

Learning and Ready to Succeed: Pre-Read for Workgroup Meeting #1

October 14th ECAP Workgroup Meeting

Overview

This document contains:

- Data to report out on the ECAP 2025 targets and sub-targets for each of the three goals
- A summary of the strengths and weaknesses (identified at the launch meeting) to meet the ECAP goals
- An early childhood services inventory and summary of relevant cross-agency taskforces that already exist in Durham related to the Learning & Ready to Succeed goals

We will use this information in the October 14th workgroup meeting to:

- Discuss the data and take an equity approach to our data analysis
- Discuss our Durham-specific ECAP sub-targets
- Identify the highest-priority needs in Durham that need to be addressed in order to meet these goals, as well as the primary assets and community strengths that will help us meet our goals

Questions to keep in mind:

- Equity Lens to the Data:
 - What do you notice when you look at the data? Anything surprising, confusing, unclear?
 - What disparities do you see and what do you think is causing those?
 - Whose experiences are not represented or might be misrepresented in the data?
 - How does the data align with your direct experience?
 - Whose perspective is needed to understand the data?
- Durham-specific 2025 Targets and Sub-Targets?
 - Should our 2025 target here in Durham be the same as the state's?
 - If not, how should we determine what it should be?
 - What will we be able to accomplish in Durham? Should 2025 be the goalpost?
 - How does COVID-19 impact our sub-targets?
- Needs:
 - What other challenges are there in Durham preventing us from meeting the ECAP goals?
- Assets:
 - What other strengths are there in Durham that can help us meet the ECAP goals?
 - How might we more intentionally consider the community-based assets here in Durham?
- In summary:
 - After reviewing this document, what are the areas of greatest need that you see? Greatest strengths?
 - What reports, research, or recommendations have you found that you think will be important for us to consider as we brainstorm strategies to reach the ECAP goals?
 - What approaches should we take to bring other perspectives, especially those of people experiencing the problem, into the conversation?

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Executive Summary

GOAL 8: HIGH-QUALITY EARLY LEARNING				
TARGET	SHORT DESCRIPTION	METRIC	NC	DURHAM
2025 Target (Part 1)	NC Pre-K Enrollment	% of eligible children enrolled in NC Pre-K	47.4% 2019	<50% 2019
2025 Target (Part 2)	Child Care Affordability	% of median family income spent on infant care	11.2% 2018	17.15% 2020
		% of median family income spent on toddler care	10.1% 2018	15.40% 2020
		% of median family income spent on 4-year-old care	9.5% 2018	14.85% 2020
Sub-Target 1	High Quality Child Care	% of income-eligible children ages 0-2 whose families receive child care subsidy are enrolled in 4- or 5- star centers and homes	11.9% 2018	14.1% 2018
		% of income-eligible children ages 3-4 whose families receive child care subsidy are enrolled in 4- or 5- star centers and homes	18.4% 2018	20.3% 2018
Sub-Target 2	Head Start Enrollment	% of income-eligible children ages 0-2 enrolled in Head Start	5.8% 2016	9.79% 2020
		% of income-eligible children ages 3-5 enrolled in Head Start	19.5% 2016	15.02% 2020
Sub-Target 3	Early Childhood Teachers' Post-Secondary Early Childhood Education	% of early childhood teachers with post-secondary education in ECE/CD	36% 2015	44% 2018
		% of early childhood assistant teachers with post-secondary education in ECE/CD	27% 2015	28% 2018
		% of early childhood center directors with post-secondary education in ECE/CD	41% 2015	67% 2018
Sub-Target 4	Workforce Turnover	% of full-time early care and education teachers who left their centers during the previous 12 months	19% 2015	18% 2018

GOAL 9: ON TRACK FOR SCHOOL SUCCESS				
TARGET	SHORT DESCRIPTION	METRIC	NC	DURHAM
2025 Target	Kindergarten Readiness	% of students entering Kindergarten Proficient according to KEA	49.9% 2018	-
Sub-Target 1	Developmental Screening	% of children enrolled in Medicaid receiving general developmental screening in first 3 years of life	73.2% 2017	-
Sub-Target 2	Reach of Infant Toddler Program and NC Preschool Exceptional Children Program	% of children who received services through the Infant-Toddler Program	2.9% 2018	2.7% 2018
		% of children who received services through the NC Preschool Exceptional Children Program	5.8% 2018	5.6% 2018
Sub-Target 3	Infant Toddler Program and NC Preschool Exceptional Children Program Outcomes	% of children who received services through Infant-Toddler Program who entered program below age expectations for the Knowledge and Skills Outcome Measure and substantially increased their rate of growth by the time they exited the program	78.2% 2018	70.6% 2018
		% of children who received services through Infant-Toddler Program who entered program below age expectations for the Social Relationships Outcome Measure and substantially increased their rate of growth by the time they exited the program	72.1% 2018	56.0% 2018
		% of children who received services through the NC preschool Exceptional Children Program who entered program below age expectations for the Knowledge and Skills outcome, and substantially increased their rate of growth by the time they exited the program	82.9% 2017	-
		% of children who received services through the NC preschool Exceptional Children Program who entered program below age expectations for the Social Relationships outcome, and substantially increased their rate of growth by the time they exited the program	84.8% 2017	-

GOAL 10: READING AT GRADE LEVEL				
TARGET	SHORT DESCRIPTION	METRIC	NC	DURHAM
2025 Target (Part 1)	Reading Above Proficiency for 3 rd – 8 th Grade Students on End of Grade Tests (EOGs)	% of students reading above proficiency for 3 rd -8 th grade students on EOGs	45.2% 2019	36.0% 2019
2025 Target (Part 2)	Reading Proficiency on 4 th Grade National Assessment of Educational Progress (NAEP)	% of 4 th -grade students reading at or above proficient on NAEPs	36.6% 2017	-
Sub-Target 1	3 rd Grade End of Grade (EOG) Proficiency	% of all 3 rd grade students college and career ready on EOGs	45.2% 2019	33.9% 2019
		% of Black 3 rd grade students college and career ready on EOGs	29.0% 2019	24.3% 2019
		% of American Indian 3 rd grade students college and career ready on EOGs	31.9% 2019	11.8% 2017
		% of Hispanic 3 rd grade students college and career ready on EOGs	30.2% 2019	20.7% 2019
Sub-Target 2	4 th Grade National Assessment of Educational Progress (NAEP) Proficiency	% of all 4 th grade students scoring at or above proficiency on 4 th grade NAEP reading assessment	36% 2019	-
		% of Black 4 th grade students scoring at or above proficiency on 4 th grade NAEP reading assessment	20% 2019	-
		% of American Indian 4 th grade students scoring at or above proficiency on 4 th grade NAEP reading assessment	16% 2019	-
		% of Hispanic 4 th grade students scoring at or above proficiency on 4 th grade NAEP reading assessment	23% 2019	-
Sub-Target 3	Pre-Literacy Behaviors	% of K students demonstrating reading comprehension at or above grade level on mCLASS	66.4% 2017	65.8% 2017
		% of 1 st -grade students demonstrating reading comprehension at or above grade level on mCLASS	52.1% 2017	49.6% 2017
		% of 2 nd -grade students demonstrating reading comprehension at or above grade level on mCLASS	55.8% 2017	52.5% 2017
Sub-Target 4	Poverty	% of families with children 0-8 living at or below 200% of the federal poverty level	52.4% 2016	-

Detailed Data Review

GOAL 8

GOAL 9

GOAL 10



Goal 8: High-Quality Early Learning

COMMITMENT: Babies, toddlers, and young children across North Carolina will be able to participate in high-quality early learning programs.

2025 TARGET:

Part 1) By 2025, increase the percentage of income-eligible children enrolled in NC Pre-K statewide from 47% to 75%.⁵⁰

Part 2) By 2025, decrease the percent of family income spent on child care, according to data provided by Child Care Aware America:⁵¹

- Infant Care: Decrease from 11.6% to 7.0%
- Toddler Care: Decrease from 10.5% to 7.0%
- Four-Year-Olds: Decrease from 10.0% to 7.0%

For more details, visit the interactive [NC Early Childhood Action Plan Data Dashboard](#)

SUB-TARGETS:

1. Percent of eligible children whose families receive child care subsidy and are enrolled in 4- or 5-star centers and homes:

- Ages 0-2 years
- Ages 3-5 years

DATA SOURCE: Division of Child Development and Early Education (DCDEE), NC Department of Health and Human Services (NCDHHS)

TREND BY 2025: Increasing

2. Percent of eligible children enrolled in Head Start:

- Ages 0-2 years
- Ages 3-5 years

DATA SOURCE: North Carolina Head Start State Collaboration Office

TREND BY 2025: Increasing

3. Percent of early childhood teachers with post-secondary early childhood education
• Degree type

DATA SOURCE: Division of Child Development and Early Education (DCDEE), NC Department of Health and Human Services (NCDHHS)

TREND BY 2025: Increasing

4. Workforce turnover: statewide separation rates for full-time teachers

DATA SOURCE: Division of Child Development and Early Education (DCDEE), NC Department of Health and Human Services (NCDHHS)

TREND BY 2025: Decreasing

DATA AVAILABILITY

		Can this sub-target be reported at the County Level with the ECAP data source?	Does the ECAP County Data Report Provide County-Level Data?	Can we get this data at the County-Level?
2025 Target (Part 1)	NC Pre-K Enrollment	Yes	Yes	Yes
2025 Target (Part 2)	Child Care Affordability	No	No	CCSA
Sub-Target 1	High Quality Child Care	Yes	Yes	Yes
Sub-Target 2	Head Start Enrollment	Yes	No	CHTOP and DPfC
Sub-Target 3	Early Childhood Teachers' Post-Secondary Education	Yes	No	Durham Universal Pre-K Report
Sub-Target 4	Workforce Turnover	Yes	No	Durham Universal Pre-K Report

DATA REVIEW: HOW ARE WE DOING AS A COUNTY ON THE TARGETS AND SUB-TARGETS FOR GOAL 8?

