

| Strategies used by Smart Start Partnerships to find out about families who have children 0-5 who are not participating in regulated child care | Partnerships who used the strategy (N=68) | | Average helpfulness rating (1= not helpful; 2=somewhat helpful; 3=very helpful) |
|---|---|---------|--|
| | Number | Percent | |
| 1. Reaching parents at community fairs to find children not in licensed or regulated care | 30 | 44% | 2.32 |
| 2. Conducting focus groups in specific communities such as remote areas of the county or with special populations such as Spanish-speaking families, families in public housing, etc. | 29 | 43% | 2.46 |
| 3. Interviewing community leaders and using community/neighborhood leaders to collect information from parents of children 0-5 | 26 | 38% | 2.42 |
| 4. Surveying parents of entering kindergartners to find out if they have younger children and what kinds of out-of-home care those children receive | 25 | 37% | 2.35 |
| 5. Home visiting or door to door canvassing such as visiting the family of every newborn or visiting everyone in a particular neighborhood | 22 | 32% | 2.53 |
| 6. Surveying individual parents in target groups such as Hispanic families, those in isolated areas, those whose children have special needs or risk factors, etc. | 18 | 26% | 2.56 |
| 7. Mapping or identifying neighborhoods, then contacting families to find out where children under 6 live and which children are not enrolled in licensed/regulated care | 11 | 16% | 2.42 |
| 8. Contacting families through their participation in a faith-based organization (church, synagogue, etc.) to find out about children not enrolled in licensed/regulated care | 11 | 16% | 2.44 |
| 9. Contacting families through their medical provider and/or the health department to find out about children not in enrolled in licensed/regulated care | 10 | 15% | 2.11 |
| 10. Using addresses from birth certificates to contact families and find out about children not enrolled in licensed/regulated care | 4 | 6% | 2.33 |
| 11. Other community outreach efforts, such as interviewing recipients of services from other agencies | 8 | 12% | 2.50 |



In total, 194 outreach efforts have been launched over the past two years by 60 partnerships with an average of 2.9 or 3 efforts per partnership (see Figure A). The number of strategies used did not differ for large versus small counties (as measured by 0-5 population) or by the percentage of children in regulated care in the county. Partnerships could have used several strategies simultaneously in order to get as complete information as possible for planning or improving educational opportunities for children. For example, a partnership could have gotten information from medical providers at the same time they were also conducting focus groups in specific neighborhoods. The survey did not capture information about what combination of strategies generated the most useful information. Future research could address this issue.

Figure A: Partnerships and Number of Strategies

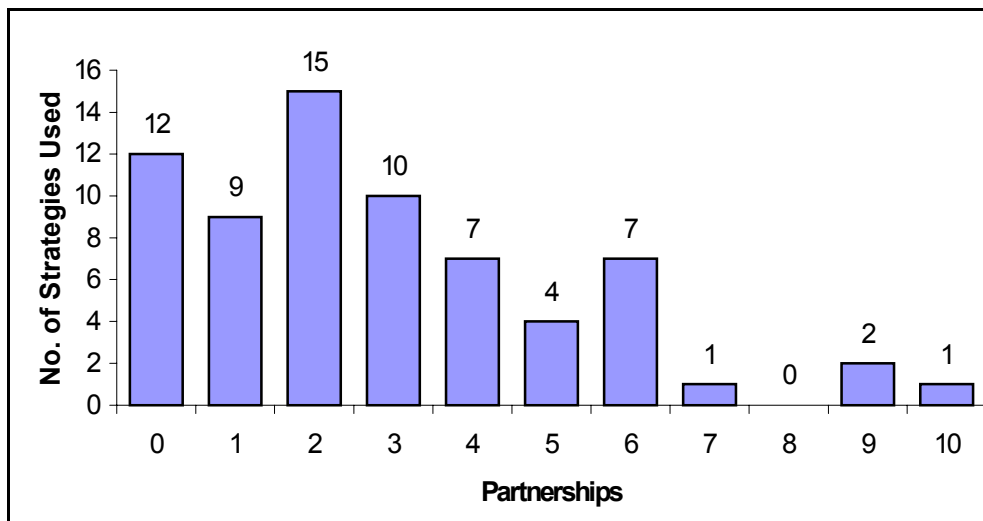


Table 2 shows a summary of how partnerships used the information that they gathered. Almost half of the partnerships used the opportunity to contact families by phone, mail, or in person to give them information about local services. About one third of the partnerships asked families about specific needs of their child. Several partnerships (25%) did not use the information they gathered to contact individual families, but used the information to plan for future services. Some partnerships (15%) shared the information with other county agencies in order for them to provide improved or expanded service. All partnerships thought that their efforts were worthwhile.

