

Counties for Kids



Resources

The National Collaborative for Infants & Toddlers

THE ABCs OF PRENATAL-TO-THREE FOR COUNTY OFFICIALS

The daily decisions that counties make not only shape community conditions but often set a trajectory for success for their youngest residents. When infants are born healthy into safe and nurturing environments with parents who are well-supported, a whole community can benefit from improved social, economic and health outcomes. County officials play a key role in helping young children to grow, learn and thrive - and to prioritize and promote the programs and policies necessary to support healthy development. If your county is just starting out or looking to expand upon existing efforts, this resource, "The ABCs of Prenatal-to-Three for County Officials," offers policymakers a range of ideas for prioritizing investments that set young children on a path to success. While there is no set process for advancing a prenatal-to-three agenda, the National Association of Counties (NACo) Research Foundation (NACoRF) has learned from counties across the nation about some of the most effective ways to get started. No matter where you are in your journey, NACoRF can support you by providing relevant information and connecting you to best practices and local leaders who have made meaningful progress.

QUESTIONS FOR COUNTY LEADERS TO CONSIDER

- **Is there strong leadership for infants and toddlers in your county?** One way county boards can demonstrate bipartisan community support for their youngest residents is through a public statement of support.
- **Does your county have an active early childhood stakeholder group?** Connecting to or convening a diverse stakeholder team can build broad-based community support and cultivate champions for young children. Counties may establish a new or identify an existing group that is committed to shared vision and developing a strategic plan of action for children from prenatal to age three. To further support their cross-sector stakeholder group, counties may explore opportunities for establishing a dedicated early childhood system coordinator to strategically drive initiatives in the community.
- **Does your county have a vision for improving outcomes for children that includes infants and toddlers?** Oftentimes, planning for school readiness begins at preschool or even earlier. County leaders can work with the early childhood stakeholder group to develop a shared vision and help to support the full continuum of a child's development by facilitating the integration of prenatal to three stakeholders and priorities within broader conversations around school readiness.

Prenatal-to-Three County Leader Toolkit



Counties Getting Started: A Prenatal-to-Three Guidebook



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Agenda

- Welcome
- Overview of PN-3 Data Systems and Sources
- County Presentation
- Questions & Interactive Discussion
- Conclusion



PN-3 Data Examples

Access

- Program participation (e.g., enrollment, attendance)
- Supply and demand
- Subsidized child care programs
- Supportive social services (e.g., child welfare, housing assistance)

Quality

- Program characteristics and quality measures (e.g., [Quality Rating and Improvement System](#))
- Program assessments ([Classroom Assessment Scoring System](#), [Environment Rating Scale](#))
- School readiness/ kindergarten entry assessment
- Licensing
- [Home visiting program](#)
- [Head Start](#)

Workforce

- Demographics
- Experience and qualifications
- Education and professional development
- Workforce investments
- Wages/benefits
- Background checks
- Turnover and supply
- Employment information

Child Information

- Demographics
- Child developmental screening (e.g., [Ages and Stages Questionnaires](#)) and assessments data
- Early health data (e.g., immunization records)
- Early intervention ([IDEA Part C](#))
- Preschool special education ([IDEA Part B, Section 619](#))
- Multiple agency enrollment
- Population level data (e.g., [Early Development Instrument](#))

Uses of PN-3 Data

- Determine how many children are being served across programs; identify service gaps
- Determine which children are receiving which types of programs, and the quality/characteristics of these programs
- Inform programmatic and policy decisions to promote high-quality programs, support early childhood workforce, and improve outcomes for young children
- Help children's transition from early childhood into schools (provide continuity of care)
- Identify trends (e.g., demographics, education levels, wages) across the workforce
- Enable counties to address the unique needs of their communities

Data Challenges and Mitigations

Challenges	Mitigations
Data collected is not uniform across all providers	Engage stakeholders in creating a data crosswalk and defining the terms. Set guidelines for data collection and submission
Lack of access to comprehensive and most updated PN-3 data	Identify PN-3 data need and invest in infrastructure to securely link and access most updated data from various sources
PN-3 data are siloed in various local and state databases	Coordinate with state early childhood leaders to support early childhood data system integration efforts
Need data for measuring equity	Collect and analyze data using an equity lens (e.g., diversity of the workforce, equitable workforce pay)
Need for data governance structure	Establish data governance structure to facilitate coordination, security, data sharing policies/processes, and use of PN-3 data
Lack of capacity to collect or analyze data	Partner with local stakeholders like higher education institutions or community foundations to grow research and data collection capacity

Data Initiatives and Strategies

- Regional or statewide data efforts that include county-level data
 - North Carolina's Department of Health and Human Services provides [Early Childhood Action Plan County Data Reports](#) to support communities in improving outcomes for young children and families
 - Counties were engaged in the development of these resources
- Needs assessments
 - Clearly define the objectives
 - Survey and focus group interviews
 - In-depth analysis of data
 - Report with easy-to-understand data visuals
 - Next steps and recommendations: How are you using data to inform programmatic and policy decisions?