2025 TARGET: Part 1) By 2025, increase the percentage of income-eligible children enrolled in NC Pre-K statewide from 47% to 75%.

The statewide NC Pre-K program prepares eligible 4-year olds for school by providing high-quality early education. Benchmarks include comprehensive Early Learning Standards; staff meet education/licensure requirements, professional development; 1:9 staff/child ratio; developmental screenings and referral; evidence-based curriculum and formative assessments; and monitoring and nutritional requirements.¹

A child is eligible if they are four-years old by August 31st of the program year and the child is from a family whose gross income is at or below 75 percent of the State Median Income. Income eligibility may not apply for children from certain military families or if they have documented risk factors in specific categories including developmental disability, Limited English Proficiency, educational need, or chronic health condition.²

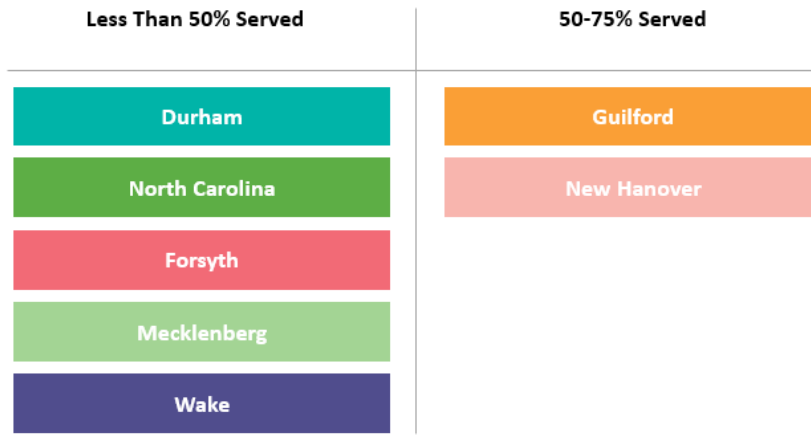
In Durham County, Durham's Partnership for Children administers the NC Pre-K program, which serves 490 children in classrooms in Durham Public Schools, Durham Head Start, and private child care centers.³

¹ ["NC Pre-K | North Carolina Prekindergarten Program."](#) NCDHHS, Division of Child Development and Early Education (DCDEE), 2020.

² ["NC Pre-K | North Carolina Prekindergarten Program."](#) NCDHHS, Division of Child Development and Early Education (DCDEE), 2020.

³ ["NC Pre-K."](#) Durham's Partnership for Children, 2020.

Percent of Eligible Children Enrolled in NC Pre-K, 2019



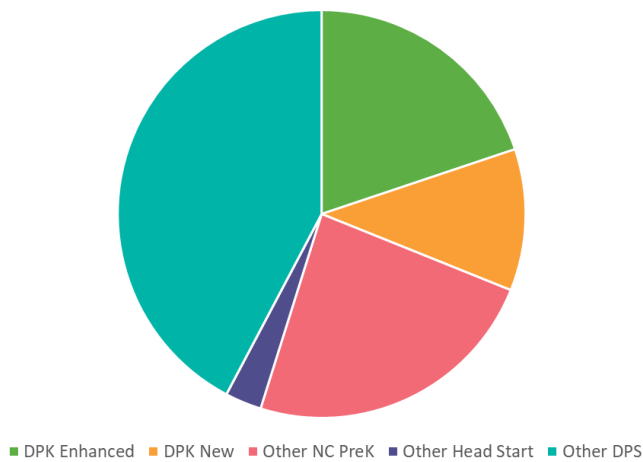
Source: Division for Child Development and Early Education (DCDEE). Early Childhood Action Plan Durham County Data Report, 2019.

As of 2019, less than 50% of eligible children are served by Durham County NC Pre-K. There were 542 children in Durham County enrolled in NC Pre-K as of 2018.⁴

Durham has, however, made great strides to expand access to Pre-K. In Durham we also have Durham Pre-K, which is the result of a large-scale planning effort involving many partners to ensure more 4 year-old children in Durham County have access to high quality pre-K⁵. Durham Pre-K is funded by Durham County, and Child Care Services Association (CCSA) manages the expansion of Durham Pre-K in collaboration with Durham’s Partnership for Children and other community partners.

Durham Pre-K serves as an umbrella for the three publicly funded pre-K programs in Durham (Head Start, Durham Public Schools, and NC Pre-K) as well as seats that are funded by Durham County. Durham Pre-K provides a universal Pre-K application that is meant to streamline enrollment for families and

Durham PreK Seat Allocations by Seat Type 2019-2020



allow Durham Pre-K partners to maximize braided funding and move toward more diverse classrooms. Pre-K seats are available at sliding scale fees depending on need and family income, but is subsidized by the County to reduce costs. Since 2016, Durham County has invested over \$10 million to support the implementation of Durham Pre-K.⁶ In the 2019-2020 school year, 1,486 four-year-olds were enrolled in Durham Pre-K (this number includes the number of children served by other publicly funded Pre-K programs).

Source: Child Care Services Association.

Data Request for Durham Early Childhood Action Plan Needs and Assets Assessment, October 2020.

⁴ [“Measures of Success Data for Supporting Regional Coordination and Collaboration by Leveraging ESSA North Carolina State Consultant Meeting.”](#) Pathways to Grade Level Reading. North Carolina Early Childhood Foundation, February 2020.

⁵ [“NC Pre-K.”](#) Durham’s Partnership for Children, 2020.

⁶ [“About Durham PreK.”](#) Durham PreK. CCSA and Durham County, 2020.

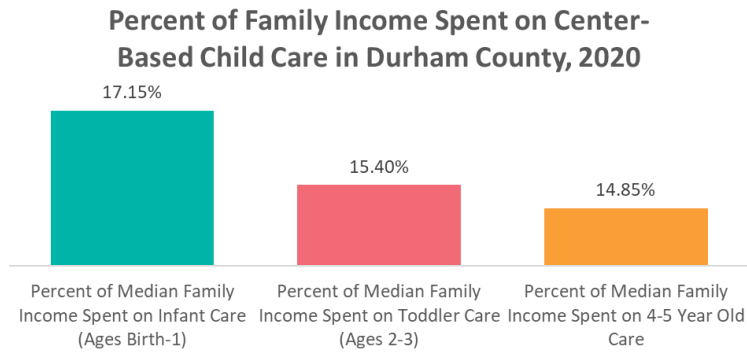
Seat Type	# Seats Allocated
DPK ENHANCED – publicly-funded seats braided with and enhanced by local DPK funds	295
Enhanced NCPReK	284
in Private Center classrooms	206
in Head Start classrooms	42
in DPS classrooms	36
Enhanced Head Start (in Head Start classrooms)	6
Enhanced DPS Title I (in DPS classrooms)	5
*DPK NEW – seats funded only with local DPK funds	167
in Private Center classrooms	100
in Head Start classrooms	3
in DPS classrooms	64
OTHER NCPREK – state-funded NCPReK seats with NO DPK funding	353
in Private Center classrooms	158
in Head Start classrooms	103
in DPS classrooms (enhanced with Title I funds)	92
OTHER HEAD START – federally-funded Head Start seats with NO DPK funding	43
OTHER DPS – public-school funded seats with NO DPK or NCPReK funding	628
Title I (Title I funded)	238
Exceptional Children (federal IDEA and locally funded)	316
* Montessori Magnets (DPS funded)	74
Itinerant Services (federal IDEA and locally funded)	
Other DPS Speech Only (federal IDEA and locally funded)	
GRAND TOTAL	1,486

*Sliding Scale Applies

Source: Child Care Services Association. Data Request for Durham Early Childhood Action Plan Needs and Assets Assessment, October 2020.

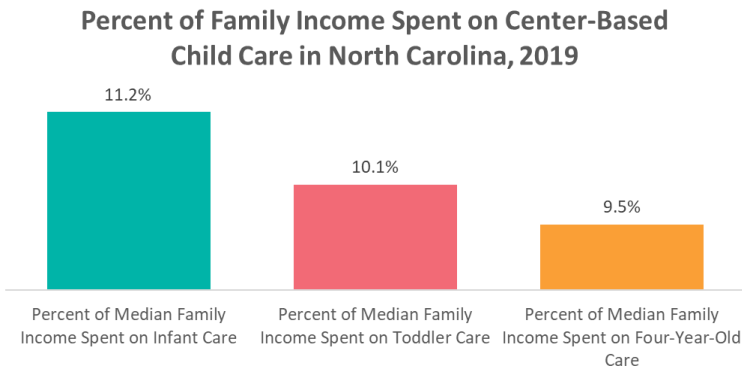
2025 TARGET: Part 2) By 2025, decrease the percent of family income spent on child care.

