

# **Local Partnerships Outcomes Report: Smart Start's Network Impact**

Fiscal Year 2017-2018



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## Introduction:

The Smart Start network is diverse, funding over seventy different types of early childhood initiatives focused on early care and education, family support, and health. Many of these activities are designed to achieve similar results such as improved quality of child care or enhanced parenting practices. To capture and summarize results across the wide array of activities, the network adopted common outcomes in FY 2015-16. For each Smart Start funded activity, the local partnership (LP) selects at least one outcome it intends to achieve with that activity as well as one or more measures for the outcome. Results are reported to NCPC each year. NCPC developed the Smart Start Measures Guide to assist local partnerships in selecting and reporting outcomes and measures.

For a second year, local partnerships successfully reported on a variety of instruments to measure progress towards achieving Smart Start's common outcomes. This overview, spanning 25 instruments included in the Measures Guide and selected by LPs, provides an aggregated analysis of scores provided for many of the instruments reported during the 2017-18 Fiscal Year.

In most cases, LPs report average scores across all of those served in the activities and programs. The results reported here are weighted averages across those partnerships selecting and reporting on each outcome and measure. These data points, at the instrument or measurement tool level, are aligned with the common outcomes that the network works to achieve. By measuring individual activity or program outcomes in this way, NCPC can document Smart Start's network-wide impact. Overall, results trend in the appropriate direction across all outcomes, suggesting Smart Start's efforts are making progress on behalf of young children throughout North Carolina.

### **Notes about the analyses:**

Please note that data from partnerships were included in the report if the following conditions were satisfied:

- *Data were complete* – Activity-level data was included if both pre/post scores and/or annual were provided for measures depending on the required format, and if the number served with reported results was also included. These data points are necessary to produce the weighted average.
- *Data were discrete* - If the same data were provided for multiple activities across a Partnership, they were only included once in the analyses.
- *Data were appropriate* – Most measures have minimum and maximum values. Results were only included in the analyses when they were in the correct range.

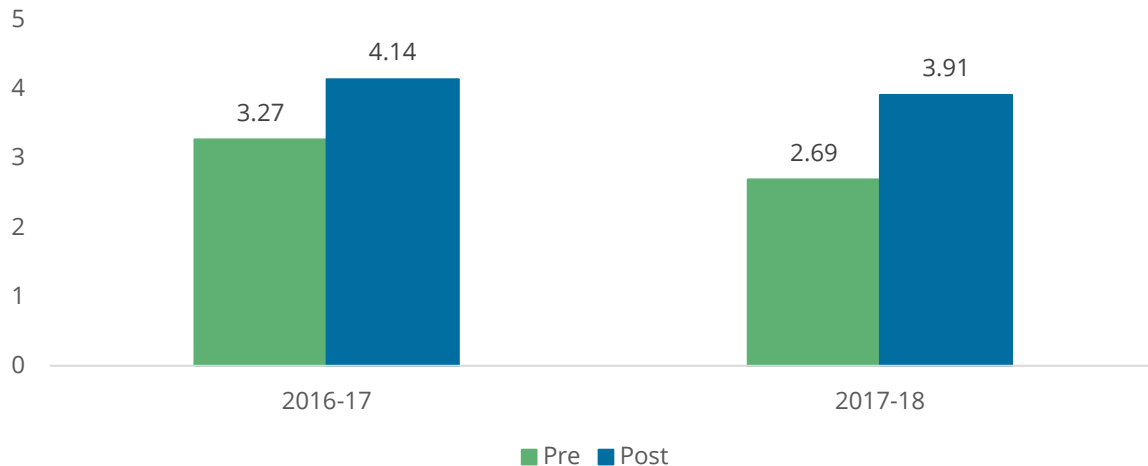
## OUTCOME: Increase in Program Quality

### MEASURE: Star Level

Nineteen LPs across 21 activities provided valid Pre and Post Star Ratings to measure progress toward this outcome. Star levels are measured on 5-point scale. Pre scores ranged from 0 to 5 and Post scores ranged from 0 to 5. In 2017-18, star levels increased from an average Pre score of 2.80 to an average Post score of 3.82, a difference of 1.11 points. In 2016-17, star levels increased from an average Pre score of 3.27 to an average Post score of 4.14, a difference of 0.87 points.

Context		Results	
# Partnerships Reporting:	19	Average Pre Score:	2.69
# Activities Reported on:	21	Average Post Score:	3.91
# Child Care Facilities Reported on:	118	Difference:	+1.22
Measure Maximum:	5		

Average Star Ratings Pre and Post for Child Care Centers Receiving Assistance to Increase Quality



