



What We Know Today About Guilford County's Young Children and Families

These pages include a snapshot of quantitative and qualitative data gathered as of February 23, 2018. The data align with each element of the *Ready for School, Ready for Life* framework.

A Note About Disaggregated Data: Disaggregated data tells an important story about our community. It also requires context in order to use it responsibly. During our work together, we will use disaggregated data by race/ethnicity, income and other factors. This is reflective of and critical to the systems-building work and our commitment to address racial and economic inequities in this work.

GUILFORD COUNTY BACKGROUND

To understand the data, it helps to have some background about our county.

DEMOGRAPHICS

POPULATION AND NUMBER OF HOUSEHOLDS¹

	Population	Households
Total	511,815	200,298
Children age 5 & under	37,404	23,699

POPULATION BY RACE & ETHNICITY¹

	White Alone	Black/ African American Alone	Asian Alone	American Indian/ Alaska Native Alone	Other Alone	Two or more races	Hispanic/ Latino (of any race) ²
Total Population	288,612	171,837	23,395	2,297	13,961	11,377	38,767
% of County Population	56.4%	33.6%	4.6%	< 1%	2.7%	2.2%	7.6%

TOP LANGUAGES SPOKEN IN GUILFORD COUNTY SCHOOLS³

	Spanish	Arabic	Urdu	Vietnamese	Nepali	French
Number of speakers	3,700	558	263	195	173	107

¹ American Community Survey 5-Year Estimates, 2016.

² This category designates an ethnicity; is not counted toward 100% of total population.

³ Guilford County Schools, 2018.

INCOME⁴

MEDIAN HOUSEHOLD INCOME

	Median Income⁵
All Households	\$46,896
Households with children under age 18	\$51,241

POVERTY³

POVERTY LEVEL AND RATIO OF INCOME

	Total Living Under Federal Poverty Line	Total Living Under 200% of Federal Poverty Line
Total	87,165 (17% of population)	192,862
Children age 5 & under	10,058 (26.9% of children age 5 & under)	20,138 (53.8% of children ages 5 and under)

SUBPOPULATION POVERTY LEVELS

	Total number	Percent of Family Type Living Under Federal Poverty Line
All families	127,106	13.2%
Families with children <18	62,727	21.2%
Grandparents responsible for own grandchildren <18	3,657	25.9%
Female householder, no husband present, with children <18	21,416	43.3%

POPULATION UNDER POVERTY LINE BY RACE/ETHNICITY

	White Alone	Black/ African American Alone	Asian Alone	American Indian/ Alaska Native Alone	Other Alone	Two or more races	White Alone Non-Hispanic /Latino	Hispanic /Latino (of any race)⁶
% population below poverty line represented by each group	34.2%	51.4%	5.0%	0.6%	5.2%	3.5%	27.2%	13.5%

⁴ American Community Survey 5-Year Estimates, 2016.

⁵ In 2016 inflation-adjusted dollars, American Community Survey 5-Year Estimates, 2016.

⁶ This category designates an ethnicity; is not counted toward 100% of total population.

KINDERGARTEN READINESS

Kindergarten readiness is more than just knowing colors or ABCs; it is multi-faceted, and takes a “whole-child” approach. *North Carolina Foundations for Early Learning and Development* (also known as *Foundations*) is the framework adopted by the state of North Carolina to define kindergarten readiness. *Foundations* answers the question, “What should we be helping children learn before kindergarten?” by grouping skills and behaviors into five key domains⁷:

- Approaches to Play and Learning
- Emotional and Social Development
- Health and Physical Development
- Language Development and Communication
- Cognitive Development

Currently available data for kindergarten readiness cover Language Development and Communication. This domain includes development of pre-literacy and early literacy skills that help children go on to read at grade level by third grade.

Third grade reading proficiency is a predictor of later success in school and in life. Students who do not read proficiently by third grade are four times more likely to leave high school without a diploma.⁸ They are also more likely to have social and behavior problems in later grades, more likely to face grade retention, and more likely to drop out of high school.⁹ High school dropouts are more likely to be unemployed, have lower lifetime earnings, are more likely to be teenage parents, and are more likely to be incarcerated.¹⁰

Students who enter kindergarten below benchmarks on early literacy assessments fall behind their peers, and need significant remediation to catch up. Guilford County Schools uses the Text Reading Comprehension (TRC) assessment to measure students’ proficiency in early literacy.

PERCENT OF STUDENTS BELOW BENCHMARKS ON TRC ASSESSMENT, BEGINNING OF YEAR¹¹

Year	All Students	White	Black	Hispanic
2016-2017	54%	38%	58%	72%
2017-2018	55%	38%	60%	71%

⁷ Catherine Scott-Little, Glyn Brown, and Edna Collins. *North Carolina Foundations for Early Learning and Development*, 2013. Access this document at: http://ncchildcare.nc.gov/pdf_forms/NC_foundations.pdf

⁸ Donald J. Hernandez. *Double Jeopardy: How Third-Grade Reading Skills and Poverty Influence High School Graduation*, 2011.

⁹ Annie E Casey Foundation, *Early Warning! Why Reading by the End of Third Grade Matters*, 2010.

¹⁰ Center for Labor Market Studies, Northeastern University, *The Consequences of Dropping out of High School*, 2009.

¹¹ Guilford County Schools, 2017.

