



Smart Start

Hoke County Partnership for Children and Families 2023-24 Annual Progress Report



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Section I: Executive Summary

The report details the findings of the ten funded programs of the Hoke County Partnership for Children and Families for the 2023-2024 fiscal year ending June 30, 2024. 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 changes in practice, certifications, or knowledge. Outcomes assess the degree to which a program meets its respective performance goals.

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

Program	Purpose Service Code	Program Implementation	Program Performance	Total Composite
1. Hoke Quality Enhancement Program	3105	5/6	0/1	5/7
2. Hoke Quality Enhancement Program Technical Assistance and Training	3125	18/23	5/5	23/28
3. Mobile Preschool Program	3318	5/8	3/4	8/12
4. Pre-Kindergarten Program TANF/CCDF Eligible	2342	9/9	4/4	13/13
5. Child Care Scholarship Program DSS Subsidy	2360	EXEMPT		
6. Early Childhood Intervention Enhanced Therapy Services – Speech Connections	5417	2/6	3/3	5/9
7. Safe Sleep Criбетtes	5413	This is a new program and did not provide criбетtes with SS funds during the inception, but did provide 26 criбетtes to participants	3/3	3/3 New program; will assess fully next year.
8. Child Passenger Safety Seat Program	5506	4/5	1/2	5/7



9. Parents as Teachers®	5509	8/12	4/5	12/17
10. Bright By Text	5505	1/2	0/1	1/3
11. Program & Evaluation	5603	7/7	3/3	10/10
Combined Totals		59/78	26/31	85/109

Section II: Background and Overview

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	EDU10	3105	Program Quality Enhancements/ Maintenance Incentives		✓		
			Provider Education Supports		✓		
			Consultation/Coaching	✓			
Hoke Quality Enhancement Program Technical Assistance and Training	EDU10	3125	Technical Assistance and Training		✓		
			Lending Library	✓			
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	2340	Child Care Subsidy		✓		
Early Childhood Intervention Enhanced Therapy Services – Speech Connections	H10	5417	Speech, Occupational and Physical Therapy			✓	
Safe Sleep Cribs	FS30	5413	Safe Sleep		✓		
Child Passenger Safety Seat Program	FS30	5506	Safe Kids Buckle Up				✓
Parents As Teachers®	FS30	5509	Parents as Teachers®	✓			
Bright By Text	FS20	5505	Bright By Text		✓		
Program Coordination/Evaluation	PS10	5603	Program Coordination, Evaluation, and Outreach	✓			



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 Professional Development PSC 3105	Number of staff participating in Professional Development Advising Plans	8	4	2	0	0	6	75
Hoke Quality Enhancement Program Technical Assistance and Training PSC 3125	Number of child care facilities receiving TA	5	0	0	0	13	13	100
	Number of adults who use lending library resources	20	8	8	3	6	25	100
Mobile Preschool Program	Number of children participating	50	20	5	5	2	32	64
Pre-Kindergarten Program TANF/CCDF Eligible	Number of children funded	85	82	4	3	0	89	100
Child Care Scholarship Program – DSS Subsidy	Number of children funded	70	111	134	75	17	337	100
Early Childhood Intervention Enhanced Therapy Services –Speech Connections	Number of children with special needs who received early intervention therapy or services	20-30	5	11	2	1	19	95
Safe Sleep Cribettes	Number of parents/guardians participating	At least 200	NA	NA	11	13	24	NA
Child Passenger Safety Seat Program	Number of parents/guardians participating	45	17	13	12	11	53	100
Parents As Teachers®	Number of parents/guardians participating in home visits	20-40	16	2	1	0	19	95
	Number of families participating in PAT group education	6-10	7	7	1	23	38	100
Bright By Text	Number of group education sessions held	At least 6	3	3	3	3	12	100
	Number of Community Messages Sent	20 to 40	NA	NA	3	15	18	90



Activity Name	Output Description	Projected Total for the Year	QTR 1	QTR 2	QTR 3	QTR 4	YTD	% Achieved
	# of Parents Enrolled	20 to 40	NA	NA	25	71	96	100

Annual Plan Progress – Outcomes

Activity	EC Profile ID	PSC	Outcome	Measures	Results
Quality Enhancement Program Professional Development	EDU10	3105	Improve Teacher Knowledge	<ul style="list-style-type: none"> Number of Staff Completed College Course(s) with a “C” or Better 	1
Quality Enhancement Program Technical Assistance and Training	EDU10	3125	Enhanced ECE Program Quality	<ul style="list-style-type: none"> Number of participating facilities with a star assessment in the reporting year. 	4
			Increased program quality	<ul style="list-style-type: none"> Providers and directors attending training(s) indicate that they have gained new or updated prior knowledge and that the information made a difference in how they approach caring for children. 	116
Mobile Preschool Program (MPP)	FS20	3318	More children are on track for typical or enhanced development	<ul style="list-style-type: none"> By the first progress checkpoint, all children will function at yellow or above on the color bands to show reasonable expectations. By the second progress checkpoint, all children will function at green or above on the color bands to show reasonable expectations. By the third progress checkpoint, all children will function at blue or above on the color bands to show reasonable expectations. 	20 25 32
				<p>Teaching Strategies GOLD®</p> <ul style="list-style-type: none"> # of children at “below” level # children at “meeting” level # children at “exceeding” level # children with results 	1 16 15 32