Child care in Durham County includes care at the 164 child care centers and 115 family child care homes that are licensed by the state.⁷ The indicator that the Early Childhood Action Plan uses focuses on the affordability of center-based child care.



Source: Child Care Services Association, August 2020.

Technical Note: The percent of Median Family Income is calculated using the average monthly rate of full-time care (provided by Child Care Services Association) divided by the Median Family Income, using U.S. Census Bureau, American Community Survey, 5-year Estimates: 2014-2018.



Source: Child Care Aware America. [“The US and the High Price of Child Care: Appendices.”](#) 2019 Report.

Technical Note: Child Care Aware calculates percent of family income spent on center-based child care by dividing the price of child care by the state median income for married-

couple families, using U.S. Census Bureau, American Community Survey, 5-year Estimates: 2013-2017, Table B19126.

High-quality early child care and education remains expensive for many families in Durham. As of August 2020, families in Durham pay an average of 17.15 percent of their income on child care for infants, 15.40 percent on child care for toddlers, and 14.85 percent on child care for 4-5 year-olds.⁸ This greatly exceeds the U.S. Department of Health and Human Services child care affordability benchmark of 7 percent.⁹ The child care affordability challenges mirror the findings of the “State of Durham County’s Young Children” report that was released in 2017.¹⁰

⁷ [“Measures of Success Data for Supporting Regional Coordination and Collaboration by Leveraging ESSA North Carolina State Consultant Meeting.”](#) Pathways to Grade Level Reading. North Carolina Early Childhood Foundation, February 2020.

⁸ Child Care Services Association. Data Request, September 2020.

⁹ [“Data-for-Equity Research Brief: Child Care Affordability for Working Parents.”](#) Institute for Child, Youth and Family Policy. Heller School for Social Policy and Management. Brandeis University, November 2018.

¹⁰ [“State of Durham County’s Young Children.”](#) Duke Center for Child and Family Policy and Durham County, 2017.

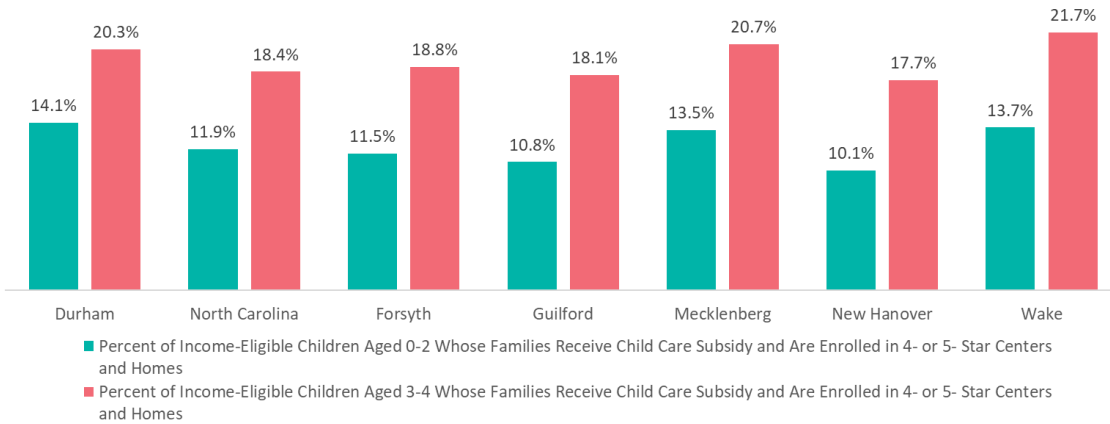
SUB-TARGET 1: Increase the percent of eligible children whose families receive child care subsidy and are enrolled in 4- or 5-star centers and homes: Ages 0-2 years; Ages 3-5 years.

In North Carolina, the Division of Child Development and Early Education uses star rated licenses with the number of stars reflecting indicators of a program’s quality. Child care centers and family child care homes are evaluated on factors like health and safety, staff education, and other program standards.¹¹ In Durham, 72 percent of child care centers have a 4- or 5- star rating.¹² A map of Durham County showing the child care centers per square mile as of 2018 can be found [here](#).

Federally and state-funded child care subsidies are available for eligible families to help families pay for child care for children aged 0-5 years and for before- and after-school care for children aged 6-12 years at 3-, 4-, or 5-star care.¹³ Families with children younger than 6 years old and who are employed or in school and living below 200 percent of the Federal Poverty Level (FPL) are eligible for child care subsidies.¹⁴

Additionally, CCSA administers a child care scholarship program that provides eligible families with assistance in paying for the cost of child care for children aged 0-12 years at 4- and 5-star care. Families must meet specific income-eligibility guidelines and must be working, looking for work, in school, unable to work, or have a child with a documented developmental need.¹⁵

Percent of Income-Eligible Children Whose Families Receive Child Care Subsidy and Are Enrolled in 4- or 5- Star Centers and Homes, 2018



Source: Division of Child Development and Early Education (DCDEE), NC Department of Health and Human Services (NCDHHS). Early Childhood Action Plan Durham County Data Report, 2019.

Compared with the state and similar counties, Durham has the highest percentage of income-eligible 0-2 year-olds whose families receive child card subsidy and are enrolled in 4- and 5- star centers and homes.

¹¹ “[State of Durham County’s Young Children](#).” Duke Center for Child and Family Policy and Durham County, 2017.

¹² “[Education: Child Care Centers with 4 or 5 Star Ratings](#).” Durham Neighborhood Compass. Dataworks NC, City of Durham, and Durham County. Data source: NCDHHS, Division of Child Development and Early Education (DCDEE), 2018.

¹³ “[Durham County Department of Social Services – Child Care Services](#).” Durham County, 2020.

¹⁴ “[Voluntary, Universal Pre-kindergarten in Durham County. How Do We Get There From Here?](#)” Durham’s Community Early Education/Preschool Task Force. Child Care Services Association, September 2019.

¹⁵ “[Child Care Scholarship Program – for Providers](#).” Child Care Services Association, 2020.

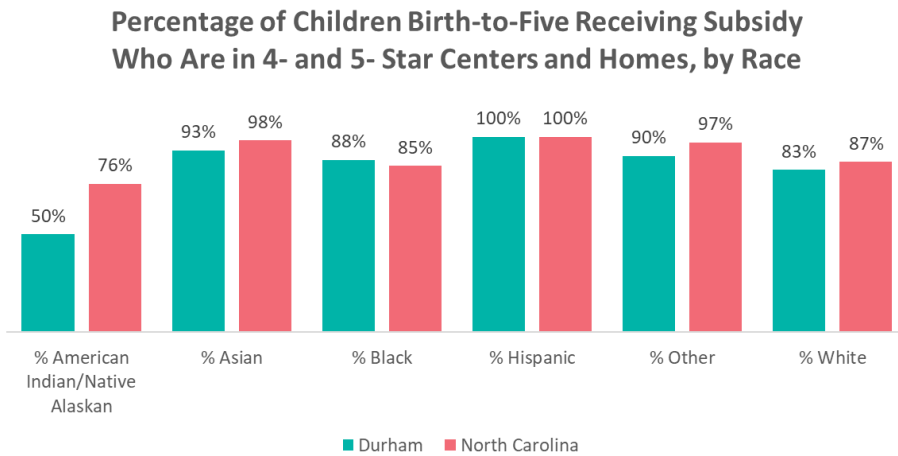
However, only 14.1 percent of eligible families are receiving child care subsidies and enrolling children in 4- and 5- star centers.

A higher percentage (20.3 percent) of income-eligible children aged 3-4 receive child care subsidy and are enrolled in 4- and 5- star centers and homes in Durham County. However, this figure is lower than Mecklenburg and Wake counties.

In order to increase the percentage of eligible families enrolled in high quality child care, there are limiting factors in both the supply of high quality child care seats and the supply of subsidies.

As of 2017, 59 percent of all child care programs have a waiting list.¹⁶ 78 percent and 52 percent of programs have waiting lists to accept new infants and toddlers and 3-5 year olds, respectively.¹⁷ 64 percent of children under 6 years old in Durham County live in homes where all parents in the household work.¹⁸

The demand for child care subsidies continues to outweigh the supply. In July 2020, DSS subsidy payments for June services were made for 1,653 Durham children birth-13 years old, at least 940 of which were children birth-5 (note: no age data was available for 111 of the 1,653 children). As of April 2020, there were 110 children on the DSS waitlist in total (no age breakdown).¹⁹ As of June 2020, there were over 2,000 children on CCSA’s Scholarship waiting list. More updated information on the child care subsidy waitlists for fall 2020 will be available by November 2020.



Source: North Carolina Early Childhood Foundation. ESSA Handout, 2020.

Of children who are receiving a childcare subsidy, American Indian/Native Alaskan, Black, and white families are less likely to be enrolled in a 4- or 5- star center or home.

¹⁶ [“Durham County Preschool Supply and Demand Study.”](#) Child Care Services Association, June 2018.

¹⁷ [“Durham County Preschool Supply and Demand Study.”](#) Child Care Services Association, June 2018.

¹⁸ [“Durham Early Head Start Community Assessment Summary and Recommendations.”](#) Durham’s Partnership for Children, March 2015.

¹⁹ Child Care Services Association. Data Request, September 2020.