DATA ALIGNED WITH EACH ELEMENT OF THE FRAMEWORK

HEALTHY BIRTHS														
FRAMEWORK ELEMENT	PRIORITIZED OUTCOMES	WHAT WE KNOW TODAY												
Well-timed Births	<ul style="list-style-type: none"> Fewer teen births 	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #d9ead3;">Most recent available data</th> <th style="background-color: #d9ead3;">Trend</th> </tr> </thead> <tbody> <tr> <td>Teen pregnancies.¹² 25.4 pregnancies per 1,000 young women ages 15 - 19 (2016)</td> <td>Getting better</td> </tr> <tr> <td>White young women: 12.6 pregnancies per 1,000 young women ages 15-19</td> <td>Getting better</td> </tr> <tr> <td>Black/African American young women: 35.9 pregnancies per 1,000 young women ages 15-19</td> <td>Getting better</td> </tr> <tr> <td>Hispanic/Latina young women: 41.6 pregnancies per 1,000 young women ages 15-19</td> <td>Getting better</td> </tr> <tr> <td>Other young women: <i>Not reported</i></td> <td>N/A</td> </tr> </tbody> </table>	Most recent available data	Trend	Teen pregnancies.¹² 25.4 pregnancies per 1,000 young women ages 15 - 19 (2016)	Getting better	White young women: 12.6 pregnancies per 1,000 young women ages 15-19	Getting better	Black/African American young women: 35.9 pregnancies per 1,000 young women ages 15-19	Getting better	Hispanic/Latina young women: 41.6 pregnancies per 1,000 young women ages 15-19	Getting better	Other young women: <i>Not reported</i>	N/A
		Most recent available data	Trend											
		Teen pregnancies.¹² 25.4 pregnancies per 1,000 young women ages 15 - 19 (2016)	Getting better											
		White young women: 12.6 pregnancies per 1,000 young women ages 15-19	Getting better											
		Black/African American young women: 35.9 pregnancies per 1,000 young women ages 15-19	Getting better											
		Hispanic/Latina young women: 41.6 pregnancies per 1,000 young women ages 15-19	Getting better											
		Other young women: <i>Not reported</i>	N/A											
		<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #d9ead3;">Teen births^{13, 14}</th> <th style="background-color: #d9ead3;">Trend</th> </tr> </thead> <tbody> <tr> <td>109 births to women under age 18 in 2016</td> <td>Getting better</td> </tr> <tr> <td>White young women: <ul style="list-style-type: none"> 11.9% of teen births (13) were to white young women; 56.4% of the total population of Guilford County is white </td> <td>Getting better</td> </tr> <tr> <td>Black/African American young women: <ul style="list-style-type: none"> 61.5% of teen births (67) were to Black/African American young women; only 33.6% of the total Guilford County population is Black/African American </td> <td>Getting better</td> </tr> <tr> <td>Hispanic/Latina young women: <ul style="list-style-type: none"> 23.9% of teen births (26) were to Hispanic/Latina young women; only 7.6% of the total Guilford County population is Hispanic/Latino </td> <td>Getting worse</td> </tr> <tr> <td>Other young women:</td> <td>Getting worse</td> </tr> </tbody> </table>	Teen births ^{13, 14}	Trend	109 births to women under age 18 in 2016	Getting better	White young women: <ul style="list-style-type: none"> 11.9% of teen births (13) were to white young women; 56.4% of the total population of Guilford County is white 	Getting better	Black/African American young women: <ul style="list-style-type: none"> 61.5% of teen births (67) were to Black/African American young women; only 33.6% of the total Guilford County population is Black/African American 	Getting better	Hispanic/Latina young women: <ul style="list-style-type: none"> 23.9% of teen births (26) were to Hispanic/Latina young women; only 7.6% of the total Guilford County population is Hispanic/Latino 	Getting worse	Other young women:	Getting worse
		Teen births ^{13, 14}	Trend											
		109 births to women under age 18 in 2016	Getting better											
		White young women: <ul style="list-style-type: none"> 11.9% of teen births (13) were to white young women; 56.4% of the total population of Guilford County is white 	Getting better											
		Black/African American young women: <ul style="list-style-type: none"> 61.5% of teen births (67) were to Black/African American young women; only 33.6% of the total Guilford County population is Black/African American 	Getting better											
		Hispanic/Latina young women: <ul style="list-style-type: none"> 23.9% of teen births (26) were to Hispanic/Latina young women; only 7.6% of the total Guilford County population is Hispanic/Latino 	Getting worse											
		Other young women:	Getting worse											

¹² NC State Center for Health Statistics - Vital Statistics, 2016.

¹³ NC State Center for Health Statistics: County Health Data Book - Birth Indicators Table, 2016.

¹⁴ American Community Survey 5-Year Estimates, 2012-2016.

HEALTHY BIRTHS																																	
FRAMEWORK ELEMENT	PRIORITIZED OUTCOMES	WHAT WE KNOW TODAY																															
		<ul style="list-style-type: none"> 2.8% of teen births (3) were to young women identifying as “other” in terms of race (non-Hispanic); 2.7% of the total population in Guilford County identifies as “other” alone. 																															
Healthy Births	<ul style="list-style-type: none"> Lower infant mortality rate More full-term births (37+ weeks of gestation) Fewer low birth weights (<5.5 lbs.) Fewer newborns with narcotics or other substances in system 	<table border="1"> <thead> <tr> <th>Most recent available data</th> <th>Trend</th> </tr> </thead> <tbody> <tr> <td>Infant mortality rates.¹⁵ 8.1 infant deaths per 1,000 live births</td> <td>Getting better</td> </tr> <tr> <td>White infant deaths: 5.2 per 1,000 live births</td> <td>Getting better</td> </tr> <tr> <td>Black/African American infants: 12.3 per 1,000 live births</td> <td>Getting better</td> </tr> <tr> <td>Hispanic/Latino infants: 5.5 per 1,000 live births</td> <td>Getting better</td> </tr> <tr> <td>Pre-term birth rates.¹⁶ 10.7% of births in 2016 at 37 weeks or less</td> <td>Getting better</td> </tr> <tr> <td>8.8% of births to white women were pre-term</td> <td>Getting better</td> </tr> <tr> <td>13.3% of births to Black/African American women were pre-term</td> <td>Staying the same</td> </tr> <tr> <td>8.9% of births to women of other races (non-Hispanic) were pre-term</td> <td>Getting better</td> </tr> <tr> <td>9.4% of births to Hispanic/Latina women were pre-term</td> <td>Getting worse</td> </tr> <tr> <td>Low birth weights.¹⁵ 9.6% of children born < 2,501 grams (5.5 lbs).</td> <td>Getting worse</td> </tr> <tr> <td>7.0% of births to white women were low birthweight</td> <td>Getting better</td> </tr> <tr> <td>13.1% of births to Black/African American women were low birthweight</td> <td>Getting worse</td> </tr> <tr> <td>8.4% of births to women of other races (non-Hispanic) were low birthweight</td> <td>Getting better</td> </tr> <tr> <td>7.3% of births to Hispanic/Latina women were low birthweight</td> <td>Getting worse</td> </tr> </tbody> </table>		Most recent available data	Trend	Infant mortality rates. ¹⁵ 8.1 infant deaths per 1,000 live births	Getting better	White infant deaths: 5.2 per 1,000 live births	Getting better	Black/African American infants: 12.3 per 1,000 live births	Getting better	Hispanic/Latino infants: 5.5 per 1,000 live births	Getting better	Pre-term birth rates. ¹⁶ 10.7% of births in 2016 at 37 weeks or less	Getting better	8.8% of births to white women were pre-term	Getting better	13.3% of births to Black/African American women were pre-term	Staying the same	8.9% of births to women of other races (non-Hispanic) were pre-term	Getting better	9.4% of births to Hispanic/Latina women were pre-term	Getting worse	Low birth weights. ¹⁵ 9.6% of children born < 2,501 grams (5.5 lbs).	Getting worse	7.0% of births to white women were low birthweight	Getting better	13.1% of births to Black/African American women were low birthweight	Getting worse	8.4% of births to women of other races (non-Hispanic) were low birthweight	Getting better	7.3% of births to Hispanic/Latina women were low birthweight	Getting worse
		Most recent available data	Trend																														
		Infant mortality rates. ¹⁵ 8.1 infant deaths per 1,000 live births	Getting better																														
		White infant deaths: 5.2 per 1,000 live births	Getting better																														
		Black/African American infants: 12.3 per 1,000 live births	Getting better																														
		Hispanic/Latino infants: 5.5 per 1,000 live births	Getting better																														
		Pre-term birth rates. ¹⁶ 10.7% of births in 2016 at 37 weeks or less	Getting better																														
		8.8% of births to white women were pre-term	Getting better																														
		13.3% of births to Black/African American women were pre-term	Staying the same																														
		8.9% of births to women of other races (non-Hispanic) were pre-term	Getting better																														
		9.4% of births to Hispanic/Latina women were pre-term	Getting worse																														
		Low birth weights. ¹⁵ 9.6% of children born < 2,501 grams (5.5 lbs).	Getting worse																														
		7.0% of births to white women were low birthweight	Getting better																														
		13.1% of births to Black/African American women were low birthweight	Getting worse																														
8.4% of births to women of other races (non-Hispanic) were low birthweight	Getting better																																
7.3% of births to Hispanic/Latina women were low birthweight	Getting worse																																