Activity	EC Profile ID	PSC	Outcome	Measures	Results
Pre-Kindergarten Program TANF/CCDF Eligible	PLA50	2342	More children are on track for typical or enhanced development	Teaching Strategies GOLD® <ul style="list-style-type: none"> ▪ # of children at “below” level ▪ # children at “meeting” level ▪ # children at “exceeding” level # children with results 	22 63 0 85
Child Care Scholarships Program – DSS Subsidy	PLA50	2340	Improved access to high-quality childcare	<ul style="list-style-type: none"> ▪ Average star rating for subsidized children in FY 22/23 	This information is not yet available
				<ul style="list-style-type: none"> ▪ 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	<ul style="list-style-type: none"> ▪ Number of children seen for at least three months for speech/language delays has made progress 	11
Safe Sleep Criбетtes	FS30	5413	Increase in positive parenting practices	<ul style="list-style-type: none"> ▪ Number of parents practicing safe sleep after education 	17
Child Passenger Safety Seat Program	FS30	5506	Increase in positive parenting practices	<ul style="list-style-type: none"> ▪ Number mastering installation of car seats 	53
Parents As Teachers®	FS30	5509	Increase in positive parenting practices	Life Skills Progression (LSP) Positive Parenting Practices <ul style="list-style-type: none"> ▪ Positive Parenting Practices Average Score Nurturing ▪ Positive Parenting Practices Average Score Discipline ▪ Positive Parenting Practices Average Score Support of Development ▪ # adults with results 	4.94 4.88 4.81 10
				Parent’s Assessment of Protective Factors (PAPF) <ul style="list-style-type: none"> ▪ Average Score on Parental Resilience ▪ Average Score on Social Connections ▪ Average Score on Concrete Support in Times of Need ▪ Average Score on Social and Emotional Competence of Children 	4.88 4.51 4.55 4.74 4.67

Activity	EC Profile ID	PSC	Outcome	Measures	Results
				<ul style="list-style-type: none"> ▪ Average Protective Factors Index (PFI) ▪ # of adults with a pre and post score 	15
Bright By Text	FS20	5505	Increase in positive parenting practices	<ul style="list-style-type: none"> • Knowledge increased on parenting/caregiving • Knowledge increase to what child(ren) should be learning • Knowledge increase of community resources • BBT built stronger bond with child/children • Increased confidence as parent/caregiver 	Unfortunately, none of the parents participating in BBT chose to complete a survey.

Section III: Early Child Care & Education Programs



Hoke Quality Enhancement Program – Professional Development

Contract Activity Description PSC: 3105 EC Profile ID: EDU10 Budget: \$58,698.00

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. 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.

Output Data

	Projected Total for Year	FY 2022-23	Q1	Q2	Q3	Q4	Total for FY 23-24
ECE Advising for Professional Certification and Coursework							
# of child care staff receiving/participating in higher education advising	Up to 8	4	4	2	0	0	6
# of child care facilities with at least one staff person participating	Up to 4	0	1	0	0	0	1
ECE Incentives for Professional Certification and Coursework							
# of staff in child care centers attending a college course	Up to 10	3	3	0	0	0	3
# of family child care home providers attending a college course	Up to 10	0	0	0	0	0	0
# of childcare staff receiving a scholarship to attend a college course	Up to 8	0	3	0	0	0	3
Number of child care facilities with at least one staff person participating	Up to 4	2	1	0	0	0	1

Outcome Data

Projected	Prior Year Performance	2023-24 Actual
By June 30, 2024, 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.	2019-2020 – 100% (5 of 5) 2020-2021 – 83% (5 of 6) 2021-2022 – 100% (3 of 3) 2022-2023 – 100% (2 of 2)	2023-2024 – 17% (1 of 6)

Special Story

This fiscal year, VH, a child care center director, has completed nine credit hours toward her associate degree in Early Childhood Education. She is dedicated to improving her education and encourages employees to do the same.