SUB-TARGET 2: Increase the percent of eligible children enrolled in Head Start: Ages 0-2 years; Ages 3-5 years.

Durham Early Head Start serves children 0-2 years old and Durham Head Start serves children 3-5 years old. Durham Early Head Start (DEHS) is a federally-funded, free, and comprehensive child development and family support program for low-income expectant women and families with infants and toddlers.²⁰ Durham's Partnership for Children administers Durham Early Head Start in collaboration with community partners. Chapel-Hill Training-Outreach Project (CHTOP) oversees the daily operation of program services. The Center for Child & Family Health provides home visiting services. Local child care centers provide center-based care.²¹

Families are eligible for Head Start and Early Head Start if they meet income eligibility as determined by the Federal Poverty Guidelines in 2020 or have children with documented disabilities regardless of income, have foster children, homeless children or receive public assistance (TANF or SSI) regardless of income.²²

The Early Childhood Action Plan did not provide local data for Head Start enrollment, but the following data have been reported for Durham County head start enrollment:

- Durham Early Head Start through Durham's Partnership for Children and its partners serves 156 children aged 0-2, including 120 children through center-based care and 36 children through home visiting.²³ An additional 160 0-2 year olds are served through CHTOP's Early Head Start centers.²⁴ In total, 316 children in Durham County aged 0-2 are served by Early Head Start. There are an estimated 3,227 children living below 100% of the federal poverty level in Durham, so the current Early Head Start program is able to serve approximately **9.79% of the eligible population.**
- Durham Head Start serves 323 3-4 year olds. There are an estimated 2,151 children living below 100% of the federal poverty level in Durham, so the current Head Start program is able to serve approximately **15.02% of the eligible population.**²⁵
- In total, Durham Early Head Start and Head Start serve 639 children ages 0-4.²⁶ There are 5,378 children in Durham County living below 100% of the Federal Poverty Level,²⁷ so the current program is able to serve about 11.88% of the eligible population.
 - **Technical Note:** Eligible children may also be eligible and enrolled in other subsidized early child care and education opportunities.

Durham Head Start and Early Head Start programs are unable to serve all eligible families and waiting lists each year. As of October 2020, there are 216 Head Start children and 182 Early Head Start children on the waiting list for programs operated by CHTOP.²⁸

²⁰ "[Durham Early Head Start.](#)" Durham's Partnership for Children, 2020.

²¹ "[Durham Early Head Start.](#)" Durham's Partnership for Children, 2020.

²² "[Durham Head Start & Early Head Start.](#)" Chapel Hill Training-Outreach Project, 2020.

²³ "[Durham Early Head Start.](#)" Durham's Partnership for Children, 2020.

²⁴ Chapel Hill Training-Outreach Project. Data Request for Durham Early Childhood Action Plan Needs and Assets Assessment, September 2020.

²⁵ Chapel Hill Training-Outreach Project. Data Request for Durham Early Childhood Action Plan Needs and Assets Assessment, September 2020.

²⁶ Chapel Hill Training-Outreach Project. Data Request for Durham Early Childhood Action Plan Needs and Assets Assessment, September 2020.

²⁷ "Geographic Location of Eligible Children and Families." Chapel Hill Training-Outreach Project. American Community Survey, 2016 5-year estimates.

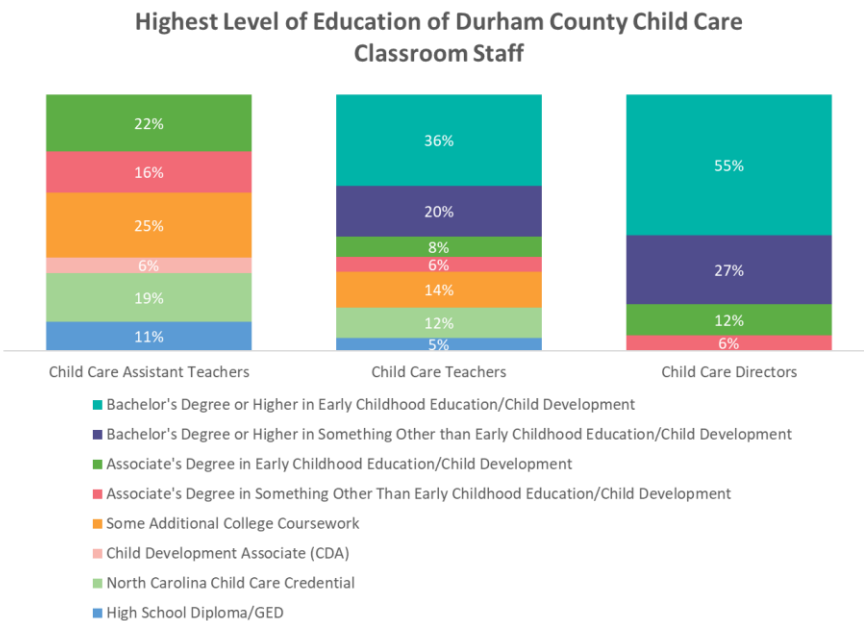
²⁸ Chapel Hill Training-Outreach Project. Data Request for Durham Early Childhood Action Plan Needs and Assets Assessment, September 2020.

SUB-TARGET 3: Percent of early childhood teachers with post-secondary early childhood education.

Staff education levels are a critical component of high quality early care and degree attainment is not a common standard amongst standards for publicly funded Pre-K. In the NC Pre-K program, teachers are required to have at least a Bachelor’s degree in early childhood education or child development in addition to a Birth to Kindergarten license (B-K license).²⁹

Other types of early childhood credentials:³⁰

- **North Carolina Early Childhood Credential:** A statewide credential required by the NC Division of Child Development and Early Education for lead teachers in licensed early education programs.
- **Child Development Associate Credential (CDA):** A nationally recognized credential based on a core set of competency standards, which guide early educators as they work toward becoming qualified educators of young children.
- **Birth to Kindergarten (B-K) License:** A statewide license administered through the NC Department of Public Instruction used to designate teachers with the education necessary to effectively teach birth to five year olds.



Source: Child Care Services Association. [“Durham County Preschool Supply and Demand Study”](#), June 2018.

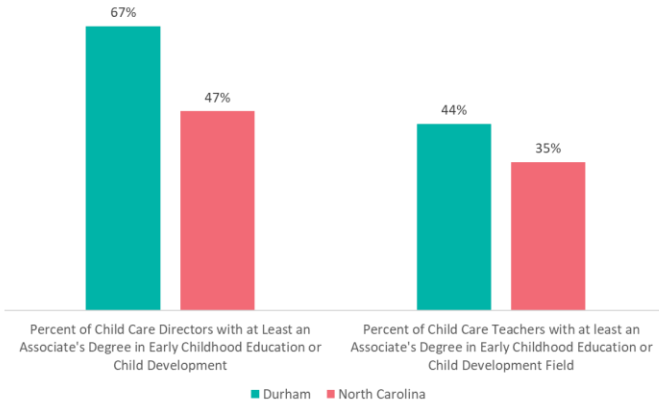
Technical Note: “Teacher and assistant teacher education levels should be interpreted with caution as directors were asked to report on their staff’s education levels, instead of these individuals reporting their own education. While directors have knowledge of

their staff’s education, some information may have been omitted or misrepresented.” CCSA Supply-Demand Report, 2018

²⁹ [“Durham County Preschool Supply and Demand Study.”](#) Child Care Services Association, June 2018.

³⁰ [“Durham County Preschool Supply and Demand Study.”](#) Child Care Services Association, June 2018.

Early Childhood Educators with Post-Secondary Education in Early Childhood Education



Durham County child care directors are more highly educated than their counterparts statewide with 93% having at least an Associate degree, and 67% have an Associate degree in the early childhood education or child development field.³¹ Teachers and assistant teachers have lower levels of education overall than directors.

Post-secondary education remains an expensive endeavor and there are significant barriers to increasing educational attainment in an underpaid, undervalued workforce.

Source (Durham County) Child Care Services Association. "[Durham County Preschool Supply and Demand Study](#)," June 2018.

Source (North Carolina): Child Care Services Association. "[Working in Early Care and Education in North Carolina](#)," December 2015.

Technical Note: The Durham data from 2018 is compared with statewide data from 2015.

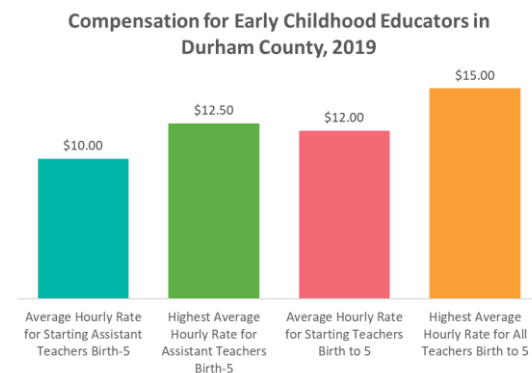
³¹ "[Durham County Preschool Supply and Demand Study](#)." Child Care Services Association, June 2018.

SUB-TARGET 4: Decrease workforce turnover measured as statewide separation rates for full-time teachers.