¹⁵ NC State Center for Health Statistics: County Health Data Book, 2012-2016.

¹⁶ NC State Center for Health Statistics: County Health Data Book - Birth Indicators Table, 2016.

INFANTS & TODDLERS DEVELOPMENTALLY ON TRACK

FRAMEWORK ELEMENT	PRIORITIZED OUTCOMES	WHAT WE KNOW TODAY
Infants & Toddlers Developmentally on Track	<ul style="list-style-type: none"> • More children demonstrate age-appropriate social & emotional development • More children demonstrate age-appropriate emerging literacy skills • More children demonstrate physical well-being and appropriate motor development 	<ul style="list-style-type: none"> • Available data is primarily programmatic, applies to a small population of infants and toddlers, and can't be generalized across the population. Other data may be available, but were not accessible at print deadline. • Several developmental screening tools are used currently in Guilford County, including Ages and Stages Questionnaire (ASQ), Ages and Stages Questionnaire: Social Emotional (ASQ:SE), Parents' Evaluation of Developmental Status (PEDS), BRIGANCE, and Child Development Inventory (CDI). • Of the five domains related to school readiness, families report feeling least confident in preparing their children in the area of social and emotional development.

4-YEAR-OLDS READY TO TRANSITION TO KINDERGARTEN

FRAMEWORK ELEMENT	PRIORITIZED OUTCOMES	WHAT WE KNOW TODAY																																
4-Year-Olds Ready to Transition to Kindergarten	<p>More children are developmentally on track with the 5 school readiness domains:</p> <ul style="list-style-type: none"> Approaches to Play & Learning Emotional & Social Development Health & Physical Development Language Development & Communication Cognitive Development 	<ul style="list-style-type: none"> At least 2,009 4-year-olds participated in NC Pre-K program in 2016-17. Data were available for between about 1,700 and about 2,000 children (differing by objective assessed), and these data show that most children entering the program in the fall were below widely held expectations in every domain. <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr style="background-color: #d9ead3;"> <th style="text-align: left;">Most recent available data¹⁷</th> <th style="text-align: left;">Trend</th> </tr> </thead> <tbody> <tr> <td>Approaches to play & learning. Skills within this domain are not assessed in single category in Teaching Strategies GOLD®</td> <td>No trend data</td> </tr> <tr style="background-color: #d9ead3;"> <td>Social-emotional development. 67.4% below widely held expectations for age.</td> <td>No trend data</td> </tr> <tr> <td>77% of white children below widely held expectations for age.</td> <td>No trend data</td> </tr> <tr> <td>67% of Black/African American children below widely held expectations for age.</td> <td>No trend data</td> </tr> <tr> <td>79% of Asian children below widely held expectations for age.</td> <td>No trend data</td> </tr> <tr> <td>78% of Multiracial children below widely held expectations for age.</td> <td>No trend data</td> </tr> <tr> <td>64% of children of other races below widely held expectations for age.</td> <td>No trend data</td> </tr> <tr> <td>60% of children whose race was unknown below widely held expectations for age.</td> <td>No trend data</td> </tr> <tr> <td>73% of Hispanic/Latino children below widely held expectations for age.</td> <td>No trend data</td> </tr> <tr style="background-color: #d9ead3;"> <td>Physical development. 60.9% below widely held expectations for age.</td> <td>No trend data</td> </tr> <tr> <td>72% of white children below widely held expectations for age.</td> <td>No trend data</td> </tr> <tr> <td>59% of Black/African American children below widely held expectations for age.</td> <td>No trend data</td> </tr> <tr> <td>66% of Asian children below widely held expectations for age.</td> <td>No trend data</td> </tr> <tr> <td>63% of Multiracial children below widely held expectations for age.</td> <td>No trend data</td> </tr> <tr> <td>56% of children of other races below widely held expectations for age.</td> <td>No trend data</td> </tr> </tbody> </table>	Most recent available data ¹⁷	Trend	Approaches to play & learning. Skills within this domain are not assessed in single category in Teaching Strategies GOLD®	No trend data	Social-emotional development. 67.4% below widely held expectations for age.	No trend data	77% of white children below widely held expectations for age.	No trend data	67% of Black/African American children below widely held expectations for age.	No trend data	79% of Asian children below widely held expectations for age.	No trend data	78% of Multiracial children below widely held expectations for age.	No trend data	64% of children of other races below widely held expectations for age.	No trend data	60% of children whose race was unknown below widely held expectations for age.	No trend data	73% of Hispanic/Latino children below widely held expectations for age.	No trend data	Physical development. 60.9% below widely held expectations for age.	No trend data	72% of white children below widely held expectations for age.	No trend data	59% of Black/African American children below widely held expectations for age.	No trend data	66% of Asian children below widely held expectations for age.	No trend data	63% of Multiracial children below widely held expectations for age.	No trend data	56% of children of other races below widely held expectations for age.	No trend data
Most recent available data ¹⁷	Trend																																	
Approaches to play & learning. Skills within this domain are not assessed in single category in Teaching Strategies GOLD®	No trend data																																	
Social-emotional development. 67.4% below widely held expectations for age.	No trend data																																	
77% of white children below widely held expectations for age.	No trend data																																	
67% of Black/African American children below widely held expectations for age.	No trend data																																	
79% of Asian children below widely held expectations for age.	No trend data																																	
78% of Multiracial children below widely held expectations for age.	No trend data																																	
64% of children of other races below widely held expectations for age.	No trend data																																	
60% of children whose race was unknown below widely held expectations for age.	No trend data																																	
73% of Hispanic/Latino children below widely held expectations for age.	No trend data																																	
Physical development. 60.9% below widely held expectations for age.	No trend data																																	
72% of white children below widely held expectations for age.	No trend data																																	
59% of Black/African American children below widely held expectations for age.	No trend data																																	
66% of Asian children below widely held expectations for age.	No trend data																																	
63% of Multiracial children below widely held expectations for age.	No trend data																																	
56% of children of other races below widely held expectations for age.	No trend data																																	