Hoke Quality Enhancement Program - Technical Assistance and Training

Contract Activity Description PSC: 3125 EC Profile ID: EDU10 Budget: \$89,000

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 start-up, licensed and/or G.S. 110]child care facilities serving children birth to five years old. The Technical Assistance activity will be focused on improving Participating Facilities Star Levels; Participating Facilities Star Rating Education and Program Standards points; ECERS scores; Be Active Kids/ GO NAP SACC (2) Training for child care providers: Training for DCDEE credit hours provided on child care related topics and coordination of CEU opportunities. Materials, based on needs identified in the pre-assessment used for this activity, may be provided to eligible participants in accordance with locally approved policies & procedures. This activity may provide cash grants to improve Outdoor Learning Environments. This activity will offer a variety of materials to support child care providers and families with young children’s learning and development. This activity will provide access to child development resources and materials such as, but not limited to, books, manipulatives, reference materials, curriculum kits, etc. Items for check out will be available to educators, families with children ages birth to five years, college students, early interventionists, etc. Guidance on the appropriate use of the materials may be provided. This activity will also serve as a resource room with access to [ex: die cuts, laminating machines, etc.

Output Data

	Projected Total for Year	FY 2022-23	Q1	Q2	Q3	Q4	Total for FY 23-24
ECE TA Consultation and Coaching: Be Active Kids/GO NAP SACC							
# of child care facilities receiving TA	Up to 10	6	0	0	0	0	0
ECE Incentives to Support Stars							
# of child care centers that receive one-time grants, awards, or bonuses designed to support quality	Up to 6	2	0	0	9	0	9
# of family child care homes that receive one-time grants, awards, or bonuses designed to support quality	Up to 2		0	0	0	0	0
# of child care centers that receive ongoing periodic funding or incentives designed to support quality	Not included in HCPC’s Annual Plan						



	Projected Total for Year	FY 2022-23	Q1	Q2	Q3	Q4	Total for FY 23-24
# of family child care homes that receive ongoing or periodic funding or incentives designed to support quality	Not included in HCPC's Annual Plan						
Average dollar value of incentives provided	\$5000 per classroom		0	0	5145.00	0	5145.00
# of child care facilities participating (overall total)	Up to 10		0	0	9	0	9
ECE Lending Library							
# of childcare staff who use lending library resources	Up to 20	24	6	8	3	5	22
# of child care facilities with at least one staff member who uses lending library resources	Up to 20	19	5	8	3	5	21
# of parents caregivers who use lending library resources	Up to 5	4	1	0	0	1	2
# # of other adults (TAs, home visitors, therapists, etc.) who use lending library resources	Up to 5	1	1	0	0	0	1
Unduplicated total number of adults who use lending library resources (unduplicated number of adults reported above)	40	30	8	8	3	6	25
Total number of visits to the lending library (cumulative number each quarter, not unduplicating visitors)	Up to 100	80	15	20	25	20	80
ECE DCDEE Approved Training							
# of child care staff participating who work in UNLICENSED facilities	Up to 2	0	0	0	0	1	1



	Projected Total for Year	FY 2022-23	Q1	Q2	Q3	Q4	Total for FY 23-24
# of UNLICENSED child care facilities with at least one staff person participating	Up to 2	0	0	0	0	1	1
# of child care staff participating who work in LICENSED facilities located in a county NOT listed in Fabrik	Up to 2	0	0	0	0	0	0
# of LICENSED child care facilities located in a county NOT listed in Fabrik with at least one staff person participating	Up to 2	0	0	0	0	0	0
# of child care staff participating who work in LICENSED facilities located in a county listed in Fabrik	20	48	36	41	9	19	105
# of LICENSED child care facilities located in a county listed in Fabrik with at least one staff person participating	Up to 20	16	2	10	5	6	23
ECE TA Consultation and Coaching Early Childhood Environment Rating Scale ECERS R							
# of child care staff receiving TA	Up to 20		0	0	0	18	18
# of child care facilities receiving TA	5		0	0	0	9	9
OTHER SUPPORT: Intensive Technical Assistance							
# of staff of family child care homes participating	Up to 2	NA	0	0	0	3	3
# of staff of child care centers participating	Up to 2	NA	0	0	0	2	2
# of family child care homes participating	Up to 2	NA	0	0	0	3	3
# of child care centers participating	Up to 2	NA	0	0	0	1	1

Outcome Data

Projected	Prior Year Performance	2023-24 Actual
By June 30, 2024, 90% of the child care providers and directors attending training(s) by the Hoke Quality Enhancement Program will indicate that they have gained new or updated prior knowledge and that the information will make a difference in how they approach caring for children.	2019-2020 – 100% (68 of 68) 2020-2021 – 100% (34 of 34) 2021-2022 – 100% (69 of 69) 2022-2023 - 100% (59 of 59)	2023-2024 – 97% (116 of 120) *Total number of surveys does not match training outputs
By June 30, 2024, 90% of community users will indicate that they found the resources they borrowed led to an increase in parent knowledge.	2020-2021 – 71% (10 of 14) 2021-2022 – 100% (10 of 10) 2022-2023 - 100% (4 of 4)	2023-2024 – 100% (1 of 1)
By June 30, 2024, 90% of ECE Professional users will indicate that their borrowed resources helped improve the ECE Program Environment.	2020-2021 – 76% (20 of 26) 2021-2022 – 100% (25 of 25)	2022-2023 – 100% (14 of 14)
By June 30, 2024, 100% of the NCPK classrooms who apply for the grant will have an ECERS pre and post-test completed. Some post-test scores will be contingent on when the DCDEE assessments are completed.	N/A	2023-2024 – 100% (9 of 9)
By June 30, 2024, 50% of the participating programs will have rating scales pre-and post-test scores that will enable them to obtain a higher-rated license.	N/A	2023 – 2024 – 100% (9 of 9)