Early childhood educators are notoriously underpaid and undervalued despite the known importance of early childhood education and child brain development in the earliest years. Historically, domestic workers, who were disproportionately women of color, in the United States have been systematically undervalued stemming from centuries of systemic racism.³²

Women of color are still disproportionately represented in the early childhood profession and continue to fight for fair protections and wages.³³

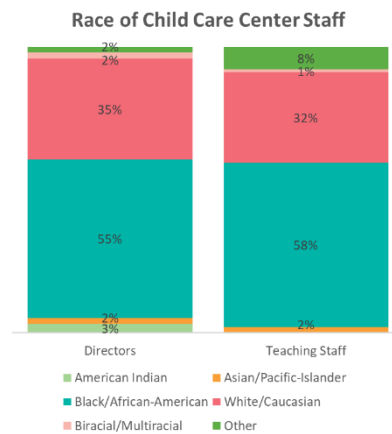
There is a significant wage penalty for this work – women are paid at least 26 percent less than they could earn in occupations that require similar levels of education, experience, and skills.³⁴



Source: Child Care Services Association. “[The 2019 Early Care and Education Workforce in Durham County](#).” October, 2019.

Additionally, this field is often provided less access to paid sick leave, paid time off health insurance, and opportunities for

growth. National research has shown that poor compensation and benefits are felt most acutely by Black women in the early childhood workforce as evidenced by the 16 percent wage gap between white and Black female child care teachers.³⁵



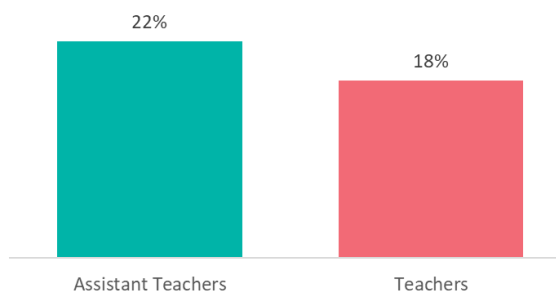
Source: Child Care Services Association. “[Durham County Preschool Supply and Demand Study](#)”, June 2018.

Unsurprisingly, we see high turnover amongst child care staff.

Technical Note: Turnover rate is defined as the percentage of classroom staff who left their center in the 12 months preceding the study. Updated child care workforce data in Durham County will be available in November 2020.

Source: Child Care Services Association. “[Durham County Preschool Supply and Demand Study](#)”, June 2018.

Turnover Rates of Child Care Staff in Durham County, 2018



³² “[Undervalued: A Brief History of Women’s Care Work and Child Care Policy in the United States](#).” National Women’s Law Center, 2017.

³³ “[Undervalued: A Brief History of Women’s Care Work and Child Care Policy in the United States](#).” National Women’s Law Center, 2017.

³⁴ “[Undervalued: A Brief History of Women’s Care Work and Child Care Policy in the United States](#).” National Women’s Law Center, 2017.

³⁵ Ullrich et al. “[Underpaid and Unequal](#).” Center for American Progress, August 2016.

Detailed Data Review

GOAL 8

GOAL 9

GOAL 10



Goal 9: On Track for School Success

COMMITMENT: Young children across North Carolina will reach their developmental goals by the time they enter Kindergarten.

2025 TARGET*: By 2025, increase the percentage of children across North Carolina who enter kindergarten at a level typical for their age group, according to the five domains of the NCDPI Kindergarten Entry Assessment (KEA).

SUB-TARGETS:

- 1. Percent of children enrolled in Medicaid receiving general developmental screening in first 3 years of life**

DATA SOURCE: NC Medicaid Child Core Set

TREND BY 2025: Increasing

- 2. Percent of children who receive early intervention and early childhood special education services to address developmental risks and delays as compared to NC Census data**

- Infant Toddler Program
- Exceptional Children Program

DATA SOURCE: NC Early Intervention Program, NC Division of Public Health (DPH), NC Department of Health and Human Services (NCDHHS), NC Preschool Exceptional Children, NC Department of Public Instruction (NCDPI)

TREND BY 2025: Increasing

- 3. Percent of children receiving early intervention and early childhood special education services to address developmental risks and delays who demonstrate improved positive social-emotional skills and acquisition and use of knowledge and skills**

- Infant Toddler Program
- Exceptional Children Program

DATA SOURCE: NC Early Intervention Program, NC Division of Public Health (DPH), NC Department of Health and Human Services (NCDHHS), NC Preschool Exceptional Children, NC Department of Public Instruction (NCDPI)

TREND BY 2025: Increasing

For more details, visit the [interactive NC Early Childhood Action Plan Data Dashboard](#)

DATA AVAILABILITY

	GOAL 9	Can this sub-target be reported at the County Level with the ECAP data source?	Does the ECAP County Data Report Provide County-Level Data?	Can we get this data at the County-Level?
2025 Target	Kindergarten Readiness	Yes	No	NC DPI through DPS
Sub-Target 1	Developmental Screening	Yes	No	<i>Requires Medicaid Data Request</i>
Sub-Target 2	Reach of Infant Toddler Program and NC Preschool Exceptional Children Program	Yes	Yes	Yes
Sub-Target 3	Improvements as Result of Early Intervention and Early Childhood Special Education Services	Yes	Yes (Infant Toddler Program Only)	<i>To Be Determined for Preschool EC</i>

DATA REVIEW: HOW ARE WE DOING AS A COUNTY ON THE TARGETS AND SUB-TARGETS FOR GOAL 9?

2025 TARGET: Increase the percent of children who enter kindergarten at a level typical for their age group, according to the five domains of the NCDPI Kindergarten Entry Assessment (KEA).

As of 2017, 38 percent of Durham students entered kindergarten with a reading proficiency at grade level, slightly above the state average of 36 percent.³⁶ Durham has significant racial disparities. A higher percentage of white children (65 percent) enter kindergarten reading at grade level, compared to 38 percent of black students and 21 percent of Hispanic students.³⁷

The KEA has not historically been collected consistently across Durham Public Schools. Additionally, the KEA is intended to be used as a formative assessment not a summative one.³⁸ The state has switched to a new kindergarten assessment for the 2020-2021 school year called the North Carolina Early Learning Inventory (NC ELI) that will provide much of the same information as the KEA.

³⁶ https://childandfamilypolicy.duke.edu/wp-content/uploads/2017/04/DurhamChildrensReport.FINAL_singlepages.pdf

³⁷ https://childandfamilypolicy.duke.edu/wp-content/uploads/2017/04/DurhamChildrensReport.FINAL_singlepages.pdf

³⁸ ["NC Data Experts Recommend New Approach to Measuring Early Childhood Development."](#) North Carolina Early Childhood Foundation. April 2020.

SUB-TARGET 1: Percent of children enrolled in Medicaid receiving general developmental screening in first 3 years of life.

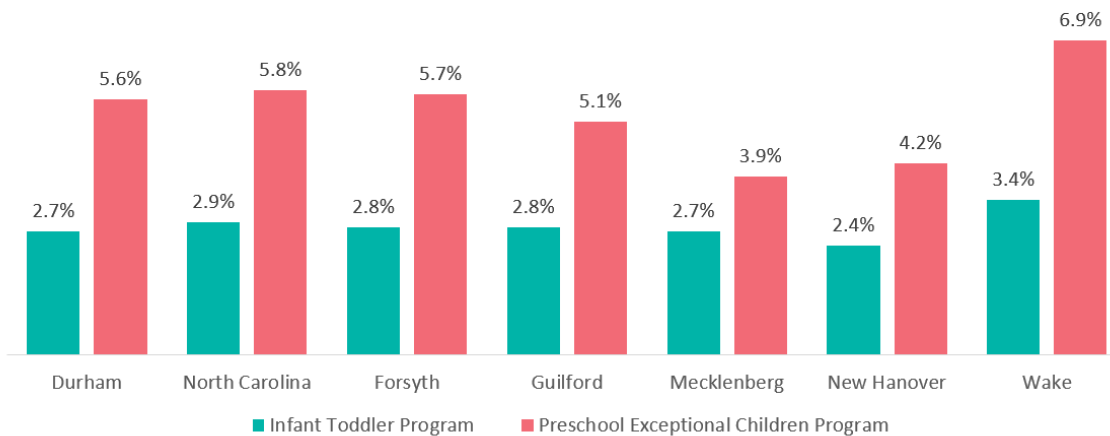
Requires a Medicaid data request to obtain this data at the county-level.

SUB-TARGET 2: Increase the percent of children who receive early intervention and early childhood special education services to address developmental risks and delays as compared to NC Census data: Infant Toddler Program; Exceptional Children Program.

The North Carolina Infant-Toddler Program, run by Child Developmental Services Association (CDSA) provides supports and services for families and their children, birth to three who have special needs. During these formative early years, early intervention can make a positive difference in how a child develops and learns.³⁹

The Exceptional Children program, run by Durham Public Schools, provides services for students 3 years and over with disabilities to develop intellectually, physically, emotionally, and vocationally through the provision of an appropriate individualized education program (IEP) in the least restrictive environment.⁴⁰

Percent of Children Who Receive Early Intervention and Early Childhood Special Education Services to Address Developmental Risks and Delays as Compared to Census Data, 2018



Source (Infant Toddler Program): NC Early Intervention Branch, NC Division of Public Health (DPH), NC Department of Health and Human Services (NCDHHS). Early Childhood Action Plan Durham County Data Report, 2019.

Source (Exceptional Children Program): NC Preschool Exceptional Children Program, NC Department of Public Instruction (NCDPI). Early Childhood Action Plan Durham County Data Report, 2019.