Data Initiatives and Strategies

- Data systems integration

- Questions to explore: What are your research questions? What data do you have available on child serving programs and systems in your county? Do you have access to this data? What data is missing? How is it stored? Who uses the data? How do you use the data? Who are the stakeholders that are contributing to your data collection and review? Who is missing?
- Analysis of your data systems: Who has access to each system and what is the level of security? Is your data stored in the Cloud or on a local server? How is the data being stored and retrieved?
- Data visualizations: How can you use data visualizations to start conversations or discuss challenges in your community? Who has access to the data visualizations?
- Early Childhood Integrated Data Systems (ECIDS): Participate in these state-level conversations if you have the opportunity. Examples: [Georgia](#), [Kentucky](#), [North Carolina](#), [Rhode Island](#)

- Program evaluations

- Use quantitative and/or qualitative data to measure quality programming
- Implementation vs. impact evaluation
- Identify partners in this work – philanthropy, research institutions

Moving Towards Outcomes -

A Whole Family Approach

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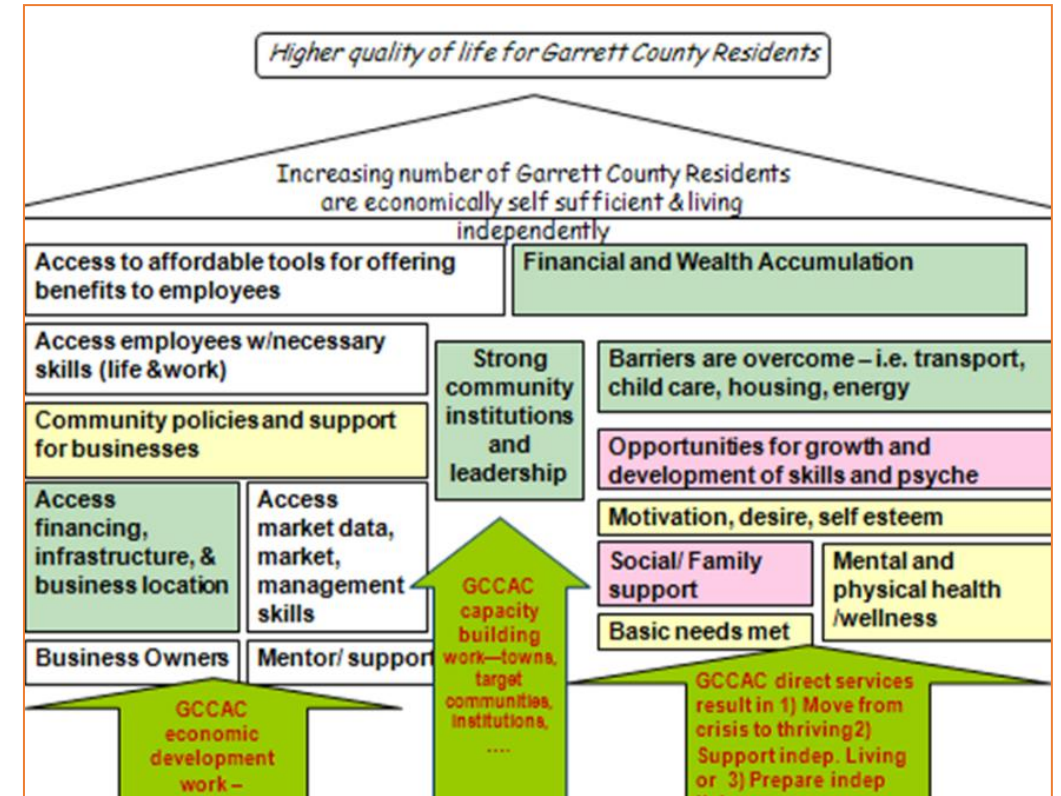
A Mission Predicated on Three Core Beliefs

- Families and individuals – People want to succeed and improve their living conditions
- Communities need to create opportunities
- Partners are essential

Our mission is to improve the quality of life for people in need by empowering them to become more self-sufficient and by providing them services in collaboration and cooperation with partners.

Whole family strategies

- **Stabilizing families and individuals**
 - Bundling
 - Crises Intervention
 - Pathway plans
- **Building family assets**
 - Financial Literacy, coaching
 - Mentoring/Social Capital
 - Acquiring assets – savings, homeownership, energy
- **Creating opportunity and removing barriers**
 - Housing and economic development
 - Workforce Development
 - Community Capacity
 - Policy



Impetus for whole family

Strategic Plan

- Focus on economic security and independent living
- Led to integration strategy
- Foundation for whole family approach

Assets Identified

- Quality early education program
- Portfolio of stabilization and asset building resources
- External collaboration