Special Story

We started our NC Pre-K grant program in quarter 3. We awarded \$46,307.36 in equipment to the programs. The average ERS score before the program and TA was 5.67 and the average score after the program and TA was 6.02.

From the resource library survey: “We used our activity kit to teach about the seasons of the year such as spring. We implemented the kit to teach science and the process of growing beautiful flowers in the spring. The children were able to engage and see how a small seed, after being planted into the dirt can become a beautiful flower and the growing stages.”



Mobile Preschool

Contract Activity Description PSC: 3318 EC Profile ID: FS20 Budget: \$122,200

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

	Projected Total for Year	FY 2022-23	Q1	Q2	Q3	Q4	Total for FY 2023-24
# of Children Served	50 - 60	31	20	5	5	2	32
# of Children with Special Needs Served	Up to 3	5	0	0	0	0	0
# of Children Referred for Evaluation for Special Needs by Teacher	As Identified by Teacher	0	0	0	0	0	0
# of Preschool Program Locations Served	Up to 6	4	3	0	0	0	3
# of Parent/Teacher Conferences Scheduled	3 different times/year	3	0	1	1	1	3
# of Parent Meetings held to discuss program planning	Quarterly (4)	4	0	2	1	1	4
# of Educational Field Trips	At least 3	4	0	1	1	1	3
# of Dolly Parton Imagination Library selections will be provided to the children during the year	6-8 Book Titles	6	6	6	0	0	12

Outcome Data

Projected	Prior Year Performance	2023-24 Actual
By June 30, 2024, 100% of participating children identified with possible special needs will be referred for further evaluation with parental permission and assisted through the process.	2019-2020 – 100% (2 of 2) 2020-2021 – 100% (1 of 1) 2021-2022 - No children identified/refereed for evaluation 2022-2023 - No children were referred for services	2023-2024 – 0% (0 of 0)
By June 30, 2024, 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.	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) and 65% (20 of 31)	2023-2024 – 97% (31 of 32) and 72% (23 of 32)
By June 30, 2024, at least 41% of parents/guardians will report reading to their children daily.	2019-2020 – 67% (28 of 42) 2020-2021 – 66% (16 of 24) 2021-2022 – 35% (11 of 31) 2022-2023 – 65% (20 of 31)	2023-2024 – 71% (23 of 32)
By June 30, 2024, at least 90% of children participating will show an increase in their Post Scores measured by Teaching Strategies Gold Curriculum or Teacher Observation.	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)	2023-2024 – 97% (31 of 32)

Special Story

What a great year for Mobile Preschool!!!! O. C. attended Mobile Preschool for two years and was a wonderful student. The first transition from home to school was hard for him, but he progressed so much toward the end of his first school year. He struggled sometimes to meet the Social/Emotional, Physical, Cognitive and Language Development skills in class, but he made it through the first year. Returning to Mobile Preschool for the second year, he was more open to his classmates and teachers. He would enter the classroom without his mom’s assistance, had a smile on his face, and socialized more with the students. In the middle of the school year he exited the program because his mother had to go to work. Nevertheless, I know that he made wonderful achievements in all four Developments. I am so proud of him and thankful for his participation in the program.



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.

Output Data

	Projected Total for Year	FY 2022-23	Q1	Q2	Q3	Q4	Total for FY 2023-24
# of Children Enrolled	85	93	81	4	0	0	85
# of Children with Special Needs Enrolled	Up to 10	8	1	1	0	0	2
# of Children Referred for Evaluation for Special Needs	1	0	0	2	0	1	3
# of Sites/Schools in Hoke County that have a Pre-K Program	9 (total)	9	10	0	0	0	10
# of Classrooms at Least Partially Funded by Smart Start	Up to 6	5	5	0	0	0	5
# of Smart Start Spaces for Typically Developing Children	75	82	85	0	0	0	85
# of Smart Start Spaces for Children with Special Needs	Up to 10	8	2	2	1	5	10
# of Lead-Teachers and Directors that Attended Specialized Training or Workshops	10 to 12	11	4	4	4	4	12
# of Hours of Specialized Training Provided to Teachers	10 hrs./staff member	35	6	6	1.5	6	19.5