n= 196 facilities in 2016-17 and 118 facilities in 2017-18

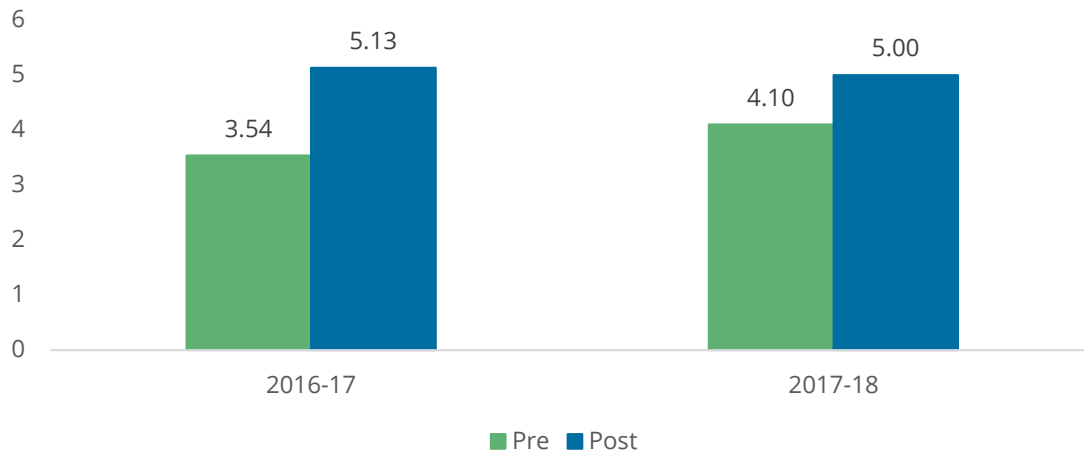
## OUTCOME: Increase in Program Quality

### MEASURE: Program Standards Points

Five LPs across five activities provided valid Pre and Post Program Standards Points data to measure progress toward this outcome. Program Standard points are measured on 7-point scale. Pre scores ranged from 0 to 6.13 and Post scores ranged from 2.00 to 6.25. Program standards points increased from an average Pre score of 4.10 to an average Post score of 5.00, a difference of 0.90 points. In 2016-17, program standards points increased from an average Pre score of 3.54 to an average Post score of 5.13, a difference of 1.59 points.

Context		Results	
# Partnerships Reporting:	5	Average Pre Score:	4.10
# Activities Reported on:	5	Average Post Score:	5.00
# Child Care Facilities Reported on:	20	Difference:	+0.90
Measure Maximum:	7		

Average Program Standard Points Pre and Post for Select Child Care Sites Receiving Assistance to Increase Quality



n= 48 facilities in 2016-17 and 20 facilities in 2017-18

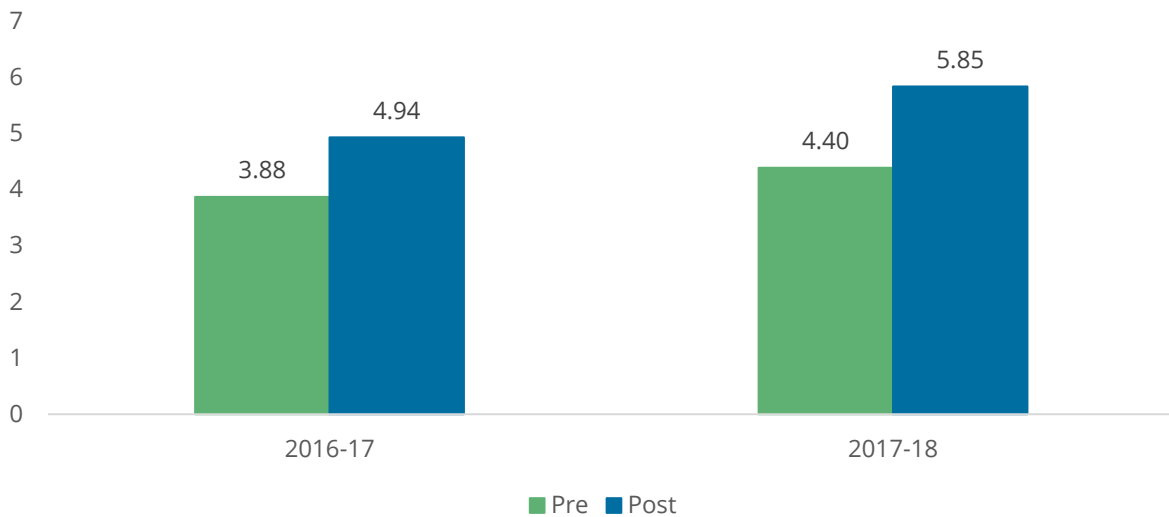
## OUTCOME: Increase in Program Quality

### MEASURE: Education Points

Five LPs across five activities provided valid Pre and Post Education Points data to measure progress toward this outcome. Education Points are measured on a 7-point scale. Pre scores ranged from 0 to 6.88 and Post scores ranged from 4.00 to 6.88. Education Points increased from an average Pre score of 4.40 to an average Post score of 5.85, a difference of 1. points. In 2016-17, Education Points increased from an average Pre score of 3.88 to an average Post score of 4.94, a difference of 1.06 points.

Context		Results	
# Partnerships Reporting:	5	Average Pre Score:	4.40
# Activities Reported on:	5	Average Post Score:	5.85
# Child Care Facilities Reported on:	20	Difference:	+1.45
Measure Maximum:	7		

Average Education Points Pre and Post for Child Care Sites Receiving Assistance to Increase Quality



n= 36 facilities in 2016-17 and 20 facilities in 2017-18

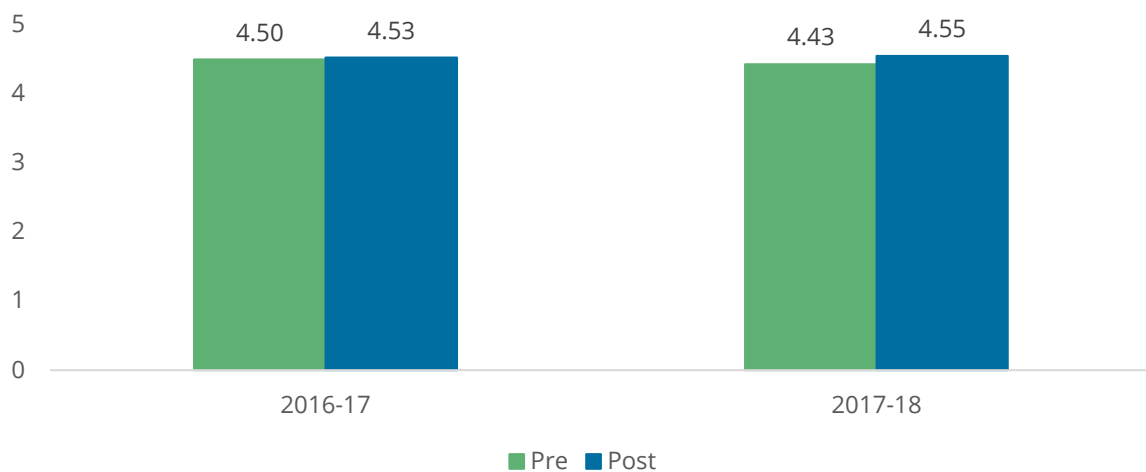
## OUTCOME: Maintain High Program Quality