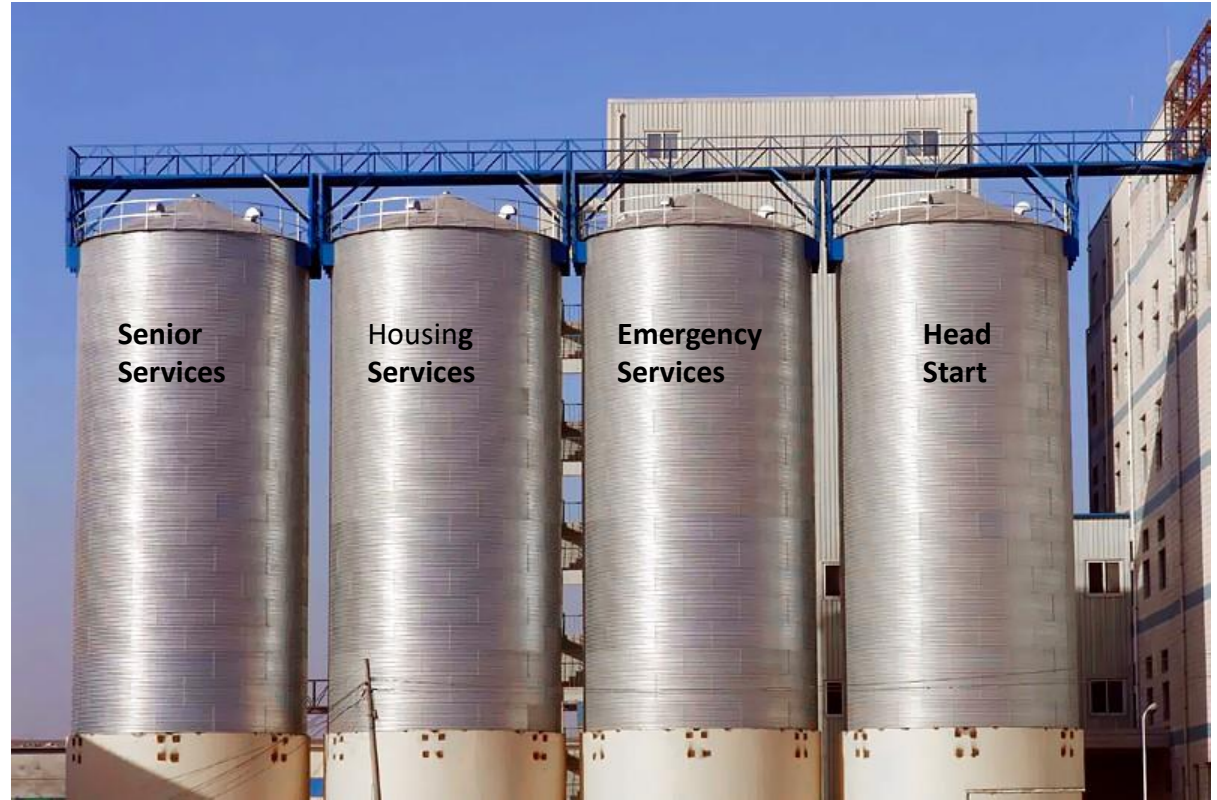
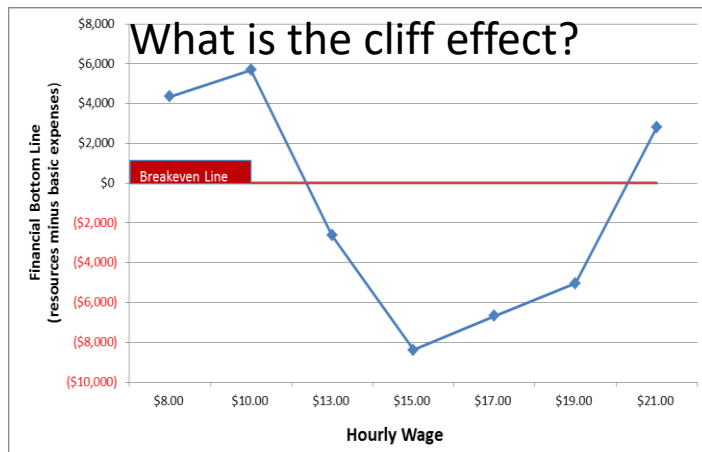
Gaps Identified in Plan

- Financial coaching and management
- Career advancement and coaching
- Our own silos



Challenges

- Silos
- Culture
- Knowledge and Skill base
- Data Technology
- Policy



Pre-2011 Service Delivery Model

Focusing the *Organization* and the *Community* on *Whole Family*

Organization Culture

- GCCAC Restructuring
 - Agency structure
 - Redoing positions
 - Performance/work plans
 - Different service lens
- Participant engagement
 - Assessment
 - Pathway plan
- Information Technology
 - Universal intake
 - Tracking
 - Sharing information
 - Reports
- Defining outcomes
 - Family wellness
 - Child assessments

Social Capital

- Fostering staff participant relations
- Staff coaching techniques
- Venues for parent interaction