¹⁷ Teaching Strategies GOLD® Growth Reports, 2016-2017

	56% of children whose race was unknown below widely held expectations for age.	No trend data
	64% of Hispanic/Latino children below widely held expectations for age.	No trend data
	Language development. 62.7% below widely held expectations for age.	No trend data
	65% of white children below widely held expectations for age.	No trend data
	59% of Black/African American children below widely held expectations for age.	No trend data
	76% of Asian children below widely held expectations for age.	No trend data
	49% of Multiracial children below widely held expectations for age.	No trend data
	75% of children of other races below widely held expectations for age.	No trend data
	68% of children whose race was unknown below widely held expectations for age.	No trend data
	79% of Hispanic/Latino children below widely held expectations for age.	No trend data
	Literacy 60.7% below widely held expectations for age. (Note: Skills within this Teaching Strategies GOLD® objective fall within Language Development & Communication domain)	No trend data
	70% of white children below widely held expectations for age.	No trend data
	54% of Black/African American children below widely held expectations for age.	No trend data
	59% of Asian children below widely held expectations for age.	No trend data
	57% of Multiracial children below widely held expectations for age.	No trend data
	77% of children of other races below widely held expectations for age.	No trend data
	63% of children whose race was unknown below widely held expectations for age.	No trend data
	75% of Hispanic/Latino children below widely held expectations for age.	No trend data
	Cognitive development. 66.5% below widely held expectations for age.	No trend data
	75% of white children below widely held expectations for age.	No trend data

	64% of Black/African American children below widely held expectations for age.	No trend data
	69% of Asian children below widely held expectations for age.	No trend data
	58% of Multiracial children below widely held expectations for age.	No trend data
	75% of children of other races below widely held expectations for age.	No trend data
	62% of children whose race was unknown below widely held expectations for age.	No trend data
	76% of Hispanic/Latino children below widely held expectations for age.	No trend data
	Mathematics 81.6% below widely held expectations for age. (Note: Skills within this Teaching Strategies GOLD® objective fall within Cognitive Development domain.)	No trend data
	86% of white children below widely held expectations for age.	
	76% of Black/African American children below widely held expectations for age.	
	80% of Asian children below widely held expectations for age.	
	74% of Multiracial children below widely held expectations for age.	
	92% of children of other races below widely held expectations for age.	
	91% of children whose race was unknown below widely held expectations for age.	
	92% of Hispanic/Latino children below widely held expectations for age.	
<ul style="list-style-type: none"> • End-of-year assessment shows significant student growth with 89-93% of students meeting the expected growth range. • No data is available at this time for children who do not participate in the NC Pre-K program and who may be in other care settings (e.g. childcare center, family child care home, in-home care). 		

5-YEAR-OLDS READY FOR SCHOOL										
FRAMEWORK ELEMENT	PRIORITIZED OUTCOMES	WHAT WE KNOW TODAY								
5-Year-Olds Ready for School	More children ready for school.	<table border="1"> <thead> <tr> <th>Most recent available data¹⁸</th> <th>Trend</th> </tr> </thead> <tbody> <tr> <td>Kindergarten readiness (DIBELS)¹⁹</td> <td></td> </tr> <tr> <td>42% of children did not meet benchmarks on DIBELS assessment at kindergarten entry for 2016-17.</td> <td>Getting worse</td> </tr> <tr> <td>25% of children were well below benchmarks on DIBELS assessment at kindergarten entry for 2016-17.</td> <td>Getting worse</td> </tr> </tbody> </table>	Most recent available data ¹⁸	Trend	Kindergarten readiness (DIBELS) ¹⁹		42% of children did not meet benchmarks on DIBELS assessment at kindergarten entry for 2016-17.	Getting worse	25% of children were well below benchmarks on DIBELS assessment at kindergarten entry for 2016-17.	Getting worse
		Most recent available data ¹⁸	Trend							
		Kindergarten readiness (DIBELS) ¹⁹								
		42% of children did not meet benchmarks on DIBELS assessment at kindergarten entry for 2016-17.	Getting worse							
25% of children were well below benchmarks on DIBELS assessment at kindergarten entry for 2016-17.	Getting worse									

¹⁸ Guilford County Schools, 2017.

¹⁹ DIBELS only assesses successful beginning reading including: phonemic awareness, phonics, fluency, vocabulary, and comprehension. See Page 3 above for information on the Text Reading Comprehension (TRC) assessment results.