Table 2: Partnership Use of Information Gathered Through Child Find Efforts

| How have you used the information you collected about children and families? | Respondents (N=68) | |
|--|-----------------------|---------|
| | Number | Percent |
| Contacted families to tell them about available services | 26 | 38% |
| contacted by mail to tell them about available services | 20 | 29% |
| contacted by phone to tell them about available services | 12 | 18% |
| contacted in person to tell them about available services | 15 | 22% |
| Asked families what needs they have for their child's early education experience | 21 | 31% |
| asked about early education needs by mail | 10 | 15% |
| asked about early education needs by phone | 8 | 12% |
| asked about early education needs in person | 13 | 19% |
| Did not contact families, but used the information gathered to develop a plan to serve more children in our county | 17 | 25% |
| Did not contact families, but shared the information with other agencies in order for them to expand or improve the services that they provide | 10 | 15% |
| Did not find the data to be helpful | 0 | 0% |



Summary

With an average of 24% of children 0-5 participating in regulated child care, local Smart Start partnerships are faced with an enormous challenge if they are to provide educational opportunities and appropriate services to prepare all children for success in school. Even though the majority of children nationwide (69%) have some early care or educational experience prior to kindergarten, many of them receive it when they are four. A large portion of children do not participate in formal early educational experiences and those children are most likely to be from low-income families. We also know that children from low-income families are less prepared for kindergarten than other children. In order to meet their Smart Start mission of serving all children 0-5, partnerships need to locate children, and particularly low-income children, who are not participating in early educational programs and provide services that their families will use. The difficulty of locating children who are not participating in early care programs is compounded by the fact that no existing record keeping system tracks children before they enter school. Birth records are the only data source for every child under 5, and using birth records to locate children has not proven to be very effective for partnerships. Many children never reside at the address on their birth certificate, and many more move during their first few years.

Even with these challenges, Smart Start partnerships are making good efforts to locate children who are not in regulated child care. On average, partnerships have used 3 different strategies to get information from and to families. Often these efforts have occurred simultaneously. For example, when conducting a needs assessment, a partnership might survey random families who attend a community fair and conduct focus groups with specific populations that they want to be sure to reach. The information from both data gathering efforts can then be considered when planning for future services. Several partnerships have planned to either collect information with other county agencies or have plans to share data that have been gathered with other agencies to improve other county services.

In general all types of strategies that Partnerships have used to find information about children not in regulated care were considered to be helpful, with surveying individuals in the target



group and home visiting being rated as most effective. Contacting families through medical providers, community fairs, or by using addresses from birth certificates, were rated as less helpful. Often these strategies result in samples that are not representative of either the community as a whole, or of a specific population that the partnership would like to know more about. Familiarity with various neighborhoods and communities within the county, gives partnership staff general knowledge of which families are not participating in regulated child care, and where they might be located. Partnership staff often hope to discover why specific groups of families are not using regulated child care, and what kinds of early education experiences they would like for their children. For example, a partnership might find that parents in a particular Spanish-speaking community would only use child care services that were provided within the community by someone who spoke Spanish. Another partnership might find that a particular public housing community cannot access current services unless daily transportation is provided for their children.

One recommendation derived from these findings is that partnerships contemplating the use of a particular strategy should contact partnerships that have used the strategy and discuss potential problems and recommendations. We have included in Appendix C a listing of all strategies used by each partnership as a reference. However, survey results indicated that the most useful information was gathered by targeting specific groups whose location and make-up are unique to each partnership. Opinions vary as to what the scope of information to be obtained from families should be. One partnership thought that “family needs surveys, if used, should be narrowly bound to specific needs and services that we could reasonably expect to address with known funding sources. Generally, they should be limited to child care and health insurance for children.” Another partnership thought that “the purpose of collecting surveys from parents was to determine unmet needs overall. Child care was a component of a larger needs assessment.” One partnership recommended door to door interviews as being “very effective in gathering and disseminating information.”