Outcome Data

Projected	Prior Year Performance	2023-24 Actual
By June 30, 2024, 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.	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)	2023-2024 – 100% (85 of 85)
By June 30, 2024, at least 80% of the children participating in the NC Pre-K Program will increase their Brigance® Scores by 10 points.	2019-2020 Post-Brigance® Screening was not administered to the Pre-K students because of school closure in March due to COVID-19 2020-2021 – 100% (82 of 82) 2021-2022 – 81% (63 of 78) 2022-2023 – 70% (28 of 93)	2023-2024 – 100% (85 of 85)
By June 30, 2024, 80% of children with special needs will show developmental gains in their Individualized Education Program (IEP).	2019-2020 – 100% (3 of 3) 2020-2021 – 100% (5 of 5) 2021-2022 – 67% (2 of 3) 2022-2023 – 100% (13 of 13)	2023-2024 – 100% (10 of 10)
By June 30, 2024, the average star placement of children served through the Pre-Kindergarten Program will be maintained at a 5.0 Star Rating.	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	2023-2024 – 5.00 Average Star Placement

Special Story

P.P. has never attended a preschool setting and was very nervous about attending my Pre-K class with the other students. After completing the home visit to get to know the family and the family attending parent orientation they felt relieved and felt like they made the right choice to give P.P. the social skills she needed before going to Kindergarten. With the military status, P.P. and her family moved around a lot and she and her siblings couldn't adjust and settle in their new location as long as the parents wanted to because of relocating often. After discussing the curriculum used and the routine of my class, they felt a little better. I told the mom that I focused on social and emotional in my class and how to get along with each other as a little community.

At the beginning, P.P. in the mornings when her mom and siblings would bring her to school, she would walk in the class crying and withdrawn from the teachers and her peers. She would cry the majority of the morning away from others. She wouldn't verbally participate in learning activities such as large group activities, small group activities, or interest area activities. P.P. would sit on the carpet and look at the students playing and talking to each other. When her peers would ask her to play she would hold her head down and shake her head no. I started reading more social-emotional stories and incorporating "Al's Pal's curriculum, which is geared towards emotions and making healthy choices.



As of right now, P.P. is now interacting with peers and teachers. P.P. walks in every morning smiling and greeting peers. P.P. seems eager to participate in learning activities in the classroom. P.P. will discuss strong emotions with others when they are having a bad day and recall solutions from AI 's Pals. P.P. had a birthday party and was excited that some of her friends at school attended. P.P. has grown socially, emotionally, and academically.



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

	Projected Total for Year	FY 2022-23	Q1	Q2	Q3	Q4	Total for FY 2023-24
# of children funded	71	187	111	134	75	17	337

* These numbers are unduplicated per the email from DSS.

Outcome Data

Projected	Prior Year Performance	2023-24 Actual
COMMUNITY EARLY CHILDHOOD PROFILE PLA50 INDICATOR		
Average star rating for subsidized children in 1-5 Star care most recent year from data available (PLA50a)	FY 19-20 4.51 FY 20-21 Not available FY 21-22 Not available FY 22-23 Not available	FY 23-24 Not available
Percentage of subsidized children in a 4 & 5-Star care in the most recent year from data available (PLA50b)	FY 19-20 79% FY 20-21 Not available FY 21-22 Not available FY 22-23 Not available	FY 23-24 Not available

*All payments are made to 4- and 5-star facilities. Unfortunately, the State has not been able to update this information due to the Covid-19 backlog.

Section IV: Child Health Programs



Early Childhood Intervention Enhanced Therapy Services –Speech Connections

Contract Activity Description PSC: 5417 EC Profile ID: H10 Budget: \$30,000

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

	Projected Total for Year	FY 2022-23	Q1	Q2	Q3	Q4	Total for FY 2023-24
# of Children Served	20-30	15	5	11	2	1	19
# of Children Receiving an Evaluation	10	0	0	0	0	0	0
# of Children Provided with Speech Therapy	14 to 20	15	5	11	2	1	19
# of Services Provided to Children	900	259	60	136	187	157	540
# of Parents Receiving Consultations	5-8	15	0	11	2	1	14
# of Child Care Providers Participating in Consultations	3 to 5	4	0	0	0	0	0

Outcome Data

Projected	Prior Year Performance	2022-23 Actual
By June 30, 2024, 90% of children seen for speech-language delays for at least 90 days will progress in their development, as evidenced by the treatment plans.	2019-2020 – 95% (20 of 21) 2020-2021 – 100% (9 of 9) 2021-2022 – 100% (10 of 10) 2022-2023 – 0% (0 of 0)	2023-2024 – 100% (11 of 11)
By June 30, 2024, 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.	2019-2020 – 80% (4 of 5) 2020-2021 – 100% (6 of 6) 2021-2022 – 100% (6 of 6) 2022-2023 – 0% (0 of 0)	2023-2024 – 100% (4 of 4)
Child Care Facility Services – By June 30, 2024, 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.	2019-2020 – 80% (4 of 5) 2020-2021 – 100% (2 of 2) 2021-2022 – 100% (2 of 2) 2022-2023 – 0% (0 of 0)	2023-2024 – 100% (4 of 4)

Special Story

Aaron attends skilled speech-language therapy services 2X per week to address delays in his speech-language skills. He attends each session consistently and participates in planned activities as requested. Aaron has been observed to begin to make consistent progress in each of his goals. There has been an increase in his vocabulary and his ability to participate in a play routine with another person.