### MEASURE: Star Level

Forty LPs across 47 activities provided valid Pre and Post Star Ratings to measure progress toward this outcome. Star level is measured on a 5-point scale. Pre scores ranged from 1.00 to 5.00 and Post scores ranged from 3.00 to 5.00. Star levels increased from an average Pre score of 4.43 to an average Post score of 4.55, a difference of 0.12 points. In 2016-17, star levels increased from an average Pre score of 4.50 to an average Post score of 4.53, a difference of 0.03 points.

Context		Results	
# Partnerships Reporting:	40	Average Pre Score:	4.43
# Activities Reported on:	47	Average Post Score:	4.55
# Child Care Facilities Reported on:	471	Difference:	+0.12
Measure Maximum:	5		

Average Star Ratings Pre and Post for Child Care Centers Receiving Assistance to Maintain Quality



n= 852 facilities in 2016-17 and 471 facilities in 2017-18

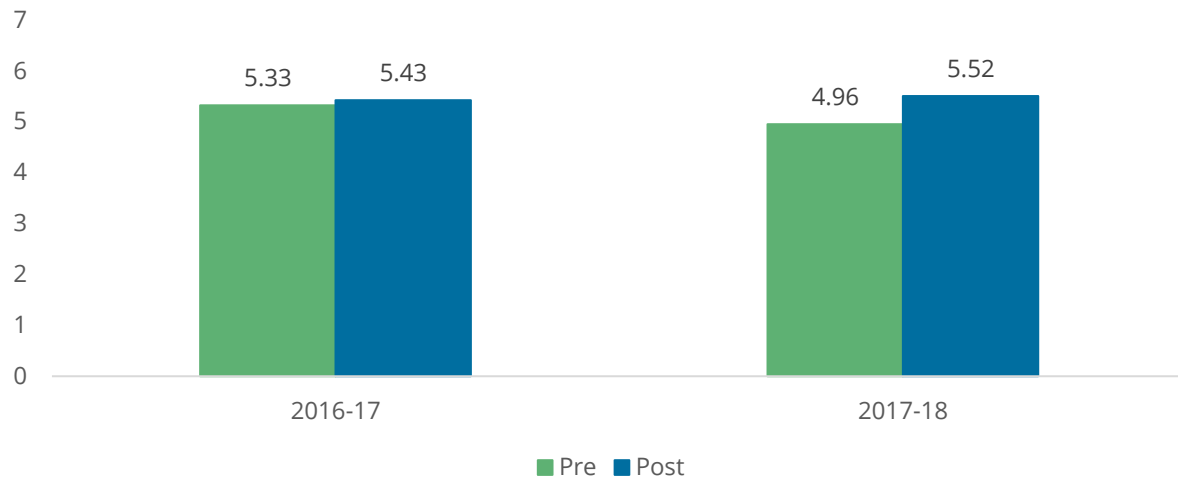
## OUTCOME: Maintain High Program Quality

### MEASURE: Program Standards Points

Seven LPs across seven activities provided valid Pre and Post Program Standards Points data to measure progress toward this outcome. Program Standard points are measured on 7-point scale. Pre scores ranged from 2.00 to 6.75 and Post scores ranged from 3.00 to 6.83. Program standards points increased from an average Pre score of 4.96 to an average Post score of 5.52, a difference of 0.55 points. In 2016-17, program standards points increased from an average Pre score of 5.33 to an average Post score of 5.43, a difference of 0.10 points.

Context		Results	
# Partnerships Reporting:	7	Average Pre Score:	4.96
# Activities Reported on:	7	Average Post Score:	5.52
# Child Care Facilities Reported on:	31	Difference:	+0.55
Measure Maximum:	7		

Average Program Standard Points Pre and Post for Select Child Care Sites Receiving Assistance to Maintain Quality



n= 86 facilities in 2016-17 and 31 facilities in 2017-18



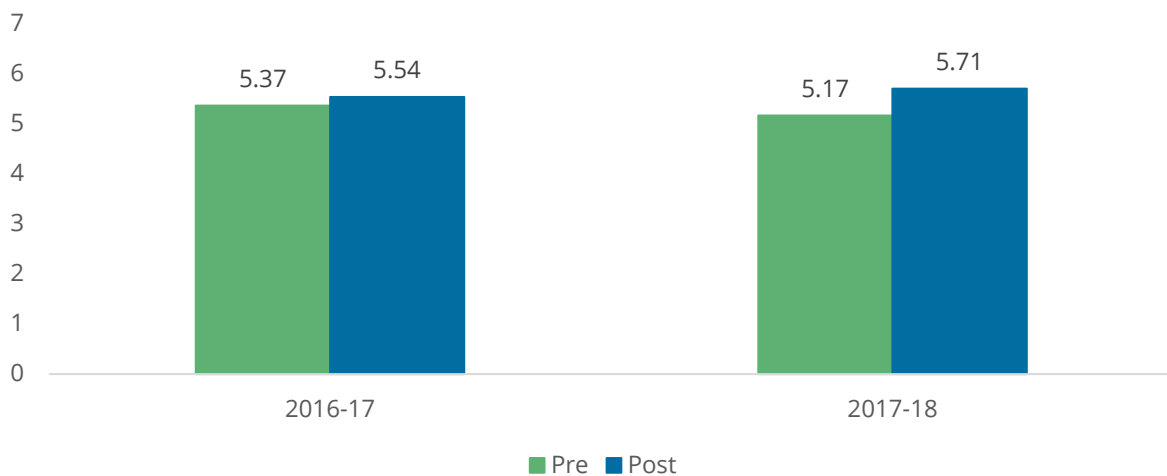
## OUTCOME: Maintain High Program Quality