Targeting specific populations, like the Hispanic population, was noted as useful to several partnerships. Partnerships who are seeking information about the same target group can contact



those partnerships who have already gathered information to get advice about effective methods of communication and recruitment of that population. It may also be useful to contact other human service agencies in the county to see if one set of data gathering strategies can be used by (and funded by) more than one agency.

Many partnerships have not had the funds, expertise, or time to conduct an effort to locate and determine the needs of children and families who are not participating in regulated child care. Some have addressed the mission of reaching all children through public awareness campaigns. One partnership reported: “Rather than focusing on getting feedback from families, we have focused on getting as much information about available services to all families in the community so they will be able to make choices about child care, parenting, and other services they might want or need. With special populations, we’ve made efforts to give this information to parents in a one-on-one or small group format.” Another partnership stated that they would like to place more effort on strategies to find children not in care, but in the meantime, “our public awareness campaign has gotten word about our services out to thousands of people in the county. We have received many requests for information from stay-at-home parents.”

Finding children not in regulated care and developing services for them in order to prepare all children for success in school will continue to be a challenge for Smart Start partnerships. Much progress has been made in determining how to find children and families, and to find out what they would like and need, but there is still the issue of knowing how to best provide services with the resources available to local partnerships. The most effective efforts for finding and serving young children who have previously not participated in early educational programs will likely include collaboration with local agencies such as school systems, family resource centers, and housing authorities who may have additional resources to supplement limited Smart Start funds.



References and Resources

Halle, T., Zaff, J., Calkins, J., & Margie, N.G. (2000). *Background for community-level work on school readiness: A review of definitions, assessment, and investment strategies*. Copyright Child Trends, Final Report to the Knight Foundation.

Maxwell, K.L., Bryant, D.M., Ridley, S.M., & Keyes-Elstein, L. (2001). *North Carolina's kindergartners & schools: Summary report*. Chapel Hill: University of North Carolina, Frank Porter Graham Child Development Center.

NC Division of Child Development, 319 Chapanoke Road, Suite 120, Raleigh, NC 27603
919-662-4499 or 1-800-859-0829, <http://www.dhhs.state.nc.us/dcd/>

NC Partnership for Children, 1100 Wake Forest Road, Raleigh, NC 27604, 919-821-7999,
<http://www.smartstart-nc.org/>

NC State Data Center – Census Information, <http://census.state.nc.us/>

US Census 2000, <http://www.census.gov/dmd/www/2khome.htm>

West, J, Denton, K, & Cermino-Hausken, E.U.S. (1998). Department of Education. National Center for Education Statistics. *America's kindergartners: Findings from the early childhood longitudinal study, kindergarten class of 1998-99, fall 1998* (NCES 2000-070). Washington, DC.

West, J, Wright, D., & Cermino-Hausken, E.U.S. (1995). Department of Education. National Center for Education Statistics. *Child care and early education program participation of infants, toddlers, and preschoolers, October 1995* (NCES-95-824). Office of Educational Research and Improvement.



Appendix A: County Information

All counties in NC and their 0-5 populations (2000 US Census), percent of population in poverty under 18 (1995 US Census Household Survey), Number of child care facilities (DCD, 7-01), and percent of children 0-5 in regulated care (DCD enrollment 7/01/2000, US Census 0-5 pop).