Partners

- Health Dept.– home visiting
- College – Career and education ladder, career coach
- DSS - common customer, SNAP E&T
- Schools - student performance data
- County – economic development, funding

Tools Being Used to Achieve Our Mission

Stabilization Tools

GCCAC

- Homeless programs
- LIEAP
- Rental assistance
- Affordable rental units
- Emergency assistance
- Transportation

Partners

- TANF
- SNAP

Vulnerable Tools

GCCAC

- Home care
- Medicaid
- Senior nutrition
- Senior centers
- Transportation

Partners

- Mental health
- SSI

Asset Building Tools

GCCAC

- Home buyer and repair
- Weatherization
- VITA
- Financial counseling

Partners

- TANF
- WIOA/Consortium
- College
- Workforce development
- Wheels to Work

Education Tools

GCCAC

- Head Start
- Early Head Start
- Judy Hoyer grants
- After School
- Child Care block grants

Partners

- Home Visiting
- PreK

Building Opp Tools

GCCAC

- LIHTC
- HOME
- CDBG
- ARC
- USDA Rural Development
- FHLB
- Commercial banks, State programs, CRA

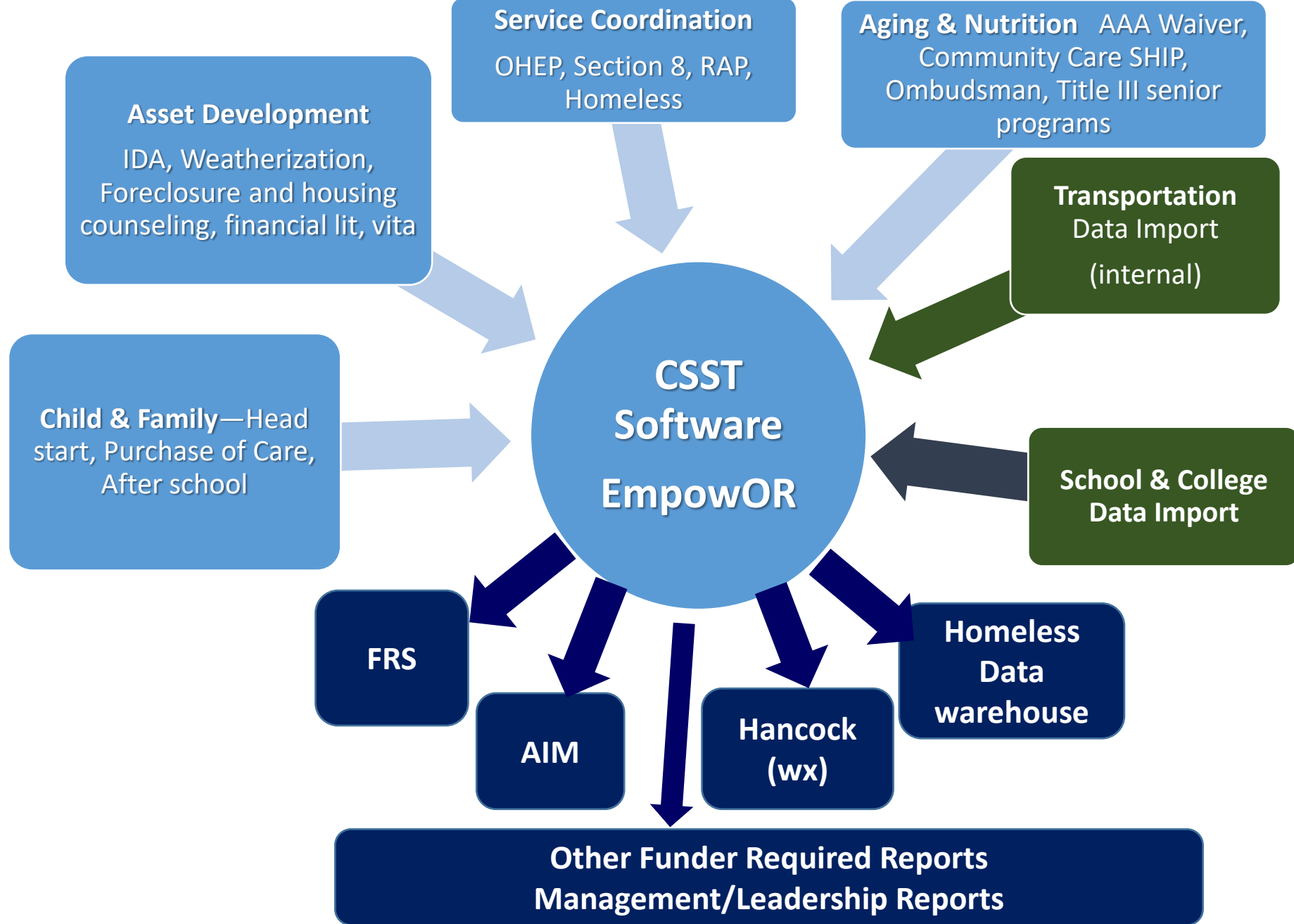
Partners

- CDBG
- EDA
- ARC
- State programs

Engaging Families

- Whole family from perspective of families
 - How do families learn about
 - Any door/program/service
 - Presumptive eligibility
 - Bundling services that support family with their pathway plan
 - From Intake to assessment to pathway plan
 - All families make an assessment of where they are using a crises to thrive scale
 - All are invited to complete an electronic pathway plan to identify goals, action steps and timelines.
 - How do we coordinate contact with families
 - Based on assessment and pathway plan, families are automatically linked to supporting services via appointments or interviews
 - Any time any a service is provided or coordinator makes contact with a family, progress on the assessment and pathway plan in the data base is updated and reviewed by the family.