Safe Sleep Criбетtes - NEW

Contract Activity Description **PSC: 5413** **EC Profile ID: FS30** **Budget: \$18,000**

The program is a comprehensive initiative to promote safe sleep practices and reduce sleep-related infant deaths. Its major components include educational workshops, online resources, community engagement events, health care provider collaborations, and cultural sensitivity training. The program targets new parents, caregivers, healthcare providers child care centers, community organizations, and cultural groups. Educational workshops provide evidence-based guidance on safe sleep practices, while online resources offer accessible information through videos, webinars, and downloadable guides. Community engagement events connect participants with hands-on demonstrations and promote awareness. Collaborations with healthcare providers ensure safe sleep discussions are integrated into prenatal and well-child visits. Cultural sensitivity training tailors information to diverse cultural beliefs. By engaging with various resources, the program aims to create a safe sleep environment for criбетtes, foster behavior change, and contribute to a long-term reduction in sleep-related infant deaths. Through these multifaceted approaches, the program seeks to empower caregivers with the knowledge and skills to provide their infants with the best possible sleep environment. Criбетtes, in the form of non-cash awards, will be distributed to families with newborns who are in need of separate sleeping spaces.

Output Data

	Projected Total for Year	FY 2022-23	Q1	Q2	Q3	Q4	Total for FY 2023-24
# of children participating	At least 200	NA	NA	NA	0	6	6
# of parents participating	200	NA	NA	NA	11	13	24

Outcome Data

Projected	Prior Year Performance	2023-24 Actual
By June 30, 2024, 100% of all families receiving a criбетte will have attended the Safe Sleep class. Parents and caregivers will have demonstrated the importance of safe sleep and proper set up of the criбетte.	NA	24/24 (100%)
By June 30, 2024, 80% of the parents and guardians contacted that participated in the class will report that they have used the information learned in class to practice safe sleep, as measured by a follow-up telephone survey.	NA	24/24 (100%)
By June 30, 2024, 90% of eligible families will receive criбетtes.	NA	24/24 (100%)

Special Story

There were no special stories during this year.

Section V: Family Support Programs



Child Passenger Safety Seat Program

Contract Activity Description **PSC: 5506** **EC Profile ID: FS30** **Budget: \$8,000**

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

	Projected Total for Year	FY 2022-23	Q1	Q2	Q3	Q4	Total for FY 2023-24
# of Children Impacted	50	40	11	13	10	10	44
# of Infant/Toddler Convertible Car Seats, High-back Booster Seats, and No-back Boosters Distributed	50	40	18	17	15	15	65
# of Parents Attending the Car Seat Safety Individual Training	At least 45	40	17	13	12	11	53
# of Community-based Car Seat Safety Checks Held	At least 1	2	0	0	0	1	1
Parent Fees Used to Pay for Related Expenses Such as Manuals, Recertification Fees or Related Conference/ Training Attendance, etc.	<u>As Needed</u>	\$0	\$345.00	\$430.00	\$255.00	\$105.00	\$1135.00

Outcome Data

Projected	Prior Year Performance	2023-24 Actual
By June 30, 2024, 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.	2019-2020 – 100% (54 of 54) 2020-2021 – 100% (51 of 51) 2021-2022 – 100% (48 of 48) 2022-2023 – 100% (50 of 50)	2023-2024 – 100% (53 of 53)
By June 30, 2024, 90% of the parents contacted who 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.	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) 2022-2023 – 96% (49 of 51)	2023-2024 – 87% (46 of 53)

Special Story

During our Car Seat Safety Seat Check there was a mom with a 4-year-old who needed a car seat. The mom did not know that car seats have expiration dates on them. The Child Passenger Safety Technician explained to the mom that the labels on the car seat give both the manufactured date and expiration date. The seat should not be used passed the expiration date. They should be sent to a location where they can be crushed and not thrown in a dumpster. The mom was provided with a seat for the child to replace the expired seat. The child had a baby doll in a toy car seat that it wanted checked also. The following instructions were given to the child:

1. Place the car seat in the back seat of your vehicle, in the rear facing position
2. Carefully thread the seat belt through the rear facing belt path. Check to make sure there are no twist in the seat belt.
3. Buckle the seat belt
4. Lock the seat belt
5. Press down firmly on the car seat and tighten.
You should not be able to move the car seat side-to-side or front-to-back no more than an inch
6. Make sure your car seat is installed at the correct recline angle.
Babies must ride sitting semi-reclined to keep the airway open.