| County | 0-5 population | Percent <18 in poverty | Number of child care facilities | Percent of children 0-5 in regulated child care |
|---------------|----------------|------------------------|---------------------------------|---|
| Totals | 695,028 | 19.6 | 8766 | 24% |
| Alamance | 10,998 | 13.9 | 118 | 25% |
| Alexander | 2,988 | 13.4 | 27 | 20% |
| Alleghany | 700 | 21.9 | 11 | 24% |
| Anson | 2,042 | 27.6 | 78 | 28% |
| Ashe | 1,722 | 22.5 | 25 | 25% |
| Avery | 949 | 22.3 | 10 | 38% |
| Beaufort | 3,434 | 27.9 | 46 | 22% |
| Bertie | 1,501 | 35.3 | 24 | 31% |
| Bladen | 2,810 | 29.0 | 32 | 20% |
| Brunswick | 5,040 | 24.0 | 73 | 19% |
| Buncombe | 15,106 | 18.9 | 175 | 24% |
| Burke | 7,648 | 16.8 | 65 | 18% |
| Cabarrus | 12,491 | 11.9 | 78 | 20% |
| Caldwell | 6,228 | 17.6 | 96 | 21% |
| Camden | 563 | 17.1 | 4 | 8% |
| Carteret | 3,520 | 19.9 | 32 | 24% |
| Caswell | 1,715 | 20.5 | 13 | 16% |
| Catawba | 11,907 | 13.7 | 95 | 26% |
| Chatham | 4,032 | 12.4 | 95 | 14% |
| Cherokee | 1,757 | 27.6 | 11 | 19% |
| Chowan | 1,070 | 28.2 | 11 | 26% |
| Clay | 465 | 23.3 | 4 | 17% |
| Cleveland | 8,216 | 18.3 | 110 | 19% |
| Columbus | 4,809 | 31.5 | 62 | 25% |
| Craven | 8,143 | 22.2 | 110 | 21% |
| Cumberland | 31,480 | 21.7 | 492 | 28% |
| Currituck | 1,366 | 16.2 | 20 | 15% |
| Dare | 1,837 | 11.2 | 40 | 26% |
| Davidson | 11,916 | 15.1 | 165 | 24% |
| Davie | 2,881 | 9.7 | 28 | 18% |



| County | 0-5 population | Percent <18 in poverty | Number of child care facilities | Percent of children 0-5 in regulated child care |
|---------------|-----------------------|----------------------------------|--|--|
| Duplin | 4,894 | 25.8 | 51 | 19% |
| Durham | 18,548 | 19.1 | 493 | 39% |
| Edgecombe | 4,524 | 31.5 | 127 | 30% |
| Forsyth | 26,271 | 17.6 | 267 | 26% |
| Franklin | 4,007 | 20.8 | 21 | 16% |
| Gaston | 15,289 | 17.5 | 130 | 24% |
| Gates | 767 | 22.3 | 16 | 14% |
| Graham | 616 | 29.9 | 11 | 22% |
| Granville | 3,632 | 18.1 | 56 | 17% |
| Greene | 1,887 | 23.6 | 24 | 24% |
| Guilford | 35,547 | 18.2 | 460 | 28% |
| Halifax | 4,398 | 36.9 | 50 | 21% |
| Harnett | 9,320 | 21.9 | 112 | 17% |
| Haywood | 3,697 | 21.0 | 40 | 26% |
| Henderson | 6,363 | 18.9 | 67 | 17% |
| Hertford | 1,660 | 36.4 | 33 | 34% |
| Hoke | 4,236 | 25.7 | 55 | 11% |
| Hyde | 360 | 40.8 | 5 | 18% |
| Iredell | 11,483 | 13.6 | 86 | 17% |
| Jackson | 2,170 | 23.0 | 33 | 22% |
| Johnston | 13,220 | 18.7 | 147 | 20% |
| Jones | 815 | 27.3 | 10 | 20% |
| Lee | 4,623 | 20.1 | 79 | 24% |
| Lenoir | 5,139 | 29.3 | 78 | 29% |
| Lincoln | 5,654 | 15.8 | 36 | 19% |
| Macon | 3,395 | 22.2 | 25 | 13% |
| Madison | 2,072 | 24.9 | 10 | 9% |
| Martin | 1,529 | 28.6 | 39 | 39% |
| McDowell | 2,062 | 15.8 | 33 | 18% |
| Mecklenburg | 64,954 | 17.0 | 918 | 29% |
| Mitchell | 1,011 | 19.8 | 13 | 20% |
| Montgomery | 2,414 | 23.8 | 14 | 16% |
| Moore | 5,767 | 18.5 | 114 | 27% |
| Nash | 7,167 | 20.6 | 102 | 22% |
| New Hanover | 11,885 | 22.1 | 213 | 35% |
| Northampton | 1,594 | 35.8 | 13 | 22% |