SUPPORTIVE FAMILIES

HEALTHY FAMILIES																		
FRAMEWORK ELEMENT	PRIORITIZED OUTCOMES	WHAT WE KNOW TODAY																
Healthy Pre-natal & Post-natal Behaviors	<ul style="list-style-type: none"> Sexually active teens use safe sex practices more often More women receive adequate prenatal care More children breastfed for at least 6 months 	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #D9E1F2;">Most recent available data</th> <th style="background-color: #D9E1F2;">Trend</th> </tr> </thead> <tbody> <tr> <td>Safe sex practices among teens. <i>Data collection discontinued by source; current data unavailable.</i></td> <td>N/A</td> </tr> <tr> <td>Adequate prenatal care. 24.4% of women giving birth had sub-adequate prenatal care.^{20 21}</td> <td>Getting worse</td> </tr> <tr> <td>14.6% of white women giving birth had sub-adequate prenatal care</td> <td>Getting worse</td> </tr> <tr> <td>30.3% of Black/African American women giving birth had sub-adequate prenatal care</td> <td>Getting worse</td> </tr> <tr> <td>28.4% of women of other races giving birth had sub-adequate prenatal care</td> <td>Getting worse</td> </tr> <tr> <td>33.1% of Hispanic/Latina women giving birth had sub-adequate prenatal care</td> <td>Getting worse</td> </tr> <tr> <td>Breastfeeding rates. <i>Data collection discontinued by source; current data unavailable.</i></td> <td>N/A</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Families report information overload and/or lack of quality information related to healthy pre-natal and post-natal behaviors. 	Most recent available data	Trend	Safe sex practices among teens. <i>Data collection discontinued by source; current data unavailable.</i>	N/A	Adequate prenatal care. 24.4% of women giving birth had sub-adequate prenatal care. ^{20 21}	Getting worse	14.6% of white women giving birth had sub-adequate prenatal care	Getting worse	30.3% of Black/African American women giving birth had sub-adequate prenatal care	Getting worse	28.4% of women of other races giving birth had sub-adequate prenatal care	Getting worse	33.1% of Hispanic/Latina women giving birth had sub-adequate prenatal care	Getting worse	Breastfeeding rates. <i>Data collection discontinued by source; current data unavailable.</i>	N/A
Most recent available data	Trend																	
Safe sex practices among teens. <i>Data collection discontinued by source; current data unavailable.</i>	N/A																	
Adequate prenatal care. 24.4% of women giving birth had sub-adequate prenatal care. ^{20 21}	Getting worse																	
14.6% of white women giving birth had sub-adequate prenatal care	Getting worse																	
30.3% of Black/African American women giving birth had sub-adequate prenatal care	Getting worse																	
28.4% of women of other races giving birth had sub-adequate prenatal care	Getting worse																	
33.1% of Hispanic/Latina women giving birth had sub-adequate prenatal care	Getting worse																	
Breastfeeding rates. <i>Data collection discontinued by source; current data unavailable.</i>	N/A																	
Socially & Emotionally Healthy Parents	<ul style="list-style-type: none"> Adults report fewer poor mental health days All pregnant women & new mothers screened/ referred for maternal depression Parents who need mental health/ substance abuse 	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #D9E1F2;">Most recent available data</th> <th style="background-color: #D9E1F2;">Trend</th> </tr> </thead> <tbody> <tr> <td>Poor Mental Health Days. Adults report, on average, 3.9 poor mental health days/month (top US performers, 3.0 days)²²</td> <td>Unknown</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Many families with young children report isolation and feelings of loneliness. Some families report a lack of social supports, such as extended family living nearby. 	Most recent available data	Trend	Poor Mental Health Days. Adults report, on average, 3.9 poor mental health days/month (top US performers, 3.0 days) ²²	Unknown												
Most recent available data	Trend																	
Poor Mental Health Days. Adults report, on average, 3.9 poor mental health days/month (top US performers, 3.0 days) ²²	Unknown																	

²⁰ NC State Center for Health Statistics: County Health Data Book – Birth Indicators Table, 2016.

²¹ The Kotelchuck Index used by this source rates care as Inadequate, Intermediate, Adequate, or Adequate Plus based on when prenatal care began and how many prenatal visits were received, not on quality of care or services. Data should not be compared to previous version of this report, which used the Kessner index.

²² Robert Wood Johnson Foundation County Health Rankings, 2017. Source cautions that data should not be compared to prior years.

	treatment receive quality services									
Healthy Eating & Living	<ul style="list-style-type: none"> • More children live in food secure homes • More families eat fruits, vegetables & lean protein in recommended amounts • More children play outside every day 	<ul style="list-style-type: none"> • 11% of adults in greater Greensboro and 13.9% of adults in greater High Point self-reported eating 5 or more servings of fruits and/or vegetables daily.²³ • The Greensboro-High Point metropolitan statistical area recently ranked #9 in the nation for food hardship; 22.2% of county residents say there have been times in the past 12 months when they have not had the money to buy needed food.²⁴ • 26 census tracts in Guilford County have been designated “food deserts.”²⁵ 								
SAFE & SECURE FAMILIES										
FRAMEWORK ELEMENT	PRIORITIZED OUTCOMES	WHAT WE KNOW TODAY								
Strong, Positive Parent Child Relationships	<ul style="list-style-type: none"> • More families report being attuned to their child’s needs • More parents/children have strong, positive bonds 	<ul style="list-style-type: none"> • Families of all demographics say they lacked basic parenting knowledge, skills, and confidence upon becoming parents for the first time. • Families report a lack of awareness of parenting supports and education that would help them develop strong relationships with their children. • Fathers report a lack of supports for learning parenting skills, and often feel excluded. • Families across all demographics report struggling with how to build parent-child relationships, especially when it comes to communicating with their children. 								
Safe & Stable Home	<ul style="list-style-type: none"> • Fewer families move more than one time each year • Fewer families experience homelessness • Fewer families experience severe housing problems 	<table border="1"> <thead> <tr> <th>Most recent available data</th> <th>Trend</th> </tr> </thead> <tbody> <tr> <td>Household mobility. 11.5% of children ages 1-4 moved within the county during the past year.²⁶</td> <td>Getting better</td> </tr> <tr> <td>Quality Affordable Housing 17.7% of occupied housing units have at least one of the following severe housing problems: overcrowding, high housing costs, or lack of kitchen or plumbing facilities.²⁷</td> <td>Getting worse</td> </tr> <tr> <td>Most recent available data²⁸</td> <td>Trend</td> </tr> </tbody> </table>	Most recent available data	Trend	Household mobility. 11.5% of children ages 1-4 moved within the county during the past year. ²⁶	Getting better	Quality Affordable Housing 17.7% of occupied housing units have at least one of the following severe housing problems: overcrowding, high housing costs, or lack of kitchen or plumbing facilities. ²⁷	Getting worse	Most recent available data ²⁸	Trend
Most recent available data	Trend									
Household mobility. 11.5% of children ages 1-4 moved within the county during the past year. ²⁶	Getting better									
Quality Affordable Housing 17.7% of occupied housing units have at least one of the following severe housing problems: overcrowding, high housing costs, or lack of kitchen or plumbing facilities. ²⁷	Getting worse									
Most recent available data ²⁸	Trend									

²³ Guilford County Community Health Assessment, 2015-2016.

²⁴ Food Research & Action Center (in partnership with Gallup polling), 2014-2015.

²⁵ US Department of Agriculture Food Access Research Atlas, 2015.

²⁶ American Community Survey 5-Year Estimates, 2016.

²⁷ U.S. Department of Housing & Urban Development (HUD) Comprehensive Housing Affordability Strategy (CHAS) data, 2010-2014.

²⁸ American Community Survey 5-Year Estimates, 2016.