### MEASURE: Education Points

Six LPs across six activities provided valid Pre and Post Education Points data to measure progress toward this outcome. Education Points are measured on a 7-point scale. Pre scores ranged from 4.00 to 6.50 and Post scores ranged from 4.40 to 6.33. Program education points increased from an average Pre score of 5.17 to an average Post score of 5.71, a difference of 0.54 points. In 2016-17, program education points increased from an average Pre score of 5.37 to an average Post score of 5.54, a difference of 0.17 points.

Context		Results	
# Partnerships Reporting:	6	Average Pre Score:	5.17
# Activities Reported on:	6	Average Post Score:	5.71
# Child Care Facilities Reported on:	29	Difference:	+0.54
Measure Maximum:	7		

Average Education Points Pre and Post for Child Care Sites Receiving Assistance to Maintain Quality



n= 86 facilities in 2016-17 and 29 facilities in 2017-18

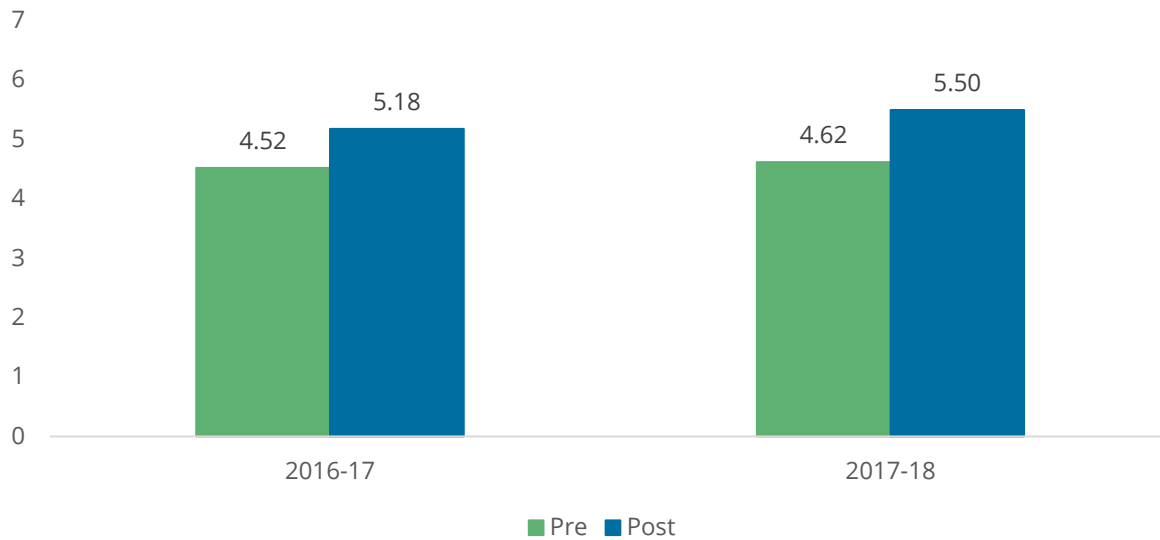
## OUTCOME: Improved Early Childhood Education Environment

### MEASURE: Early Childhood Environment Rating Scale (ECERS)

Thirteen LPs across 16 activities provided valid Pre and Post ECERS data to measure progress toward this outcome. The ECERS is measured on a 7-point scale. Pre scores ranged from 2.21 to 6.20 and Post scores ranged from 3.40 to 6.08. ECERS increased from an average Pre score of 4.62 to an average Post score of 5.50, a difference of 0.88 points. In 2016-17, ECERS increased from an average Pre score of 4.52 to an average Post score of 5.18, a difference of 0.66 points.

Context		Results	
# Partnerships Reporting:	13	Average Pre Score:	4.62
# Activities Reported on:	16	Average Post Score:	5.50
# Classrooms Reported on:	217	Difference:	+0.88
Measure Maximum:	7		

Average ECERS Pre and Post Scores Among Select Participants to Improve the Early Childhood Education Environment



n= 73 classrooms in 2016-17 and 217 classrooms in 2017-18

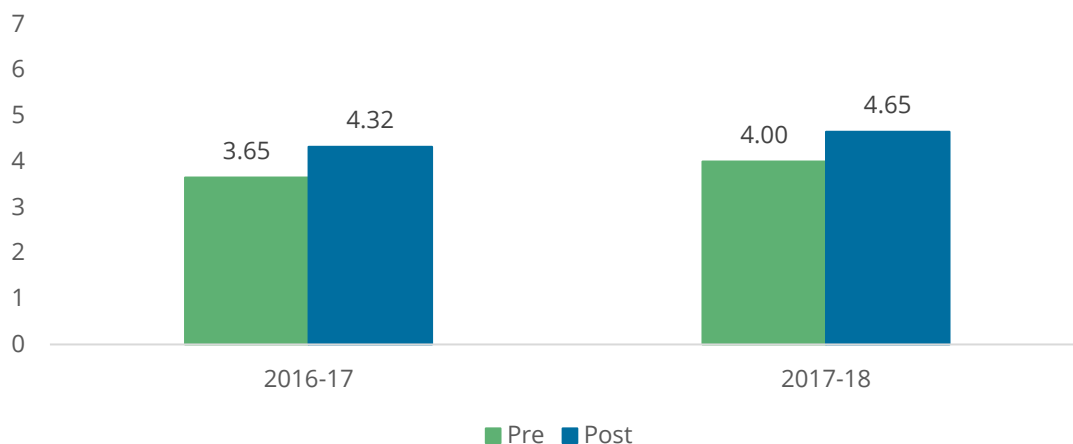
## OUTCOME: Improved Early Childhood Education Environment