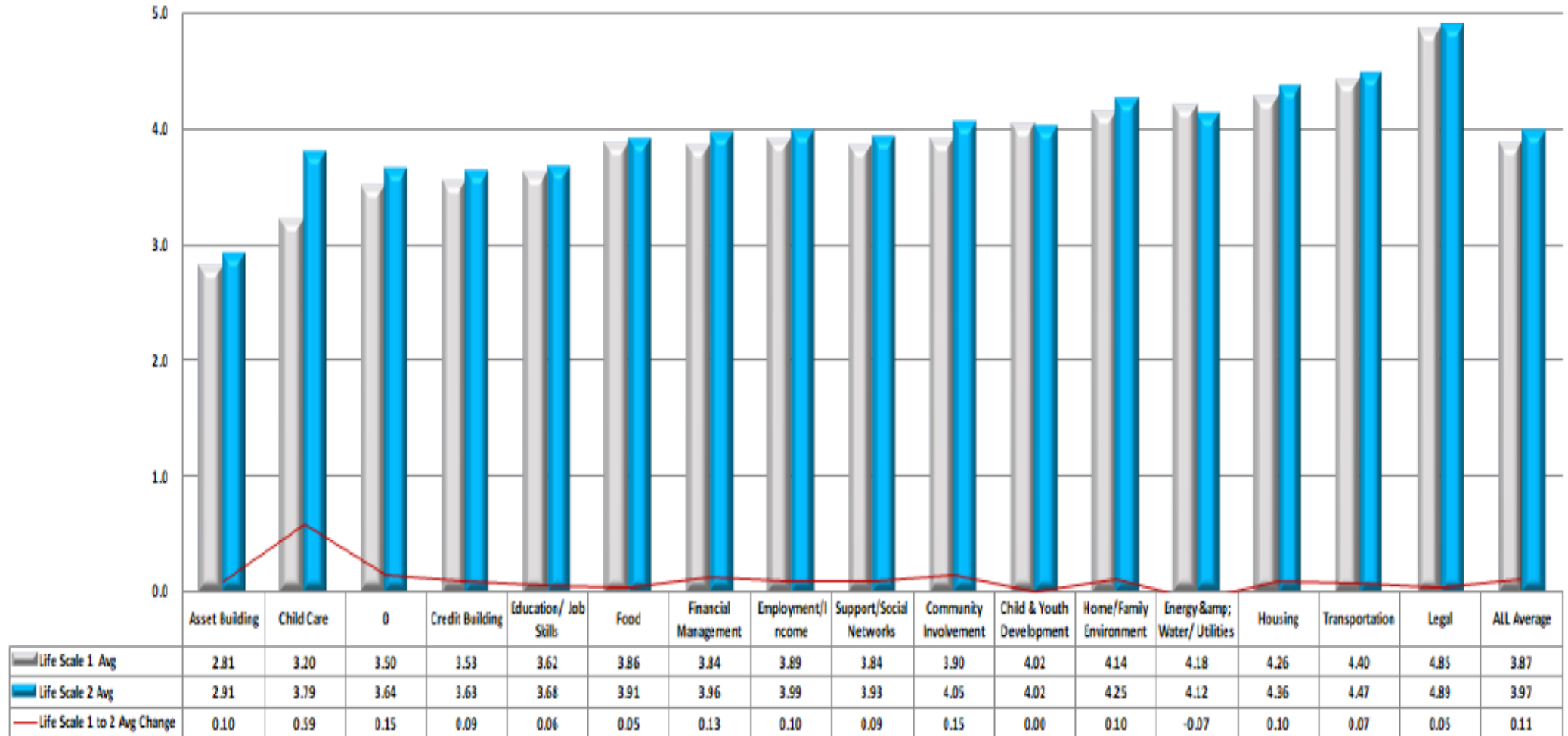




Measuring and Tracking Progress