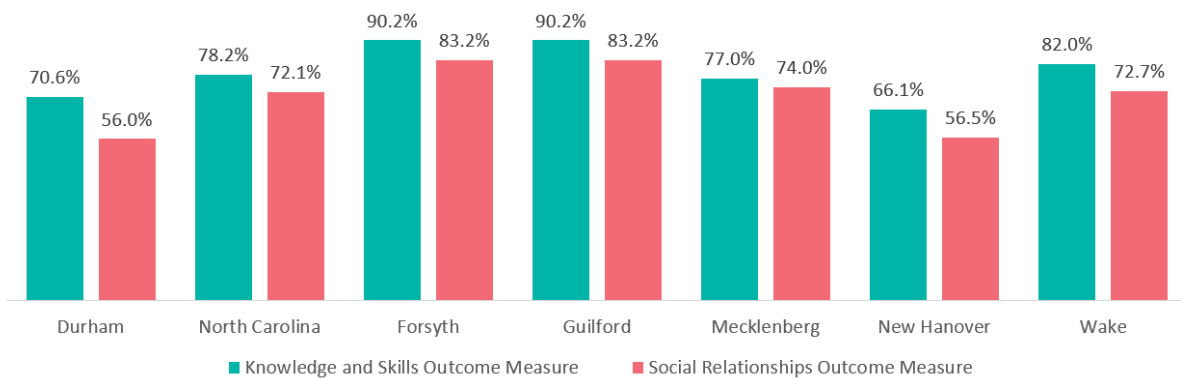
³⁹ ["North Carolina Infant-Toddler Program \(NC ITP\)."](#) NCHDDS, Division of Public Health, 2020.

⁴⁰ ["Exceptional Children."](#) Public Schools of North Carolina. State Board of Education. Department of Public Instruction, 2020.

SUB-TARGET 3: Increase the percent of children receiving early intervention and early childhood special education services to address developmental risks and delays who demonstrate improved positive social-emotional skills and acquisition and use of knowledge and skills: Infant Toddler Program; Exceptional Children Program.

A child’s progress as result of their participation in the NC Infant-Toddler Program can be measured by positive social-emotional skills and social relationships and by the acquisition and use of knowledge and skills, including early language and communication.⁴¹

Percent of North Carolina Children Who Received Services through the Infant Toddler Program, Entered the Program Below Age Expectations in Each Outcome, and Substantially Increased Their Rate of Growth by the Time They Exited the Program, 2018



Source: NC Early Intervention Branch, NC Division of Public Health (DPH), NC Department of Health and Human Services (NCDHHS). Early Childhood Action Plan Durham County Data Report, 2019.

Fewer children who received services through the NC Infant Toddler Program in Durham increased their rate of growth in both outcome measures (in the Knowledge and Skills measure and in the Social Relationships measure) in comparison to similar counties.

County-level data was not reported for the Preschool Exceptional Children’s Program.

Discussion Question:

- Are there other ways that Durham should consider assessing kindergarten readiness?

⁴¹ “[The North Carolina Infant-Toddler Program. Indicator 11: State Systemic Improvement Plan \(SSIP\).](#)” NCHDDS, Division of Public Health, April 2015.

Detailed Data Review

GOAL 8

GOAL 9

GOAL 10



Goal 10: Reading at Grade Level

COMMITMENT: Young children across North Carolina will read on grade level in elementary school, with a particular focus on African American, American Indian, and Hispanic children who face the greatest systemic barriers to reading success.

2025 TARGET:

By 2025, increase the percentage of children across the state achieving high levels of reading proficiency according to the following measures:

Part 1) Increase the percentage of students reading above proficiency from 45.8% to 61.8% for 3rd – 8th grade students on statewide end of grade tests (EOGs), consistent with the state's Every Student Succeeds Act (ESSA) Plan 2025 reading proficiency benchmark.^{57,58}

Part 2) Increase reading proficiency from 39% to 43% according to the fourth grade National Assessment of Educational Progress (NAEP).¹²

SUB-TARGETS:

1. 3rd grade End of Grade (EOG) rates above proficiency

- Statewide
- African-American
- American Indian
- Hispanic

For more details, visit the [interactive NC Early Childhood Action Plan Data Dashboard](#)

DATA SOURCE: [NC Department of Public Instruction \(NCDPI\)](#)

TREND BY 2025: Increasing

2. 4th grade National Assessment of Educational Progress (NAEP) scores for priority populations:

- African-American
- American Indian
- Hispanic

DATA SOURCE: [Nation's Report Card](#)

TREND BY 2025: Increasing

3. Percent of students reading or exhibiting pre-literacy behaviors at or above grade level by the end of the year according to mCLASS Reading 3D

- Kindergarten
- 1st grade
- 2nd grade

DATA SOURCE: [NC Department of Public Instruction \(NCDPI\)](#)

TREND BY 2025: Increasing

4. Percent of families living at or below 200% of the federal poverty level

DATA SOURCE: [American Community Survey \(ACS\)](#)

TREND BY 2025: Decreasing

DATA AVAILABILITY

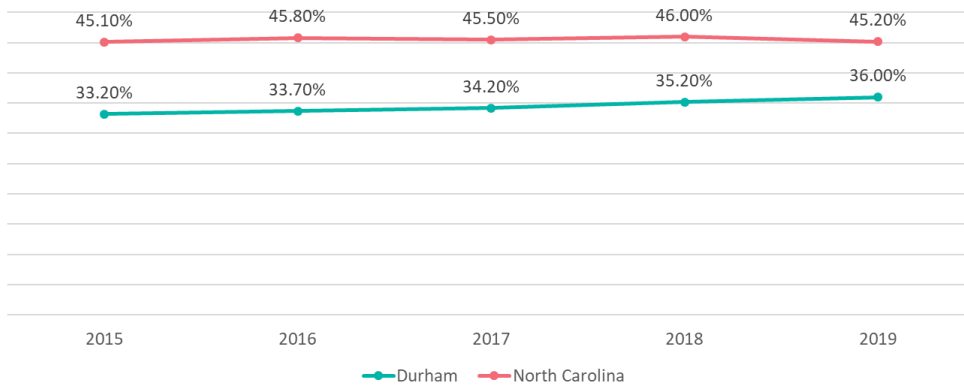
		Can this sub-target be reported at the County Level with the ECAP data source?	Does the ECAP County Data Report Provide County-Level Data?	Can we get this data at the County-Level?
2025 Target (Part 1)	Reading Above Proficiency for 3 rd – 8 th Grade Students on End of Grade Tests (EOGs)	Yes	No	School Report Cards NC DPI
2025 Target (Part 2)	Reading Proficiency on 4 th Grade National Assessment of Educational Progress (NAEP)	Yes	No	No
Sub-Target 1	3 rd Grade End of Grade (EOG) Proficiency	Yes	No	School Report Cards NC DPI
Sub-Target 2	4 th Grade National Assessment of Educational Progress (NAEP) Proficiency	Yes	No	No
Sub-Target 3	Pre-Literacy Behaviors	Yes	Yes	N/A
Sub-Target 4	Poverty	Yes	No	Similar Metrics

DATA REVIEW: HOW ARE WE DOING AS A COUNTY ON THE TARGETS AND SUB-TARGETS FOR GOAL 10?

2025 TARGET: Part 1) Increase the percent of students reading above proficiency from 45.8% to 61.8% for 3rd-8th grade students on statewide end of grade tests (EOGs), consistent with the state’s Every Student Succeeds Act (ESSA) Plan 2025 reading proficiency benchmark.

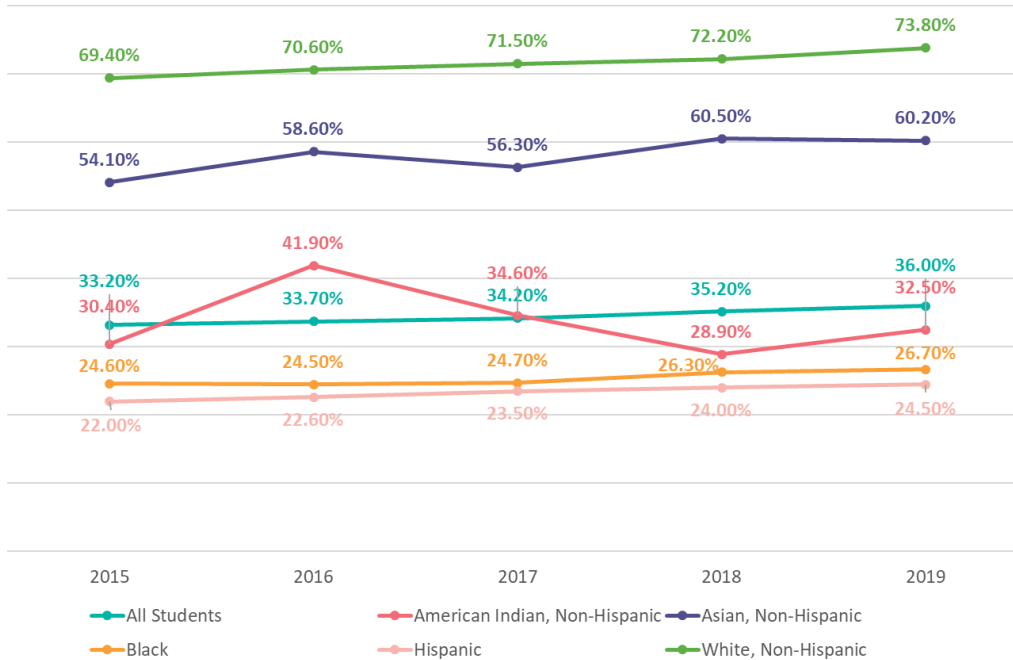
Students scoring at or above Level 3 on the EOGs are considered above proficient. In 2018, NCDPI submitted the state plan for the Every Student Succeeds Act (ESSA), sharing statewide learning goals to achieve by 2030. This plan set a statewide goal for 3rd-8th grade reading proficiency rates, with a benchmark for the 2024-25 school-year at 61.8% performing above proficiency. The Early Childhood Action Plan chose to align efforts and share accountability for achieving that goal and incorporated NCDPI’s 2025 benchmark into Part 1 of the 2025 Target.