### MEASURE: Infant/Toddler Environmental Rating Scale (ITERS)

Seven LPs across seven activities provided valid Pre and Post ITERS data to measure progress toward this outcome. The ITERS is measured on a 7-point scale. Pre scores ranged from 3.14 to 5.80 and Post scores ranged from 4.00 to 5.84. ITERS increased from an average Pre score of 4.00 to an average Post score of 4.65, a difference of 0.65 points. In 2016-17, ITERS increased from an average Pre score of 3.65 to an average Post score of 4.32, a difference of 0.66 points.

Context		Results	
# Partnerships Reporting:	7	Average Pre Score:	4.00
# Activities Reported on:	7	Average Post Score:	4.65
# Classrooms Reported on:	126	Difference:	+0.65
Measure Maximum:	7		

Average ITERS Pre and Post Scores Among Select Participants to Improve Early Childhood Education Environment



n= 145 classrooms in 2016-17 and 126 classrooms in 2017-18

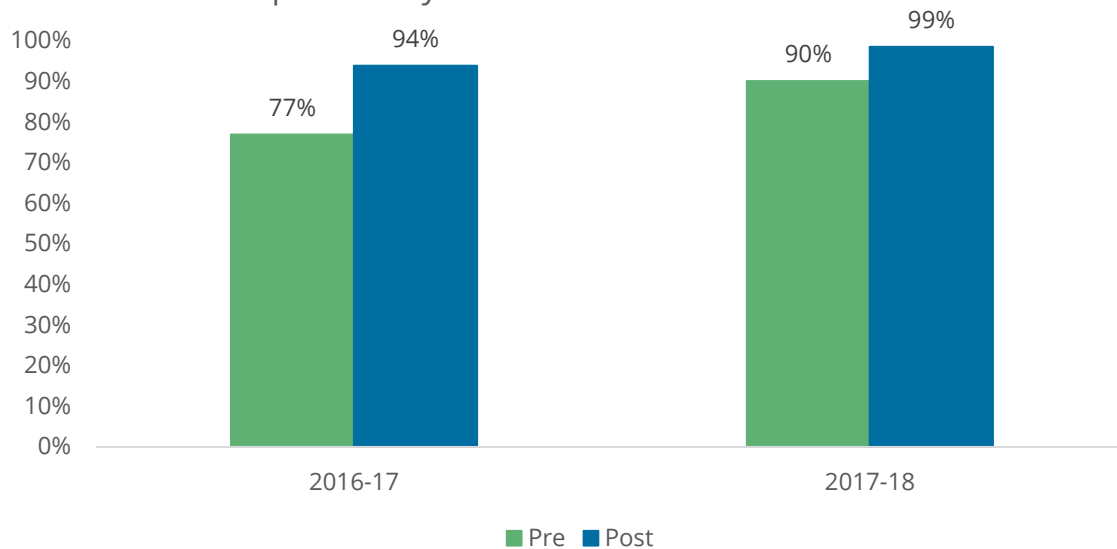
## OUTCOME: Improved Early Childhood Education Environment

### MEASURE: Teaching Pyramid Observation Tool (TPOT)

Two LPs across two activities provided valid Pre and Post TPOT data to measure progress toward this outcome. The TPOT is measured on a percentage scale. Pre scores ranged from 72% to 92% and Post scores ranged from 85% to 100%. TPOT scores increased from an average Pre score of 90% to an average Post score of 99%, a difference of 8.5%. In 2016-17, TPOT scores increased from an average Pre score of 77% to an average Post score of 94%, a difference of 17%.

Context		Results	
# Partnerships Reporting:	2	Average % of Key Practices Implemented	
# Activities Reported on:	2	Pre:	90%
# Classrooms Reported on:	44	Post:	99%
Measure Maximum:	100%	Difference:	+8.5%

Average TPOT Pre and Post Scores Among Select Participants to Improve Early Childhood Education Environment



n= 19 classrooms in 2016-17 and 44 classrooms in 2017-18

## OUTCOME: Improved Teacher Knowledge

### MEASURE: College Course Completion with "C" or Better

Twenty-one LPs across 26 activities reported the number of activity participants who completed a college course with a "C" or better. A total of 941 staff completed a college course with a "C" or better. In 2016-17, 1,040 staff completed a college course with a "C" or better.

Context		Results
# Partnerships Reporting:	21	Staff who completed college course with a "C" or better: 941
# Activities Reported on:	26	

## OUTCOME: Improved Teacher Knowledge

### MEASURE: Continuing Education Units (CEU's)

Five LPs across five activities reported the number of ECE Staff earning CEUs during the fiscal year. The number of ECE staff earning CEUs was 60. In 2016-17, the number of ECE Staff earning CEUs was 288.