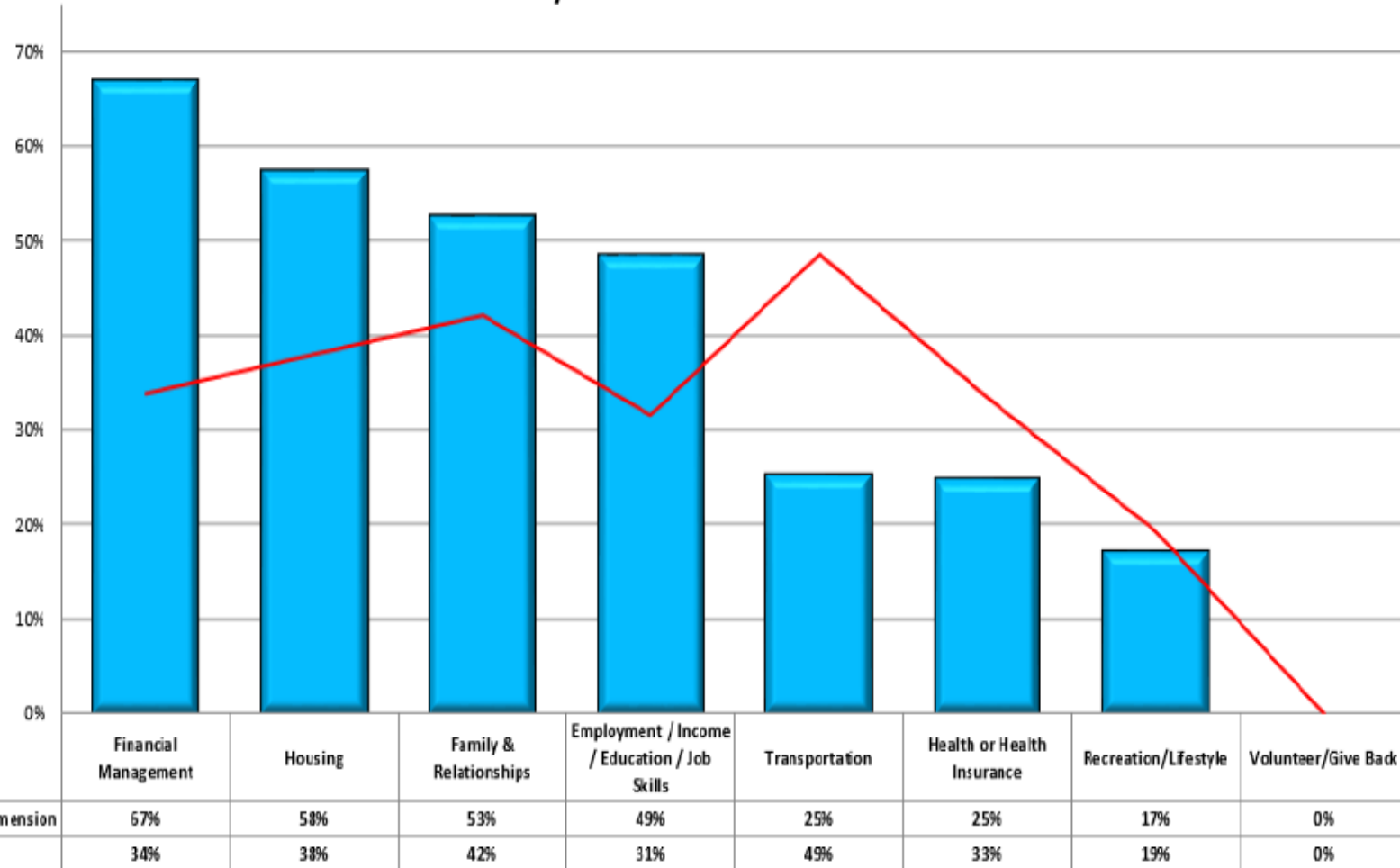
Life Scale Family Self Assessment - Average Scores by Domain - 2021 / 2022