	<ul style="list-style-type: none"> • More children and families live in safe neighborhoods • Fewer children live below 200% of the federal poverty level 	Poverty rates. 26.9% of children age 5 and under live below the federal poverty level	Getting better			
		26.2% of children age 5 and under below the federal poverty level are white alone	Getting worse			
		53.7% of children age 5 and under below the federal poverty level are Black/African American alone	Getting better			
		6.4% of children age 5 and under below the federal poverty level are Asian alone	Getting worse			
		6.9% of children age 5 and under below the federal poverty level are some other race alone	Getting better			
		6.7% of children age 5 and under below the federal poverty level are multiracial	Getting worse			
		13.4% of children age 5 and under below the federal poverty level are white (not Hispanic/Latino) alone	Getting worse			
		21.2% of children age 5 and under below the federal poverty level are Hispanic/Latino	Getting better			
		Poverty rates. 54.4% of children age 5 and under live below 200% of the federal poverty level.	Getting better			
			<ul style="list-style-type: none"> • Data related to children under age five experiencing homelessness were not available at print deadline. In 2017, 94 children under age 18 experienced homelessness on any given night in Guilford County²⁹. This number has decreased over the past three years. • Families from all backgrounds report that they have significant safety concerns for their children. • Some families report living in unsafe neighborhoods and say they stay inside to preserve their safety and the safety of their children. 			
Fewer Instances of Child Abuse & Neglect	Fewer substantiated child abuse cases	<table border="1"> <thead> <tr> <th>Most recent available data</th> <th>Trend</th> </tr> </thead> <tbody> <tr> <td> Substantiated child abuse cases. 98 child abuse and neglect reports substantiated for children ages 5 and under ³⁰ </td> <td>Getting better</td> </tr> </tbody> </table>	Most recent available data	Trend	Substantiated child abuse cases. 98 child abuse and neglect reports substantiated for children ages 5 and under ³⁰	Getting better
Most recent available data	Trend					
Substantiated child abuse cases. 98 child abuse and neglect reports substantiated for children ages 5 and under ³⁰	Getting better					

²⁹ Partners Ending Homelessness: Point in Time Count, 2017.

³⁰ UNC Jordan Institute for Families website (manages NC Child Welfare data), State Fiscal Year 2016-2017.

EMPOWERED & ENGAGED FAMILIES		
	PRIORITIZED OUTCOMES	WHAT WE KNOW TODAY
Confident in Preparing Children for School Success	<ul style="list-style-type: none"> • More families knowledgeable about the five readiness domains • More families confident in supporting the five readiness domains for school 	<ul style="list-style-type: none"> • Regardless of their child’s age, parents of young children identify kindergarten readiness as a primary concern. • Families primarily identified cognitive skills as the key to kindergarten readiness. • Of the five domains related to school readiness, families report feeling least confident in preparing their children in the area of social and emotional development. • Families report that they do not receive consistent messages about the importance of the first five years • Families across all demographics report a lack of knowledge and connection to credible information about what they can do to help their children prepare for school success. • Educated, upper/middle class families report feeling under-served due to possible external perceptions that they have the knowledge, resources and skills to prepare their children for school.
Support Literacy and Learning at Home	<ul style="list-style-type: none"> • More families read to their child daily starting at birth • More parents actively engage child in learning at home 	<ul style="list-style-type: none"> • Some programmatic data available, but cannot be generalized across the population. • Some families report having adequate tools and time to support literacy and learning at home. • Other families report that a lack of time due to other obligations (work, school, etc.) poses a challenge in supporting their child’s learning. • Some families report a lack of knowledge and connection to resources to support literacy and learning at home.
Effective Partner with Providers and Teachers	<ul style="list-style-type: none"> • More families have the skills to effectively partner with providers and teachers. • More providers and teachers report that families are effective partners. 	<ul style="list-style-type: none"> • Some programmatic data available, but cannot be generalized across the population. • Some parents reported frustration as a result of not feeling listened to when working with providers and/or teachers. • Families report a desire for childcare professionals, providers and teachers to take a strengths-based approach to working with their children, and view current practices as focused on their child’s deficits. • Some families report feeling discouraged in attempts at partnership by perceptions that early childhood professionals/ teachers are dismissive of parents. • Families with older children reported significant challenges during the Pre-K to kindergarten transition for their children and for themselves. • Some families report feeling discouraged in attempts at partnership by perceptions of unconscious or conscious bias among service providers, childcare professionals and teachers.

		<ul style="list-style-type: none"> • Some refugee/immigrant and lower-income families, report that they are ignored (in person and by phone) when seeking services that would help their child prepare for school. • Parents who have experienced incarceration report being unable to fully participate in their child’s education, i.e. by volunteering in classrooms. • 61% of direct service providers say they know how to have conversations with families so they feel like partners in the change process. ³¹ • Kindergarten teachers report barriers to creating effective partnerships with families. • Families have diverse interpretations of what “effective partnership” means.
<p>Effective Advocates for Child/Family & Community Needs</p>	<ul style="list-style-type: none"> • More families have the skills to effectively advocate for the needs of their child and family. • More families are empowered and advocating within the community. 	<ul style="list-style-type: none"> • Upper/middle class families report needing to advocate strongly to overcome possible assumptions made that their children do not have unmet needs. • 38% of service providers say they know how to engage families as change agents within their organization’s/agency’s efforts. ³²

³¹ ABLLe Change survey, April 2015

³² ABLLe Change survey, April 2015

SUPPORTED FAMILIES

SUFFICIENT, QUALITY SUPPORTS AVAILABLE FOR CHILDREN														
FRAMEWORK ELEMENT	PRIORITIZED OUTCOMES	WHAT WE KNOW TODAY												
Children Have Yearly Wellness Checks & Developmental Screenings	<ul style="list-style-type: none"> • More children have annual wellness checks • More children have appropriate developmental screenings • More medical providers are conducting developmental screenings during annual wellness checks. 	<table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr style="background-color: #D9E1F2;"> <th style="padding: 2px;">Most recent available data</th> <th style="padding: 2px;">Trend</th> </tr> </thead> <tbody> <tr> <td style="padding: 2px;">Wellness checks. <i>Data collection discontinued by source; current data unavailable.</i></td> <td style="padding: 2px;">N/A</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Few families reported knowing that free developmental screenings are available in Guilford County. • Several organizations in Guilford County conduct developmental screenings such as Ages and Stages Questionnaire (ASQ), Ages and Stages Questionnaire: Social Emotional (ASQ:SE), Parents' Evaluation of Developmental Status (PEDS), BRIGANCE, and Child Development Inventory (CDI). All rely on self-reporting by parents/caregivers. • Families report difficulty in connecting with resources to address developmental delays for toddlers and 3- or 4-year-olds, particularly speech delays. • Some families report that they are unsure how developmental screening results will be used and are afraid to be honest when answering questions. 	Most recent available data	Trend	Wellness checks. <i>Data collection discontinued by source; current data unavailable.</i>	N/A								
Most recent available data	Trend													
Wellness checks. <i>Data collection discontinued by source; current data unavailable.</i>	N/A													
Children in High-Quality, Affordable Early Learning Settings	<ul style="list-style-type: none"> • Sufficient quality early learning programs exist to meet local needs • Sufficient quality early learning tools and supports exist for families whose children are not in early childcare settings 	<table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr style="background-color: #D9E1F2;"> <th style="padding: 2px;">Most recent available data³³</th> <th style="padding: 2px;">Trend</th> </tr> </thead> <tbody> <tr> <td style="padding: 2px;">High-quality childcare centers. 66% of childcare centers in Guilford County have a 4- or 5-star rating.</td> <td style="padding: 2px;">Getting better</td> </tr> <tr> <td style="padding: 2px;">High-quality family childcare homes. 44% of family childcare homes in Guilford County have a 4- or 5-star rating.</td> <td style="padding: 2px;">Getting better</td> </tr> </tbody> </table> <p style="margin-top: 10px;">Market Rates for Childcare at a 5-Star Center in Guilford County³⁴</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #D9E1F2;"> <th style="padding: 2px;">Level</th> <th style="padding: 2px;">Rate</th> <th style="padding: 2px;">Trend</th> </tr> </thead> <tbody> <tr> <td style="height: 20px;"> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Most recent available data ³³	Trend	High-quality childcare centers. 66% of childcare centers in Guilford County have a 4- or 5-star rating.	Getting better	High-quality family childcare homes. 44% of family childcare homes in Guilford County have a 4- or 5-star rating.	Getting better	Level	Rate	Trend			
Most recent available data ³³	Trend													
High-quality childcare centers. 66% of childcare centers in Guilford County have a 4- or 5-star rating.	Getting better													
High-quality family childcare homes. 44% of family childcare homes in Guilford County have a 4- or 5-star rating.	Getting better													
Level	Rate	Trend												