Context	Results
# Partnerships Reporting: 5 # Activities Reported on: 5	Number of ECE Staff Earning CEU's: 60

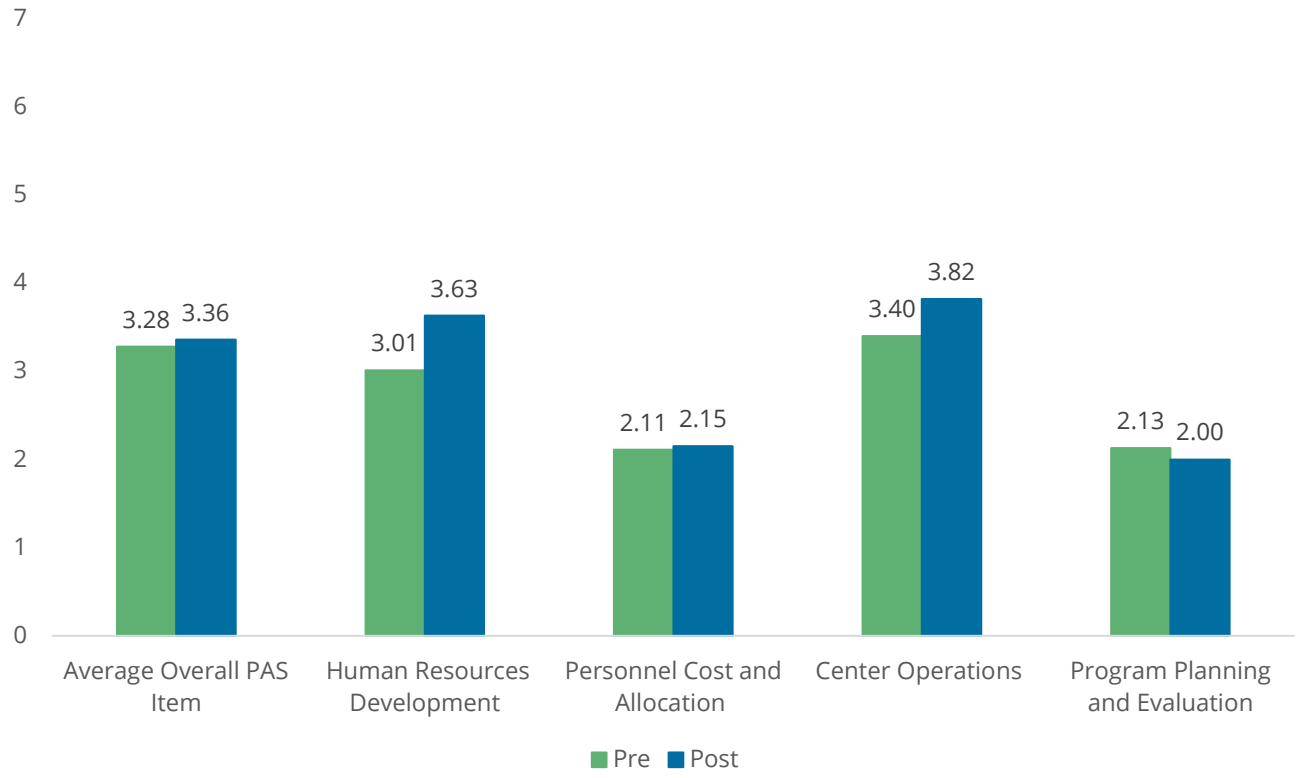
## OUTCOME: Improved Director Knowledge

### MEASURE: Program Administration Scale (PAS)

Three LPs across three activities reported overall and subscale average scores on the Program Administration Scale. The overall item score increased from an average Pre score of 3.28 to an average Post score of 3.36, an increase of 0.08. Average subscale scores from the subscales with the most centers reported on are shown below. There was no data reported for this measure in 2016-17 so a comparison is not available.

Context	Results
# Partnerships Reporting: 3 # Activities Reported on: 3 # Centers Reported on: 66 Measure Maximum: 7	<p><b><u>Average Overall PAS Item</u></b>                      Average Pre Score: 3.28                      Average Post Score: 3.36                      Difference: +0.08</p> <p><b><u>Human Resources Development</u></b>                      Average Pre Score: 3.01                      Average Post Score: 3.63                      Difference: +0.62</p> <p><b><u>Personnel Cost and Allocation</u></b>                      Average Pre Score: 2.11                      Average Post Score: 2.15                      Difference: +0.04</p> <p><b><u>Center Operations</u></b>                      Average Pre Score: 3.40                      Average Post Score: 3.82                      Difference: +0.42</p> <p><b><u>Program Planning and Evaluation</u></b>                      Average Pre Score: 2.13                      Average Post Score: 2.00                      Difference: -0.13</p>