Scoring is based on 1 (crisis) through 5 (thriving) for each domain



Areas of Interest Identified by 2-G Families Completing Pathway Plans

Pathway Plan Dimensions and Goal Progress - 212 Families
2021 / 2022



2021-2022 Pathway Plans

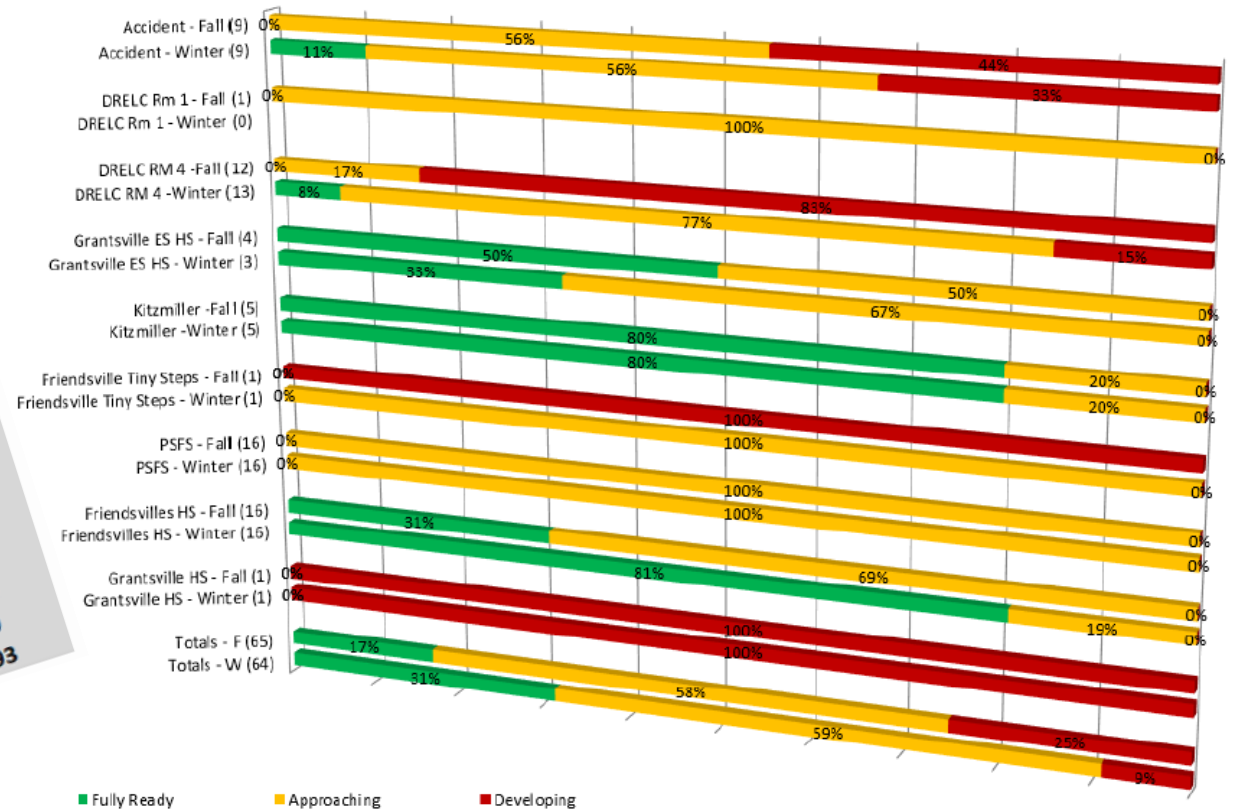
Child School Readiness/ Assessment Results

Early Head Start OUNCE Assessment by Domain

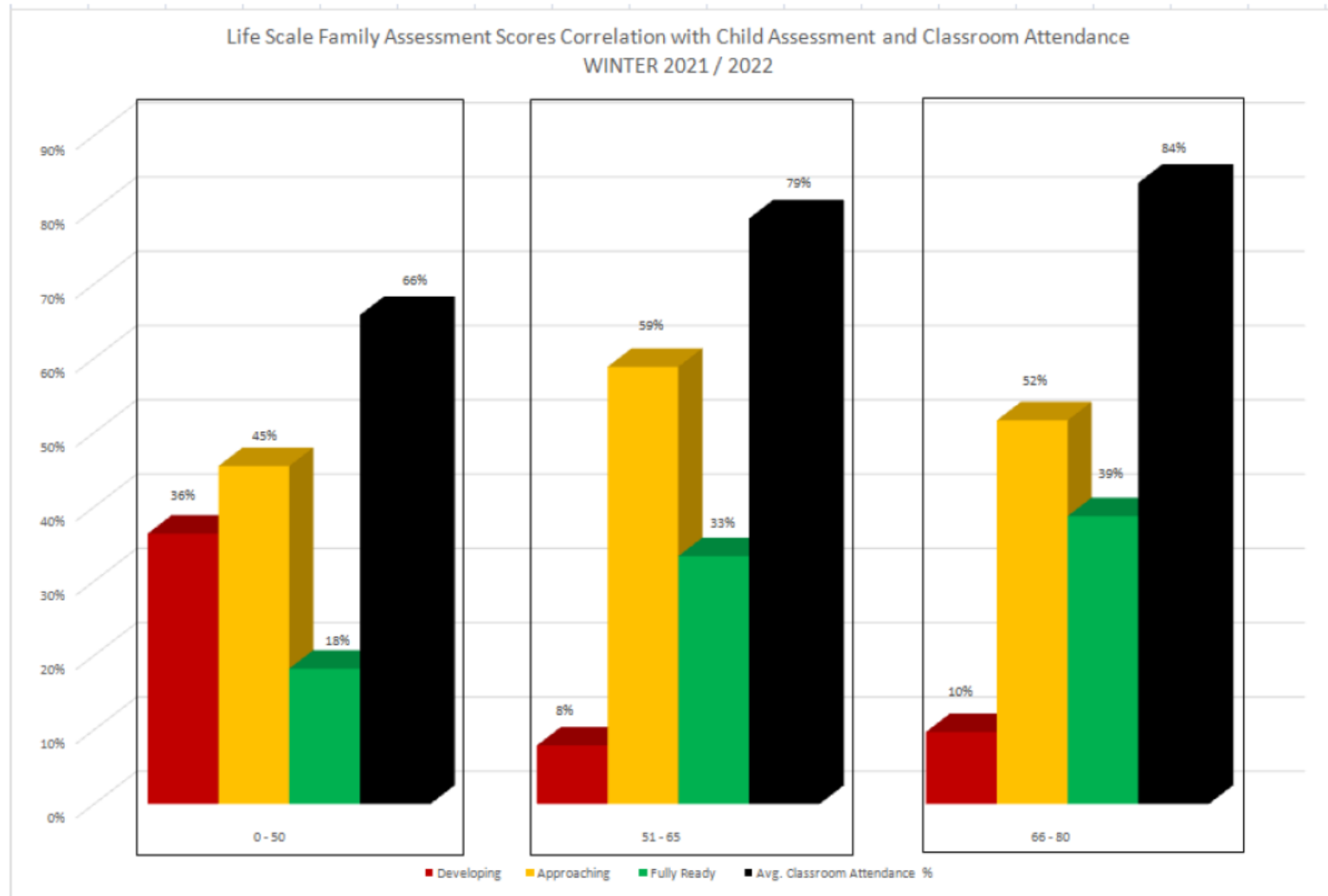
% of Children Developing As Expected (DAE)