³³ Child Care Services Association, 2017.

³⁴ North Carolina Division of Child Development and Early Education, 2017.

	Infant/toddler	\$901	Getting worse
	2-year-old	\$814	Getting worse
	3- to 5-year-old	\$808	Getting worse

- 61% of Guilford County families with children age 5 or under need childcare because the sole parent or both parents are working or in school.³⁵
- Many families report that one parent (or the sole parent) is unable to work due to lack of affordable childcare.
- Some families report sending their child to kindergarten before he/she is ready because they could not afford childcare for another year.
- Families from all backgrounds report significant barriers to accessing affordable, high-quality care.
- Some families and early childhood professionals report concerns about the accuracy of the system that designates the quality of care provided in centers and family childcare homes.
- Families report spending significant time on the waitlist for childcare subsidy.
- Some families who receive childcare subsidies are unclear if the childcare options they are offered are of the same quality as non-subsidy programs.
- An average of 10,357 children ages 0-5 were enrolled in center-based early childhood care & education programs in 2017.³⁶

³⁵ Child Care Services Association, 2016; American Community Survey 5-Year Estimates, 2016.

³⁶ NC Division of Child Development and Early Education, 2017.

SUPPORTED FAMILIES

SUFFICIENT, QUALITY SUPPORTS AVAILABLE FOR FAMILIES		
FRAMEWORK ELEMENT	PRIORITIZED OUTCOMES	WHAT WE KNOW TODAY
Basic Needs are Met	<ul style="list-style-type: none"> More parents report that their family’s basic needs are met Sufficient quality programs exist to meet local needs for basic necessities 	<p>Livable Wage</p> <ul style="list-style-type: none"> The median earnings level for workers in Guilford County is \$29,108 per year.³⁷ Many low and middle-income families report working multiple jobs (or working/going to school) to make ends meet. Families report a vicious cycle around earning more income and losing benefits that help cover basic needs, i.e. food, housing, and childcare. <p>Food</p> <ul style="list-style-type: none"> Families with lower incomes who do not qualify for food stamps report difficulty in knowing how to get food assistance. Some refugee/immigrant families report struggling to understand how to access food in our community. Some families receiving food assistance report difficulty obtaining healthy food options. <p>Housing</p> <ul style="list-style-type: none"> Safe, affordable and healthy housing is in short supply within Guilford County. <p>Transportation</p> <ul style="list-style-type: none"> Families report difficulty accessing available services and supports without personal transportation; public transportation routes are limited and hours of service are limited, particularly during evening hours. Working families who depend on public transportation report that they sometimes turn down services that would help their children prepare for school (i.e. NC Pre-K) because transportation isn’t available or the time of services doesn’t align with work schedules.

³⁷ American Community Survey 5-Year Estimates, 2016.

<p>All New Parents Connected to Parenting Supports</p>	<ul style="list-style-type: none"> • All new parents are referred to parenting supports • Sufficient quality programs and supports exist to meet local needs of new parents 	<ul style="list-style-type: none"> • Families across all demographics report lacking basic skills, knowledge and confidence when they brought their child home from the hospital. • Families of newborns reported not knowing what services and supports are available to support them during the first few months of their child’s life. As a result, some families utilize the Emergency Department for their newborn’s non-emergency needs. • Exception: Families with at-risk newborns reported having access to needed supports and services, which continued after they left the hospital. • Many fathers report feeling excluded from the parenting process starting at birth and continuing through childhood; few supports in place for fathers who want to be involved.
<p>Families Connected to Preventive Health/Mental Health Services</p>	<ul style="list-style-type: none"> • More families are referred to preventive health/mental health services • Sufficient quality programs around preventive/mental health services exist to meet local needs 	<ul style="list-style-type: none"> • Families report difficulty in connecting with quality mental health services/ counseling for themselves and for their children.

RESPONSIVE & INNOVATIVE EARLY CHILDHOOD SYSTEM

ALIGNED & ACCOUNTABLE POLICIES & PROGRAMS		
FRAMEWORK ELEMENT	PRIORITIZED OUTCOMES	WHAT WE KNOW TODAY
Easy Access to Needed Programs	<ul style="list-style-type: none"> • Common applications & centralized intake processes • Eligibility restrictions reduced to accommodate more families in need • Service navigation support available to all families 	<ul style="list-style-type: none"> • Many programs have a unique application, and families must fill out the same information multiple times when seeking services. • Both families and providers report challenges in navigating eligibility requirements. • Families with lower incomes report that the time it takes to access services hinders their ability to become self-sufficient. • Families report long waitlists for some programs and services. • Families report that, when current programs are full, few alternate options exist/are presented. • Families and providers report that parents who identify as undocumented immigrants face significant barriers to accessing services that will help prepare their children for school. • 55% of service providers report that their organization ensures that families have the supports they need to access their services and supports. ³⁸ • Only 8% of service providers say that it is easy for all families with young children to access programs and services. ³⁸
Effective Coordination & Referral Network	<ul style="list-style-type: none"> • More providers assess family needs & make effective cross-sector referrals • More providers across organizations work together to seamlessly address family needs • More families have smooth transitions across agencies/programs & into kindergarten 	<ul style="list-style-type: none"> • Families report being passed from agency to agency without getting connected to services/programs. • Families report that pediatricians are their most trusted resource for getting children ready for kindergarten; some pediatricians report significant barriers to making effective referrals (i.e. available programs/services change frequently, long waitlists, etc.) • Many service providers who refer families say they lack confidence that referrals will result in connecting families to services, i.e. dropped referrals by receiving service providers or families will not follow up. • Service providers report cross-sector/cross-organization referrals are cumbersome; many depend on relationships to complete referrals.