| County | 0-5 population | Percent <18 in poverty | Number of child care facilities | Percent of children 0-5 in regulated child care |
|---------------|-----------------------|----------------------------------|--|--|
| Onslow | 14,737 | 20.0 | 215 | 16% |
| Orange | 7,805 | 12.7 | 136 | 25% |
| Pamlico | 733 | 25.7 | 21 | 26% |
| Pasquotank | 2,647 | 29.0 | 54 | 26% |
| Pender | 3,240 | 24.5 | 51 | 12% |
| Perquimans | 697 | 33.9 | 8 | 18% |
| Person | 2,951 | 18.0 | 62 | 14% |
| Pitt | 11,068 | 27.4 | 162 | 25% |
| Polk | 1,299 | 12.8 | 5 | 10% |
| Randolph | 11,495 | 13.3 | 68 | 16% |
| Richmond | 4,049 | 26.7 | 41 | 29% |
| Robeson | 12,703 | 33.0 | 137 | 25% |
| Rockingham | 7,140 | 19.1 | 60 | 24% |
| Rowan | 10,913 | 16.8 | 89 | 20% |
| Rutherford | 4,898 | 19.9 | 50 | 16% |
| Sampson | 6,076 | 26.2 | 74 | 21% |
| Scotland | 3,254 | 28.3 | 72 | 28% |
| Stanly | 4,842 | 16.0 | 69 | 24% |
| Stokes | 3,750 | 13.8 | 32 | 14% |
| Surry | 6,053 | 17.5 | 85 | 26% |
| Swain | 921 | 33.5 | 15 | 62% |
| Transylvania | 1,894 | 21.2 | 10 | 20% |
| Tyrrell | 258 | 34.4 | 3 | 19% |
| Union | 13,820 | 13.7 | 84 | 16% |
| Vance | 3,907 | 29.1 | 70 | 25% |
| Wake | 60,124 | 11.1 | 591 | 26% |
| Warren | 1,383 | 35.7 | 28 | 16% |
| Washington | 1,081 | 30.3 | 46 | 22% |
| Watauga | 2,151 | 16.5 | 31 | 28% |
| Wayne | 10,661 | 23.5 | 113 | 25% |
| Wilkes | 5,212 | 19.2 | 60 | 18% |
| Wilson | 6,448 | 29.2 | 56 | 31% |
| Yadkin | 3,266 | 15.6 | 30 | 16% |
| Yancey | 1,248 | 24.3 | 7 | 12% |



Appendix B: Survey Questions About Strategies

FINDING OUT ABOUT THE NEEDS OF CHILDREN/FAMILIES NOT IN LICENSED/REGULATED CARE

Please think back over the past 2 years – Fiscal Year 99-00 and Fiscal Year 00-01-- and complete the following charts (#7-#8).