Most car seats that can be used rear-facing have built in angle indicators or adjusters to assist you.

Fitting your child correctly in the car seat:

1. Place the child in the car seat with the child's back flat against the car seat.
2. Place harness straps over the child's shoulders. Harness straps should lie flat, not twisted, and be placed through the slots located at or below your child's shoulders
3. Buckle the harness and the chest clip, and tighten until snug. The harness is snug enough when you cannot pinch any extra material at the shoulder.
4. Place the chest clip at armpit level. This holds the harness straps in place on the child chest and shoulder.

The Child Passenger Safety Technician explained to the child that her car seat needed to be replaced because of the broken buckle.

Reference: NHTSA-How to Install a Car Seat



Parents as Teachers®

Contract Activity Description PSC: 5509 EC Profile ID: FS30 Budget: \$147,068

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

	Projected Total for the Year	FY 2022-23	Q1	Q2	Q3	Q4	Total for FY 2023-24
Services to Families & Children							
# of Families Enrolled in PAT	20 to 40	22	16	2	1	0	19
# of Families Participating in Weekly or Biweekly Home Visits (Families Typically Have Two or More Risk Factors)	20 to 40	22	20	2	2	0	24
# of Referrals to Community Resources	40	237	16	2	1	1	20
# of Times Families Linked to the Referred Community Resources	25	66	9	5	2	1	17
# of Parents Participating in Group Connections (Meetings)	6 to 10	33	7	7	1	23	38
# of Parent/Child Group (Meetings) Connections Held	At least 6	11	3	3	3	3	12
# of Children Ages 0-5 (Typically with Two or More Risk Factors) in Families Participating in	20 to 50	25	20	2	2	0	24

	Projected Total for the Year	FY 2022-23	Q1	Q2	Q3	Q4	Total for FY 2023-24
Weekly or Biweekly Home Visits							
# of Home Visits	At least 400	268	82	78	94	53	307
# of Children with up-to-date Immunization Records	20 to 80	21	16	4	1	1	22
# of Children Receiving Initial/Annual Developmental Language/Speech (ASQ3), Vision, Hearing, and Dental Screenings Around Their Date of Birth or Annually	20 to 40	21	16	4	1	1	22
# of Children Referred to the Children’s Developmental Services Agencies (CDSA) (Early Intervention) or Health Professional for an Evaluation	0 to 3	2	0	0	0	0	0
Other Counts							
# of Parent Educators	2	2	2	0	0	0	2

Outcome Data

Projected	Prior Year Performance	2022-23 Actual
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.	2019-2020 – 95% (18 of 19) 2020-2021 – 94% (16 of 17) 2021-2022 – 94% (16 of 17) 2022-2023 – 100% (22 of 22)	2023-2024 – 100% (15 of 15)
NCPC Standard Outcome – Of the estimated families participating in at least four monthly visits, 90% will experience increased confidence and competence in parenting skills.	2019-2020 – 95% (18 of 19) 2020-2021 – 94% (16 of 17) 2021-2022 – 100% (17 of 17) 2022-2023 – 100% (16 of 16)	2023-2024 – 100% (10 of 10)
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.	2019-2020 – 95% (18 of 19) 2020-2021 – 94% (16 of 17) 2021-2022 – 100% (17 of 17) 2022-2023 – 1000% (22 of 22)	2023-2024 – 100% (19 of 19)

Of the families who receive referrals to community resources, 60% will be 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)	2023-2024 – 89% (17 of 19)
NCPC Standard Outcome – Of the children identified needing of follow-up services, 100% will receive needed services.	2019-2020 – 100% (2 of 2) 2020-2021 – 100% (3 of 3) 2021-2022 – 100% (3 of 3) 2022-2023 – 100% (6 of 6)	2023-2024 – 0% (0 of 0) All children are already receiving follow-up services.

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*

Special Story

In March of 2024, the Parent Educator shared with all enrolled families that the window has opened to enroll their child(ren) in to the county Preschool program. A grandma, who has been a part of Parents as Teachers for almost a year, expressed that she was interested in receiving the forms to complete for her grandson. Nearly two years prior, they were granted temporary custody when their daughter lost custody of both her children. Their grandson is receiving speech therapy and has also been diagnosed with Post Traumatic Stress Disorder, which causes him to have frequent nightmares resulting from his earlier years. She and her husband were recently granted sole custody. They had expressed that they would like their grandson to receive as many early educational opportunities as they can provide.