### Average PAS Pre and Post Scores



n= 66 centers in 2017-18



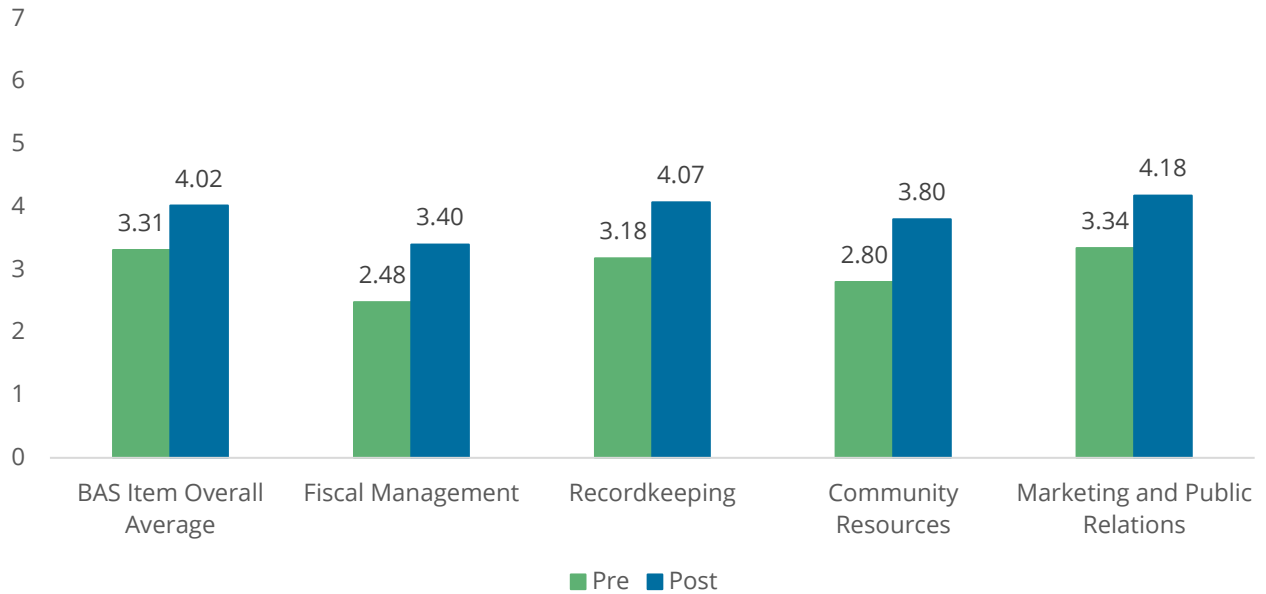
## OUTCOME: Improved Director Knowledge

### MEASURE: **Business Administration Scale (BAS)**

Two LPs across two activities reported overall and subscale average scores on the Business Administration Scale. The overall item score increased from an average Pre score of 3.31 to an average Post score of 4.02, an increase of 0.71. In 2016-17, the overall item score increased from an average Pre score of 2.94 to an average Post score of 4.37, an increase of 1.43. The average subscale scores with the most facilities reported on are shown below.

Context		Results	
# Partnerships Reporting:	2	<b><u>Average Overall BAS Item</u></b>	
# Activities Reported on:	2	Average Pre Score:	3.31
# Facilities Reported on:	17	Average Post Score:	4.02
Measure Maximum:	7	Difference:	+0.71
		<b><u>Fiscal Management</u></b>	
		Average Pre Score:	2.48
		Average Post Score:	3.40
		Difference:	+0.92
		<b><u>Recordkeeping</u></b>	
		Average Pre Score:	3.18
		Average Post Score:	4.07
		Difference:	+0.89
		<b><u>Community Resources</u></b>	
		Average Pre Score:	2.80
		Average Post Score:	3.80
		Difference:	+1.00
		<b><u>Marketing and Public Relations</u></b>	
		Average Pre Score:	3.34
		Average Post Score:	4.18
		Difference:	+0.84

### 2017-18 Average BAS Pre and Post Scores



n= 17 facilities in 2017-18

### 2016-17 Average BAS Pre and Post Scores



n= 22 facilities in 2016-17

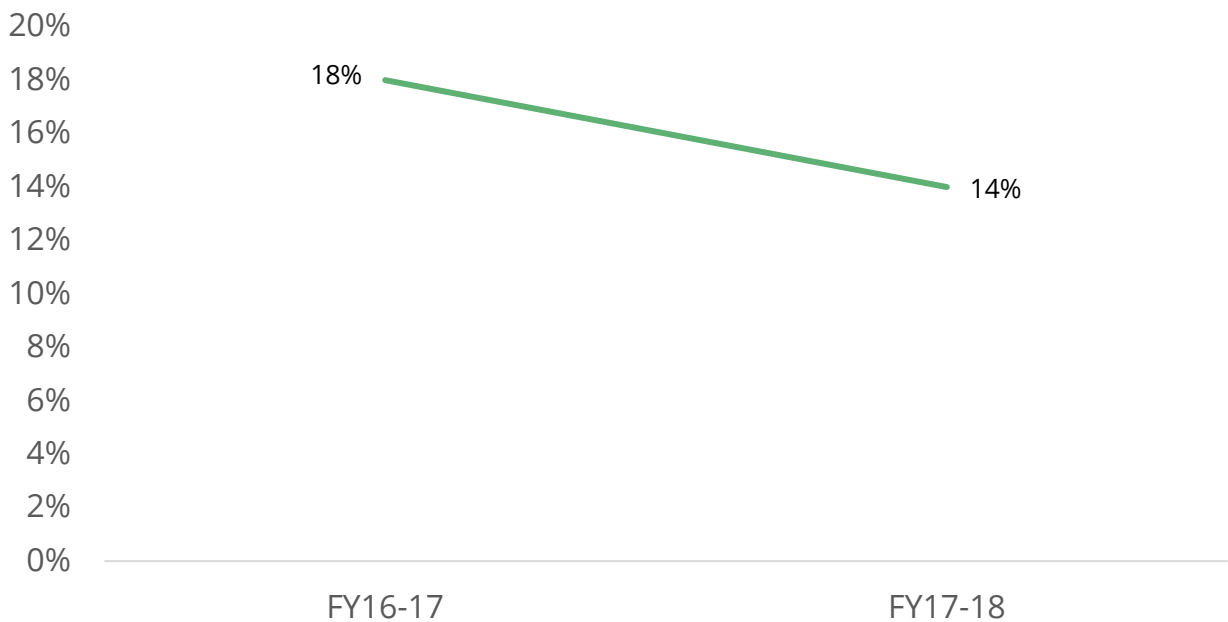
## OUTCOME: Decrease in Teacher or Director Turnover

### MEASURE: Teacher Turnover Rate

Forty-one LPs across 44 activities (a total of 3,509 Teachers) provided turnover rates. The average statewide turnover rate *decreased* from FY16-17 to FY17-18 – from 18% to 14%, a difference of 4%.