| 7. STRATEGY USED IN FY 99-00 OR FY 00-01 TO FIND OUT ABOUT NEEDS OF CHILDREN / FAMILIES NOT IN LICENSED/REGULATED CARE | USED & WHEN. Check one. If Used, specify When (ex., Fall 00) | HELPFUL STRATEGY? Check one. | | |
|--|---|--|---|---|
| a) Mapping or identifying neighborhoods, then contacting families to find out where children under 6 live and children not enrolled in licensed/regulated care | <input type="checkbox"/> Not Used <input type="checkbox"/> Used, When? _____ | <input type="checkbox"/> Very Helpful <input type="checkbox"/> Somewhat Helpful <input type="checkbox"/> Not Helpful | | |
| b) Using addresses from birth certificates to contact families and find out about children not enrolled in licensed/regulated care | <input type="checkbox"/> Not Used <input type="checkbox"/> Used, When? _____ | <input type="checkbox"/> Very Helpful <input type="checkbox"/> Somewhat Helpful <input type="checkbox"/> Not Helpful | | |
| c) Organizing community outreach efforts in remote areas of the county or with special populations such as Spanish-speaking families, families in public-housing, etc. | <input type="checkbox"/> Not Used | | | |
| <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> What types of outreach to find children not enrolled in licensed/regulated care? (Check ALL that apply) i. <input type="checkbox"/> Focus groups with families, providers, neighborhoods, community leaders ii. <input type="checkbox"/> Individual interviews with families iii. <input type="checkbox"/> Using community / neighborhood leaders to collect information iv. <input type="checkbox"/> Community fairs to find children not in lic/reg care v. <input type="checkbox"/> Other (specify) _____ </td> <td style="width: 50%; vertical-align: top;"> For each type of outreach used, specify area or type of special population i. _____ ii. _____ iii. _____ iv. _____ v. _____ </td> </tr> </table> | What types of outreach to find children not enrolled in licensed/regulated care? (Check ALL that apply) i. <input type="checkbox"/> Focus groups with families, providers, neighborhoods, community leaders ii. <input type="checkbox"/> Individual interviews with families iii. <input type="checkbox"/> Using community / neighborhood leaders to collect information iv. <input type="checkbox"/> Community fairs to find children not in lic/reg care v. <input type="checkbox"/> Other (specify) _____ | For each type of outreach used, specify area or type of special population i. _____ ii. _____ iii. _____ iv. _____ v. _____ | i. <input type="checkbox"/> Used, When? _____ ii. <input type="checkbox"/> Used, When? _____ iii. <input type="checkbox"/> Used, When? _____ iv. <input type="checkbox"/> Used, When? _____ v. <input type="checkbox"/> Used, When? _____ | i. <input type="checkbox"/> Very Helpful <input type="checkbox"/> Somewhat Helpful <input type="checkbox"/> Not Helpful ii. <input type="checkbox"/> Very Helpful <input type="checkbox"/> Somewhat Helpful <input type="checkbox"/> Not Helpful iii. <input type="checkbox"/> Very Helpful <input type="checkbox"/> Somewhat Helpful <input type="checkbox"/> Not Helpful iv. <input type="checkbox"/> Very Helpful <input type="checkbox"/> Somewhat Helpful <input type="checkbox"/> Not Helpful v. <input type="checkbox"/> Very Helpful <input type="checkbox"/> Somewhat Helpful <input type="checkbox"/> Not Helpful |
| What types of outreach to find children not enrolled in licensed/regulated care? (Check ALL that apply) i. <input type="checkbox"/> Focus groups with families, providers, neighborhoods, community leaders ii. <input type="checkbox"/> Individual interviews with families iii. <input type="checkbox"/> Using community / neighborhood leaders to collect information iv. <input type="checkbox"/> Community fairs to find children not in lic/reg care v. <input type="checkbox"/> Other (specify) _____ | For each type of outreach used, specify area or type of special population i. _____ ii. _____ iii. _____ iv. _____ v. _____ | | | |
| d) Visiting or contacting families after the birth of a child and tracking each child's early care experiences | <input type="checkbox"/> Not Used <input type="checkbox"/> Used, When? _____ | <input type="checkbox"/> Very Helpful <input type="checkbox"/> Somewhat Helpful <input type="checkbox"/> Not Helpful | | |
| e) Surveying parents of entering kindergartners to find out if they have younger children and what kinds of out-of-home care those children receive | <input type="checkbox"/> Not Used <input type="checkbox"/> Used, When? _____ | <input type="checkbox"/> Very Helpful <input type="checkbox"/> Somewhat Helpful <input type="checkbox"/> Not Helpful | | |
| f) Contacting families through their participation in a faith-based organization (church, synagogue, etc.) to find out about children not enrolled in licensed/regulated care | <input type="checkbox"/> Not Used <input type="checkbox"/> Used, When? _____ | <input type="checkbox"/> Very Helpful <input type="checkbox"/> Somewhat Helpful <input type="checkbox"/> Not Helpful | | |
| g) Contacting families through their medical provider and/or the health department to find out about children not in enrolled in licensed/regulated care | <input type="checkbox"/> Not Used <input type="checkbox"/> Used, When? _____ | <input type="checkbox"/> Very Helpful <input type="checkbox"/> Somewhat Helpful <input type="checkbox"/> Not Helpful | | |
| h) Other strategies, please specify | <input type="checkbox"/> Not Used <input type="checkbox"/> Used, When? _____ | <input type="checkbox"/> Very Helpful <input type="checkbox"/> Somewhat Helpful <input type="checkbox"/> Not Helpful | | |

5/23/01

5



Reaching Out to All Children in North Carolina

Smart Start Evaluation Team

8. How have you used the information that you gathered through the strategy(s) to find children/families not in licensed/regulated care (listed in #7 above)? Please check ALL that apply.

- a. Did not find the data to be useful
- b. Did not yet determine the best way to use the data
- c. Contacted families to tell them about available services
 - Contacted families by mail
 - Contacted families by phone
 - Contacted families by in-person
- d. Contacted families to ask them what needs they have for their child's early educational experience
 - Contacted families by mail
 - Contacted families by phone
 - Contacted families by in-person
- e. Contacted families for some other reason
 - Contacted families by mail
 - Contacted families by phone
 - Contacted families by in-person

Please specify reason _____

- f. Did not contact families, but used the information to develop a plan to serve more children in our county
- g. Did not contact families, but shared the information with other agencies in order for them to expand or improve the services they provide
- h. Other uses of the information you gathered: _____

9. Please include any comments about evaluating/monitoring your family support programs, efforts to determine family needs in your county, or this survey.