³⁸ ABLe Change survey, April 2015

		<ul style="list-style-type: none"> • Families and providers report difficulty transitioning across programs. Specifically, they cite these transitions at age 3 and from Pre-K to kindergarten. • Families of children with special needs report significant challenges during the transition to kindergarten. • 72% of service providers say their organization currently refers families with young children to other organizations/agencies in town that can meet their needs.³⁹ • Only 33% of service providers say that organizations/agencies are effective at referring and connecting families with young children to the services they need.³⁹
<p>Capable Formal & Informal Providers</p>	<ul style="list-style-type: none"> • More formal and informal providers are culturally competent, knowledgeable about early child development • More formal and informal providers are skilled at using a client-centered, strengths-based approach 	<ul style="list-style-type: none"> • Few supports for informal providers, i.e. grandparents/relatives/friends caring for children. • Some service providers say they do not have the skills needed to work with parents/caregivers from cultures different from their own. • Some service providers say they are not adequately trained to work with families who are mentally ill. • Some service providers say they are not adequately trained to work with families who have faced significant trauma. • Despite demand, cost of childcare and higher education levels of professionals in the field, the median pay for early childhood teachers is \$10.50/hour. 41% of teachers have needed some kind of public assistance (e.g. TANF, Medicaid, SNAP/food stamps) in the past 3 years.⁴⁰
<p>Equitable, Aligned Policies & Practices</p>	<ul style="list-style-type: none"> • Early learning curriculum aligned with school readiness definition across all settings • Professional development aligned with school readiness • Funders support shared outcomes • More work environments are family-friendly 	<ul style="list-style-type: none"> • Multiple early learning curricula are used in childcare/preschool settings. • Early childhood teachers report that professional development is not fully aligned with school readiness definition. • Some families and service providers report that current policies in local workplaces are not family-friendly (with regard to breastfeeding, time off, maternity and paternity leave, etc.) • Some families report that perceived unconscious or conscious bias around race, ethnicity and/or income keep them out of programs and services that would benefit their children.

³⁹ ABLe Change survey, April 2015

⁴⁰ Child Care Services Association, 2015. Data are for TEACH Region 11, which includes Guilford, Randolph, and Rockingham Counties. Data should not be compared with previous version of this report, which uses statewide data.

	<ul style="list-style-type: none"> • More local programs aligned with shared outcomes 	
Responsive to/Respectful of Family Voice	<ul style="list-style-type: none"> • More programs offered at times & places convenient for families • More programs seek & use family input • More culturally competent practices in place • Trauma informed care engaged in every touch point 	<ul style="list-style-type: none"> • Service providers, leaders, teachers, and families report that the current system does not meet the needs of modern families. • Some service providers report challenges in gathering feedback from families and using it to make changes to services provided, or to the way those services work. • Families and providers report lack of culturally competent practices in many care settings for families with young children. • Families whose second language is English report significant issues when it comes to respectful interactions with service providers. • Families and service providers report that written materials often do not match the literacy needs of families (language, reading level, etc.). • Families and direct service providers report that translation and interpretation services are not always available when needed. • Families who have experienced trauma report being re-traumatized when seeking services avoiding further contact with providers. • Teen mothers report that they are often treated with lack of respect/disregarded. • Some families report not accessing services and programs because they fear judgment about their parenting. • 57% of service providers say that their organization currently adjusts the times and locations of their programs and efforts to better fit the needs of diverse families.⁴¹ • 45% of service providers say that their organization currently includes parent voice and parent concerns when making decisions.⁴¹

⁴¹ ABLe Change survey, April 2015

<p>Local Resources Leveraged & Expanded to Meet Needs</p>	<ul style="list-style-type: none"> • Sufficient subsidies & funded slots meet needs across 0-5 continuum • Expanded prevention (vs. crisis) efforts 	<ul style="list-style-type: none"> • Families and direct service providers report long waitlists for programs and services. • Families and direct service providers report that resources are skewed toward crisis response instead of prevention. • Only 32% of service providers say there are currently a sufficient number of programs and services available to meet the needs of young children and their families. ⁴¹
--	---	--

RESPONSIVE & INNOVATIVE EARLY CHILDHOOD SYSTEM

FOUNDATION FOR COMMUNITY ACTION		
FRAMEWORK ELEMENT	PRIORITIZED OUTCOMES	WHAT WE KNOW TODAY
Shared Vision & Goals	<ul style="list-style-type: none"> • Increased cross-sector support for shared vision, goals, and outcomes • Greater shared accountability for action, learning and change • More consistent messages across sectors about effective parenting & school readiness 	<ul style="list-style-type: none"> • While local organizations and agencies have distinct goals, shared outcomes are being developed for some cross-organizational efforts. • 20% of service providers say the community understands what needs to be done to create an effective early childhood system.⁴²
Public Demand for Kindergarten Readiness	<ul style="list-style-type: none"> • Increased understanding of importance of early childhood & school readiness • More parents developed as advocates for their children • Growing active base of local leaders championing targeted goals 	<ul style="list-style-type: none"> • Guilford County has an active base of local leaders in the early childhood space. • Many families, practitioners, service providers, and other partners agree that early childhood is important, but haven't had specific targets as a focal point. • 54% of providers say that the community has a real sense of urgency to improve conditions for young children and their families.⁴²
System Awareness & Understanding	<ul style="list-style-type: none"> • Increased provider & family awareness of existing community services/supports • More providers & families have access to real time information on program availability & eligibility requirements • All providers aware of role in supporting school readiness • More providers aware of how to use a systems approach to promote change 	<ul style="list-style-type: none"> • Families from all backgrounds & providers report low awareness of existing community services/supports. • The extent to which providers are aligned with supporting school readiness based on the five domains is unclear. • 78% of service providers say they understand the role they play—and their organization plays—in helping children become ready for school.⁴² • Only 14% of providers believe that families with young children know what early childhood programs and services are available to them.⁴²

⁴² ABLe Change survey, April 2015

<p>Continuous Improvement Orientation</p>	<ul style="list-style-type: none"> • More quality outcome and program reach data available across 0-5 • More decisions made using data • More real-time input and feedback available and used to improve programs and system functioning 	<ul style="list-style-type: none"> • Quality outcome and program reach data is not easily accessible across programs serving children birth to age 5. • The extent to which real time input and feedback is used to improve programs and system functioning is unclear. • Families report completing multiple surveys but rarely seeing changes implemented as a result. • 54% of service providers report that their organization currently uses real-time feedback from families, staff, and community partners to continuously improve efforts. ⁴³ • 67% of service providers report that their organization currently tracks data on the outcomes programs or efforts are having for children and families. ⁴³
--	--	---

⁴³ ABLe Change survey, April 2015