As a result of this interaction, the Parent Educator retrieved copies of the necessary enrollment forms for both grandparents to complete before the end of March. At their next home visit, Grandma reported that she has turned in all of the paperwork required for her grandson to begin attending preschool. The family was then faced with the issue of where their grandchild's attendance would be. The Parent Educator shared the contact information for the preschool, encouraging the family to work on getting the site changed.

In June, the grandmother contacted the Parent Educator to inform that she was able to successfully enroll her grandson in a different preschool site. The family has expressed thanks to the program for helping them take this next step in their grandchild's early education.



Bright By Text - NEW

Contract Activity Description PSC: 5505 EC Profile ID: FS20 Budget: \$12,000

Bright By Text (BBT) is a virtual SMS service that sends text nudges about parenting practices and child development to subscribed parents and caregivers. The Hoke County Partnership for Children and Families will send regular community resource messages with links to further information for parents and caregivers to access SMS Messages are sent 2-4 times a week; personalized to child's age. Each text nudge designed to equip families with essential information to promote their child's healthy development through the most pivotal early stages of life, and seeks to enhance parent/caregiver confidence, competence, and connection. Each text message includes a link for more info, resources, and video demonstrations of relevant activities/behaviors. Core content messages and associated resources are created by BBT. Community Messages are scheduled and created by community partners, highlighting relevant parenting resources and events. Most partners share 15 community messages per month and can direct these messages to subscribers by zip code, county, or state. Community messages must include a link for more information (e.g., a social media post, website, etc.) and must receive approval from the Bright by Text team prior to sharing with the partners community.

Output Data

	Projected Total for the Year	FY 2022-23	Q1	Q2	Q3	Q4	Total for FY 2023-24
# of community messages	20 to 40	NA	NA	NA	3	15	18
# of parents/guardians participating	20 to 40	NA	NA	NA	25	71	96

Outcome Data

Projected	Prior Year Performance	2022-23 Actual
NCPC Standard Outcome – Of the estimated families participating, 90% will experience increased knowledge		2023-2024 – 0% (0 of 0) *Parents chose not to complete surveys.

Special Story

There are no special stories this year.

Section VI: Administrative Services



Program Coordination & Evaluation

Contract Activity Description **PSC: 5603** **EC Profile ID: PS10** **Budget: \$72,800**

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

	Projected Total for Year	FY 2022-23	Q1	Q2	Q3	Q4	Total for FY 2023-24
# of Smart Start programs requiring monitoring	Up to 18	7	7	0	3	0	10
# of monitoring visits completed	At least one/ Program	7	0	7	3	0	10
# of technical assistance visits (Zoom, telephone) completed	As needed	UK	13	20	29	29	91
# of desktop monitoring completed	Up to 20	UK	7	7	9	9	32
# of evaluation plans developed	1/Activity	0	7	0	3	0	10
# of NCPC Quarterly Reports completed	1/Quarter	28	7	9	9	9	34
# of NCPC meetings/ training attended	As needed	2	2	0	0	0	2

Outcome Data

Projected	Prior Year Performance	2023-24 Actual
By June 30, 2024, 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.	2019-2020 – 100% (7 of 7) 2020-2021 – 100% (7 of 7) 2021-2022 – 100% (7 of 7) 2022-2023 – 100% (7 of 7)	2023-2024 – 100% (10 of 10)
By June 30, 2024, 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.	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) of activities were monitored, and 100% (7 of 7) achieved at least 66% of their measurable outcomes	2023-2024 100% (10 of 10) of activities were monitored, and 100% (10 of 10) achieved at least 66% of their measurable outcomes
By June 30, 2024, 100% of the NCPC Quarterly Reports will be submitted on time.	2019-2020 – 100% (4 of 4) 2020-2021 – 100% (4 of 4) 2021-2022 – 100% (4 of 4) 2022-2023 – 100% (4 of 4)	2023-2024 – 100% (4 of 4)

Special Story

This past year has had a lot of ups and downs but one thing has remained steady, and that is the pleasure I have experienced working with all the Hoke programs. Though I am still in a learning process with the programs everyone is always more than willing to take the time to meet with me to explain their programs and processes and show me what they do. In January 2024, Hoke added two new programs (Safe Sleep and Bright By Text) and split out the Quality Enhancement Program. There was a lot of time and effort put in to understand these new programs and how they needed to be monitored, but everyone involved was very receptive to taking the time to meet with me to figure out how best to accomplish this goal.

Additionally, this year Cumberland P&E has been trying to figure out how best to implement our new Salesforce data management platform into Hoke programs. We have been working side-by-side with Safety Seat, Safe Sleep, and Mobile Preschool to develop applications and data management applications to track data and help streamline the programs for ease of data collection and reporting. The Mobile Preschool application is almost complete and Safe Sleep and Safety Seat are not far behind. These three programs and the program managers have been very diligent in assisting to develop the best way to collect the data and discussing their needs with us. We are very excited to test out these applications in the near future.



Thank you again for your interest in Smart Start!

For more information, please contact

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