5/23/01

6



Appendix C: Partnerships and Strategies Used

| Partnership* | Number of strategies | Strategies | | | | | | | | | | | Targeted certain group/area, or used other special strategy |
|-------------------------|----------------------|--------------|-----------------|------------------|----------------------------------|---------------------------------------|-------------|------------------------|-----------|---------------------|-------------------|--------------------|---|
| | | Focus groups | Community fairs | Community leader | Other community outreach efforts | Parent of kids who start Kindergarten | Home visits | Target kinds of parent | Map areas | Faith organizations | Medical providers | Birth certificates | |
| Totals | 194 | 29 | 30 | 26 | 8 | 25 | 22 | 18 | 11 | 11 | 10 | 4 | |
| Alamance | 3 | ✓ | ✓ | | | ✓ | | | | | | | |
| Albemarle | 4 | ✓ | | ✓ | ✓ | | ✓ | | | | | | Camden and Currituck Counties |
| Alexander | 4 | ✓ | ✓ | | | | | | ✓ | | ✓ | | Hispanic and Hmong families |
| Alleghany | 2 | ✓ | | | | ✓ | | | | | | | |
| Anson | 9 | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | public housing residents |
| Ashe | 0 | | | | | | | | | | | | |
| Avery | 1 | | ✓ | | | | | | | | | | Hold annual "Childfest" fair |
| Beaufort | 5 | | ✓ | ✓ | | ✓ | ✓ | | | ✓ | | | Hispanic families |
| Bertie | 10 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | board members, agency directors |
| Buncombe | 2 | ✓ | | ✓ | | | | | | | | | 5 geographic areas of the county |
| Burke | 2 | | | ✓ | | ✓ | | | | | | | Non-English speaking parents |
| Cabarrus | 2 | ✓ | | | | | | ✓ | | | | | Hispanic families, Head Start families |
| Caldwell | 0 | | | | | | | | | | | | |
| Carteret | 2 | ✓ | | | | | | | | | ✓ | | isolated pockets of families |
| Caswell | 1 | | ✓ | | | | | | | | | | used focus groups from all areas |
| Catawba | 4 | | ✓ | | | | ✓ | ✓ | ✓ | | | | Hispanic families, hold annual family fair |
| Chowan/Gates/Perquimans | 5 | | ✓ | ✓ | | ✓ | | | ✓ | ✓ | | | business leaders and interagency council |
| Craven | 2 | | ✓ | | | ✓ | | | | | | | got info from families at city park |
| Cumberland | 6 | ✓ | ✓ | ✓ | | | ✓ | ✓ | ✓ | | | | Hispanic families, rural families, low-income families |
| Dare | 1 | ✓ | | | | | | | | | | | part of larger community assessment |
| Davidson | 6 | | ✓ | | | ✓ | ✓ | | ✓ | ✓ | ✓ | | |
| Davie | 6 | ✓ | ✓ | ✓ | | ✓ | | ✓ | | | ✓ | | Hispanic families |
| Down East | 6 | ✓ | ✓ | ✓ | | ✓ | | | ✓ | | | ✓ | 7 areas pre and post flood; Hispanic families |