Age Groups	Social & Emotional Development	Communication & Language	Cognitive Development	Physical Development	Composite	Number of Children
4 Month	75%	100%	75%	100%	100%	4
8 Month	60%	80%	80%	80%	80%	5
12 Month	77%	77%	69%	100%	77%	13
18 Month	92%	85%	92%	85%	92%	26
24 Month	44%	44%	72%	100%	72%	18
30 Month	27%	88%	91%	78%	91%	11
36 Month	69%	#DIV/0!	100%	100%	100%	16
42 Month	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	0
						93

2021/2022 Fall and Winter Classroom Results 4 Year Olds




Correlating Family Wellness and Early Child Progress




Using the *work sampling* school readiness assessment for all 2G children and the *Life Scale Progression* assessment scale.

Funding: Braiding and Blending Support

- 23 Coordinators
 - *Intake, assessment, pathway plan, enrollment, services*
 - HUD (COC, Sec 8,)
 - HHS (HS/EHS, LIEAP)
 - State (housing counseling, SLH, RAP)
- 5 Data quality and contract Mangers
 - *Data quality, contract reports, 2G tracking, program rules*
 - HUD, DOE, State, Foundations, HHS,
 - CSBG
- Content Specialists
 - *Specialized knowledge and training supporting 2G*
 - Usually paid by programs
- Data system
 - *One central system accessible to all sites, tracks outcomes and outputs*
 - Paid by program allocations and earned income
- Administration
 - Indirect, CSBG, Local Govt. Foundations
- Community partners
 - College tuition and occupational training
 - Health and well being
 - Career coach
 - Stabilization services
 - Home visiting
 - Early Child
- GCCAC
 - Early child and parenting skills
 - Stabilization services
 - Asset Building services
 - Gap filling
 - Coaching and coordination



Paying
Operations



Paying family
benefits

How We've Changed Our Approach

Previous Approach

Whole Family Approach

Case Management



Coaching

Program Centric



Participant Focused

Referrals



Seamless Integration
Goal Achievement

Head Counts



Outcomes/Results Data

Whole Family: *It's How We Do Business*

- ❑ It is an approach not a program or initiative.
- ❑ It is taking the burden of alignment and coordination off of parents and putting it on programs, systems, and policies.
- ❑ It is braiding existing early child and family support funding into Whole Family frame.
- ❑ It is building and sustaining processes that focus on staff relationships with families and on outcomes

Discussion Questions

- Based on the information you heard today, is your county or state doing similar work to build and maintain access to quality data to inform local decisions?
 - What data types or datasets would be most useful in informing your county's PN-3 efforts?
 - Have you tried to collect this data before? If so, what were the barriers?
- How has your county financed efforts to create or centralize data systems?
- Who have been your partners in this work? Who needs to be at the table for discussions around data?
- How are you centering equity, and particularly racial equity, in your data analysis?
 - Does your data collection and analysis allow for disaggregation by race, ethnicity, income, etc.?



Resources

- [Child Trends: 2018 State of State Early Childhood Data Systems](#)
- [Child Trends: Better Data Needed for Monitoring and Promoting Infant and Toddler Well-Being](#)
- [Child Trends: About the Early Childhood Data Collaborative](#)
- [Erikson Institute: Family Child Care Educators' Perspectives on Leaving, Staying, and Entering the Field: Findings from the Multi-State Study of Family Child Care Decline and Supply](#)
- [The Education Trust: Better Data for Better Early Learning Equity](#)

Contact Us

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Thank you!



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