NC EOG Assessment 3rd-8th Grade Reading – Percent of Students College and Career



Source: NC Report Cards Visual Analytics Viewer. NCDPI. 2019.

EOG Assessment 3rd-8th Grade Reading – Percent of Students in Durham County College and Career Ready by Race, Ethnicity



Source: NC Report Cards Visual Analytics Viewer. NCDPI. 2019.

Durham has a lower percentage of students in 3rd-8th grade reading above proficiency than the statewide figure. There are wide racial disparities in reading proficiency across Durham. As classes have moved online during the COVID-19 pandemic, it is most likely that students from lower socio-economic and traditionally marginalized racial minority populations in North Carolina will be disproportionately impacted.⁴²

⁴² "Pre-K Through 12 Education and COVID-19: Landscape Analysis of Impact Indicators." Public School Forum of North Carolina and the The Samuel DuBois Cook Center on Racial Equity. October, 2020.

2025 TARGET: Part 2) Increase reading proficiency from 39% to 43% according to the 4th grade National Assessment of Educational Progress (NAEP).

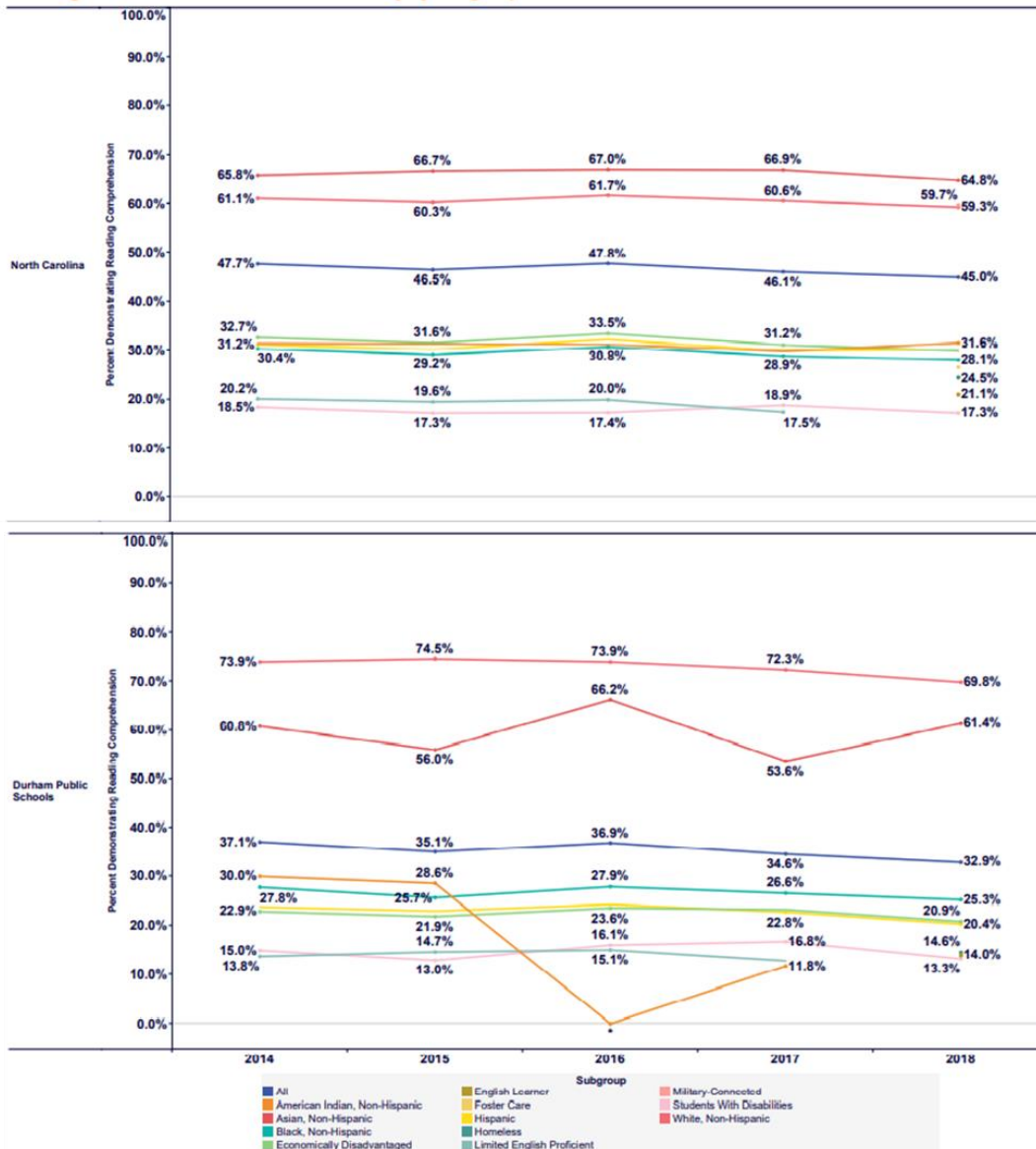
In 2017, 39% of North Carolina 4th graders were proficient readers according to the NAEP. The Part 2 of the 2025 target is to reach the NAEP proficiency rate of the top achieving state in the region, Virginia, which would be about a 10% improvement from North Carolina’s current rate.

The NAEP is gathered as a random sample across the state and the data is not sufficient to be reported at the county level.

SUB-TARGET 1: Increase the 3rd grade End of Grade (EOG) rates above proficiency: Statewide, African-American, American Indian, Hispanic.

Students’ end of grade scores are considered above proficient if they are scoring Level 3 or above.

Percent of Third Grade Students Scoring College and Career Proficiency on Third Grade End of Grade Assessments for Reading in North Carolina and Durham County by Subgroups



Source: North Carolina Department of Public Instruction. Early Childhood Action Plan Durham County Data Report, 2019.

Technical Notes: “Data collection and reporting for certain subgroups (Homeless, Foster Care, English Learner, Military-Connected) did not begin until 2018, as indicated by singular dots of data for these subgroups in 2018. Performance results greater than 95 percent are marked as “>95%” and are shown at the 95.0% value line. Results less than 5 percent are masked as “<5%” and are shown at the 5.0% value line. Data containing less than 10 scores/students are masked and are shown at the 0.0% value line and indicated by * in the chart. If no data for a particular subgroup was collected for a certain year, “No Data” is shown for that subgroup and year.” – Early Childhood Action Plan Durham County Data Report, 2019.

A contributing factor to Durham’s low third grade proficiency rates may be the relatively large proportion of students with limited English proficiency. Nearly 20 percent of Durham’s third graders in charter and public schools are English Language Learners (ELLs), many of them from the Hispanic community.⁴³ EOGs are only offered in English, not in other languages.

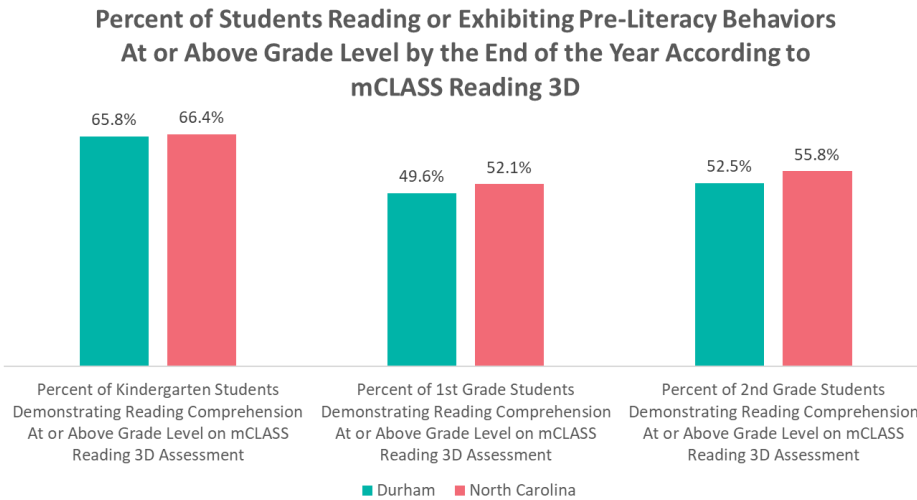
SUB-TARGET 2: Increase 4th grade National Assessment of Education Progress (NAEP) scores for priority populations: African-American, American Indian, Hispanic.

The NAEP is gathered as a random sample across the state and the data is not sufficient to be reported at the county level.

⁴³ [“State of Durham County’s Young Children.”](#) Duke Center for Child and Family Policy and Durham County, 2017.