| Partnership* | Number of strategies | Strategies | | | | | | | | | | Targeted certain group/area, or used other special strategy | | |
|--------------------------|----------------------|--------------|-----------------|------------------|----------------------------------|---------------------------------------|-------------|------------------------|-----------|---------------------|-------------------|---|--------------------|---|
| | | Focus groups | Community fairs | Community leader | Other community outreach efforts | Parent of kids who start Kindergarten | Home visits | Target kinds of parent | Map areas | Faith organizations | Medical providers | | Birth certificates | |
| Duplin | 2 | ✓ | | | | ✓ | | | | | | | | northern Duplin County |
| Durham | 0 | | | | | | | | | | | | | |
| Forsyth | 0 | | | | | | | | | | | | | |
| Franklin/Granville/Vance | 6 | ✓ | ✓ | ✓ | | ✓ | ✓ | | | ✓ | | | | Hispanic families |
| Halifax/Warren | 3 | ✓ | | ✓ | | | | | | | | ✓ | | |
| Harnett | 3 | ✓ | | | | | | | ✓ | | | ✓ | | Hispanic families; Health Dept. clients |
| Henderson | 0 | | | | | | | | | | | | | |
| Hoke | 9 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | Hispanic families |
| Iredell | 2 | | | | | ✓ | ✓ | | | | | | | |
| Johnston | 2 | | ✓ | | | | | ✓ | | | | | | |
| Lee | 3 | ✓ | ✓ | | | ✓ | | | | | | | | subsidized housing communities |
| Lenoir/Greene | 2 | | | | | | ✓ | | | ✓ | | | | |
| Lincoln/Gaston | 6 | ✓ | | ✓ | ✓ | ✓ | | ✓ | ✓ | | | | | Hispanic families, public housing |
| Madison | 4 | ✓ | | ✓ | | ✓ | | ✓ | | | | | | |
| Martin/Pitt | 0 | | | | | | | | | | | | | |
| Mecklenburg | 1 | | | | ✓ | | | | | | | | | telephone survey of families with children |
| Mitchell/Yancey | 1 | | ✓ | | | | | | | | | | | surveyed families at town fair |
| Montgomery | 5 | ✓ | | ✓ | | ✓ | ✓ | ✓ | | | | | | Minority families, teen parents, families of children w/ special needs |
| Moore | 6 | ✓ | ✓ | ✓ | | ✓ | | ✓ | | ✓ | | | | Hispanic families, all areas of county |
| New Hanover | 4 | ✓ | ✓ | ✓ | | | | ✓ | | | | | | Hispanic families |
| Onslow | 3 | | ✓ | ✓ | | | | ✓ | | | | | | business family needs assessment |
| Orange | 1 | | | | | | | ✓ | | | | | | FRCs targeting African Am/Hispanic pop. In rural areas and Latino Ctr. in S. Orange |
| Pamlico | 2 | | | | | ✓ | ✓ | | | | | | | |



| Partnership* | Number of strategies | Strategies | | | | | | | | | | Targeted certain group/area, or used other special strategy | |
|--------------|----------------------|--------------|-----------------|------------------|----------------------------------|---------------------------------------|-------------|------------------------|-----------|---------------------|-------------------|---|--|
| | | Focus groups | Community fairs | Community leader | Other community outreach efforts | Parent of kids who start Kindergarten | Home visits | Target kinds of parent | Map areas | Faith organizations | Medical providers | | Birth certificates |
| Pender | 2 | | | ✓ | | | ✓ | | | | | | |
| Person | 2 | ✓ | | | | | ✓ | | | | | | |
| Polk | 0 | | | | | | | | | | | | |
| Randolph | 4 | | | | ✓ | ✓ | ✓ | | | ✓ | | | |
| Region A | 3 | | ✓ | | ✓ | | ✓ | | | | | | Held groups for those not in child care |
| Richmond | 1 | | | | | ✓ | | | | | | | |
| Robeson | 4 | ✓ | ✓ | | | | ✓ | | | | ✓ | | |
| Rockingham | 1 | | | | | | | | | | ✓ | | |
| Rowan | 2 | | ✓ | ✓ | | | | | | | | | Hispanic and African American families |
| Sampson | 5 | ✓ | ✓ | ✓ | | | | | ✓ | ✓ | | | Hispanic families |
| Stanly | 3 | ✓ | | ✓ | ✓ | | | | | | | | needs assessment of minority groups |
| Stokes | 3 | | ✓ | | | | | ✓ | | | ✓ | | families of children with special needs |
| Surry | 3 | | ✓ | ✓ | | | ✓ | | | | | | Hispanic and other non-English-speaking families |
| Transylvania | 0 | | | | | | | | | | | | |
| Tyrell | 0 | | | | | | | | | | | | |
| Union | 0 | | | | | | | | | | | | |
| Wake | 0 | | | | | | | | | | | | |
| Washington | 1 | | | ✓ | | | | | | | | | |
| Watauga | 0 | | | | | | | | | | | | |
| Wayne | 7 | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | | | ✓ | | surveyed county agency staff, held fairs |
| Wilkes | 2 | | ✓ | | | | ✓ | | | | | | surveyed families at Wal-Mart, VFW and community college |
| Wilson | 3 | | | | | ✓ | ✓ | ✓ | | | | | |

*This table includes only those partnerships who responded to the survey.