SUB-TARGET 3: Increase the percent of students reading or exhibiting pre-literacy behaviors at or above grade level by the end of the year according to mCLASS Reading 3D: Kindergarten; 1st grade; 2nd grade.

NC has moved from mCLASS to iStation, and will likely change assessments again next year. This creates challenges with assessing progress related to this indicator.



Source: Duke Center for Child and Family Policy, North Carolina Education Research Data Center and NC Department of Public Instruction. Early Childhood Action Plan Durham County Data Report, 2019.

A slightly higher percentage of DPS Kindergarteners exhibit pre-literacy behaviors at or above grade level in comparison to the state. However, this figure starts to trail the state for 1st- and 2nd- graders.

SUB-TARGET 4: Decrease the percent of families living at or below 200% of the Federal Poverty Level FPL).

It is very clear that a household's income has a direct impact on so many of the other targets that the ECAP measures. It is often lifted up of one of the root causes of various health and educational outcomes. The Durham county data report did not provide this information at the county-level, however there are similar data points from other sources:

- 46 percent of Durham County's young children aged 0-6 live below 200 percent of the federal poverty level.⁴⁴
- More than a quarter of Durham's young children (26 percent) live in a home where the head of household's income is at or below poverty level.⁴⁵
- Poverty rates have stark racial disparities: 37 percent of young children aged 0-8 who are Black and 36 percent who are Hispanic live in homes at or below poverty level; whereas only 8 percent of young white children in Durham live in poverty.⁴⁶

Discussion Questions:

- How should we think about setting these targets given the impacts of COVID-19 and the resulting virtual learning and increased economic instability and potential trauma children are experiencing on reading scores and other measures of academic success?
- Are there other priority populations that the Durham ECAP should explicitly identify?
- In the absence of the mCLASS 3D assessment, is there another sub-target that the Durham ECAP should consider?

⁴⁴ ["Measures of Success Data for Supporting Regional Coordination and Collaboration by Leveraging ESSA North Carolina State Consultant Meeting."](#) Pathways to Grade Level Reading. North Carolina Early Childhood Foundation, February 2020.

⁴⁵ ["State of Durham County's Young Children."](#) Duke Center for Child and Family Policy and Durham County, 2017.

⁴⁶ ["State of Durham County's Young Children."](#) Duke Center for Child and Family Policy and Durham County, 2017.

Durham Early Childhood Services and Assets

WHAT SERVICES AND ASSETS ARE ALREADY AVAILABLE IN DURHAM COUNTY TO MEET THE ECAP GOALS?

Visit the [early childhood services inventory](#) to explore services in Durham promoting early learning for children aged 0-8.

DURHAM EARLY CHILDHOOD SERVICES INVENTORY: LEARNING AND READY TO SUCCEED

This interactive dashboard inventories the assets and services in Durham that help ensure that all children experience the conditions they need to build strong brain architecture and skills that support their success in school and life.

1 SELECT YOUR FILTERS

Select the down arrow on the right side of each filter to select your desired ECAP Goal and Service Population. Check the boxes to select the service areas you would like to filter the services by. Adjusting one filter will adjust the options available in other filters.

ECAP Safe & Nurtured Goal

ECAP Goal ▾

Service Population

To find services that apply to a certain population, select "Yes - ONLY". To exclude a target population from your search, select "No - ONLY"

Pregnant and New Mothers ▾

Infants Birth - 1 and their Families ▾

Children 2- 3 and their Families ▾

Children 4-5 and their Families ▾

Children 6-8 and their Families ▾

Providers and Teachers ▾

Service Areas

Service Area

🔍 Type to search

Subsidized childcare and preschool

School success

Quality improvement efforts in child ca...

Pre-K to K transition

Parent organizing and anti-racism

2 VIEW THE RELEVANT SERVICES

Asset	Organization	Service Description	Website
Center-Based Child Care	Licensed private child care centers	Durham has over 100 child care centers that provide full-time care and learning opportunities for children 0-5, and some also provide afterschool and summer care for children 6-12.	null
Home-Based Child Care	Licensed family private child care homes	Durham has over 100 family child care homes that provide full-time care and learning opportunities for children 0-5, and some also provide afterschool and summer care for children 6-12.	null
Part-Day Preschool Programs	Regulated part-day preschool programs	Durham has many preschools and other unlicensed but regulated child care sites that serve children 0-5.	null
Child Care Referral Center and Evaluation (quality determination) Support	Child Care Services Association	Child Care Referral Central offers three, free and convenient ways to obtain referrals to child care programs in your area. Also helps families evaluate the quality of care at different child care options.	Click Here

1 - 10 / 53 < >

3 ADD OR EDIT

Want to submit a new service or update an existing service?

[Click Here!](#)

The ECAP Learning & Ready to Succeed workgroup has representatives from the following taskforces which are also working to ensure children in Durham are learning and ready to succeed. The workgroup should consider how these groups might play a role in setting targets and strategies.

Taskforce	Mission	Goals
Literacy Partners	Cross-agency alignment regarding early literacy efforts in Durham	<ul style="list-style-type: none"> Meets quarterly to align early literacy efforts.
Durham's Campaign for Grade Level Reading	Increase the total number of children reading on grade level in third grade.	<ul style="list-style-type: none"> Increase percentage of third graders in Durham reading proficiently from 45.7% to 70% by 2028. Double the percentage of children from low- income homes reading on grade level in third grade, from 33.2% in 2016 to 66% by 2028 Increase the total number of children entering kindergarten across DPS elementary schools from x% to x% by 2028 (to be determined). Decrease the chronic absenteeism rate across DPS elementary schools from x% to x% by 2028 (to be determined).
Durham Pre-K Governance Committee	Establish an inclusive, community-driven initiative that will enhance public will and engagement and strengthen the resulting system of preschool services through the initiative.	<ul style="list-style-type: none"> Provide vision and direction to the Durham County preschool expansion effort. Advise and approve plans, strategies, standards, and policies for Durham Pre-K.
Durham NC Pre-K/School Readiness Committee	Serve as the decision-making body for the local NC Pre-K program.	<ul style="list-style-type: none"> Review Contract annually to include revisions and/or updates based on changes to NC Pre-K due to legislation Develop operational policies and procedures Ensure collaboration and shared responsibility for developing, approving, and implementing the local plan for delivering NC Pre-K services at the county/regional level Ensure NC Pre-K services are implemented based on the existing early childhood service delivery system and that service providers in the county/region, with the ability to provide NC Pre-K services, can express interest and be considered to serve as NC Pre-K sites Provide ongoing, collaborative advice about local policies and procedures in the implementation of NC Pre-K services Provide oversight for the local program (both programmatic and fiscal)
Local Interagency Coordinating Council	Assure all families know about early intervention services, and that agencies are coordinating with each other to best serve families.	<ul style="list-style-type: none"> Develop and distribute county specific public awareness and child find materials. Support interagency partnerships and information sharing. Promote parent and family involvement in all community events. Support community efforts that involve children with special needs and their families.

Summary of Strengths and Weaknesses

WHAT ARE THE STRENGTHS AND WEAKNESSES OF DURHAM COUNTY'S EARLY CHILDHOOD SYSTEM TO MEET THE ECAP GOALS?

In the Durham ECAP Workgroup Launch Meeting, the participants brainstormed strengths and weaknesses in Durham to meet the Learning and Ready to Succeed ECAP goals. These strengths and weaknesses have been grouped into themes that are listed below.

STRENGTHS of Durham's early childhood system to ensure all children 0-8 are learning and ready to succeed	WEAKNESSES of Durham's early childhood system to ensure all children 0-8 are learning and ready to succeed
<ul style="list-style-type: none"> • Access to funding and leadership support • Collaboration and cross-sector partnerships • Commitment to equity • Commitment to implementing and expanding universal Pre-K • Energy around high-quality early child-care and early education • Leveraging virtual tools to provide high-quality remote learning • Lots of resources and support services available • Parent and community engagement in education and systems change • Shared understanding and awareness of the importance of early childhood development <p>Focus areas for other workgroups:</p> <ul style="list-style-type: none"> • Food security being addressed during the pandemic 	<ul style="list-style-type: none"> • Child care affordability, subsidy eligibility, waiting list for child care subsidies and low reimbursement • Difficulty navigating the system / awareness of services • Digital divide • Ensuring educational programming is culturally responsive, trauma-informed, and anti-racist • Fostering parent engagement and empowerment rooted in trust and communities of care • Inadequate access to data to make decisions • Inadequate funding for early education • Inadequate supply of high-quality, affordable child care programs • Inefficient and inadequate communication across providers and to families • Inequitable distribution of resources across elementary schools • Lack of alignment, communication and collaboration between Pre-K and Kindergarten • Lack of support for public schools from whiter, higher-SES parents • Language accessibility for families who are non-English speakers • Need more alignment in preschool, pre-K and K-3 curriculum and teacher training • Need more male educators and teachers of color • Need to invest in professional development • Need to make high-quality early care more accessible • Not enough focus on experiences outside of the classroom • Professional development for ECE directors and staff • Professional development for K-3 teachers in Science of Reading • Taking an incremental approach, rather than a systems-change approach focused on root causes • Teacher shortages • Transportation to high-quality ECE programs and pre-K • Underpaid K-3 teachers • Undervalued and underpaid ECE directors and staff; rooted in racism