Context		Results	
# Partnerships Reporting:	41	Statewide Average Turnover Rate	
# Activities Reported on:	44	FY 17-18:	14%
# Teachers Reported on:	3,509	FY 16-17:	18%
		Difference:	-4%

Teacher Turnover Rates across Fiscal Years



n= 3,917 teachers in 2016-17 and 3,509 teachers in 2017-18

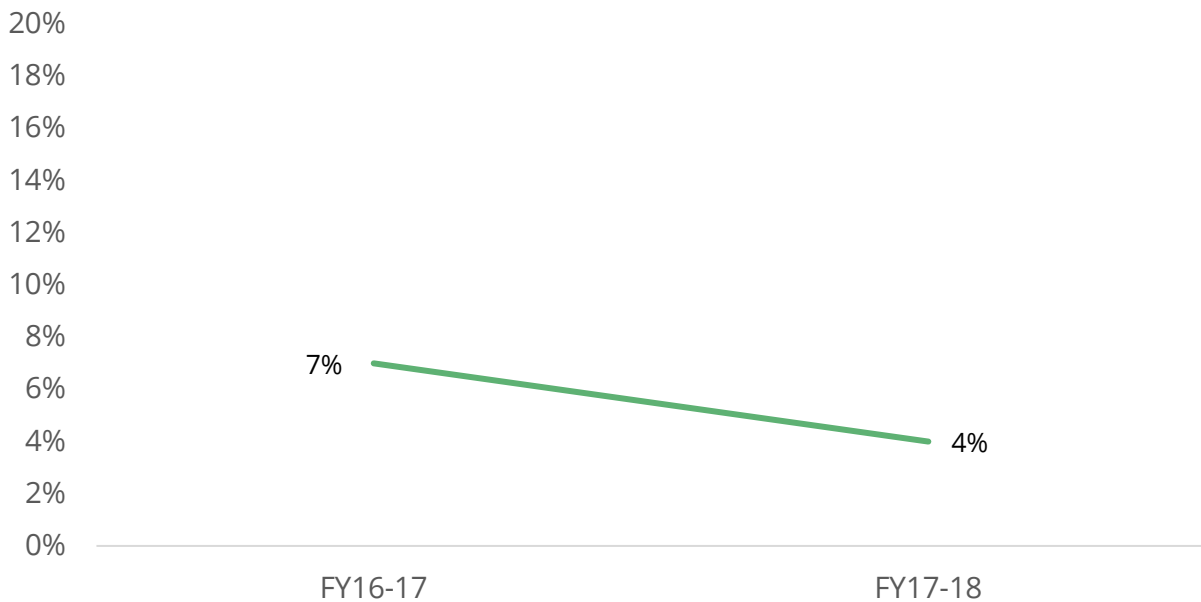
## OUTCOME: Decrease in Teacher or Director Turnover

### MEASURE: Director Turnover Rate

One LP across one activity (a total of 48 Directors) provided director turnover rates for FY17-18. The average statewide director turnover rate *decreased* from FY16-17 to FY17-18 – from 7% to 4%, a difference of 3%. It should be noted that two LPs reported director turnover rates for 2016-17.

Context		Results	
# Partnerships Reporting:	1	Statewide Average Turnover Rate	
# Activities Reported on:	1	FY 17-18:	4%
# Directors Reported on:	48	FY 16-17:	7%
		Difference:	-3%

Director Turnover Rates across Fiscal Years



n= 100 directors in 2016-17 and 48 directors in 2017-18

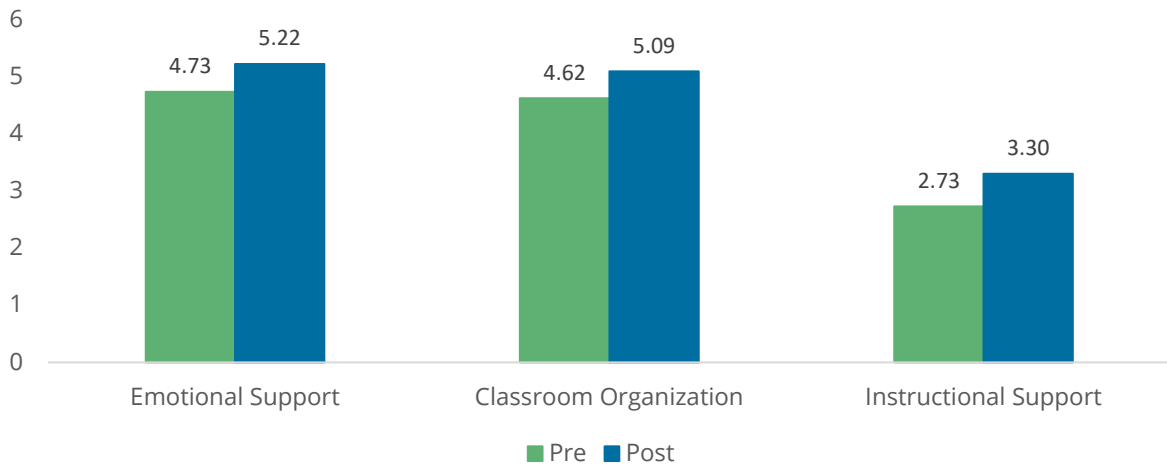
## OUTCOME: Improved Teacher/Child Interaction

### MEASURE: Classroom Assessment Scoring System (CLASS) – Preschool

Seven LPs across seven activities (a total of 60 classrooms) provided valid Pre and Post data for three dimensions – Emotional Support, Classroom Organization, and Instructional Support – which comprise the CLASS Preschool measure. Each dimension is measured on a 7-point scale. Scores increased on all three dimensions from Pre to Posttest. Specifically, the average Emotional Support score increased from 4.73 to 5.22, a difference of 0.49. The average Classroom Organization Pre score increased from 4.62 to 5.09, a difference of 0.47. Finally, the average Instructional Support score increased from 2.73 to 3.30, a difference of 0.47. In 2016-17, the average Emotional Support score increased from 5.08 to 5.63, a difference of 0.55. The average Classroom Organization Pre score increased from 4.84 to 5.37, a difference of 0.53. Finally, the average Instructional Support score increased from 3.13 to 3.60, a difference of 0.47 in 2016-17.

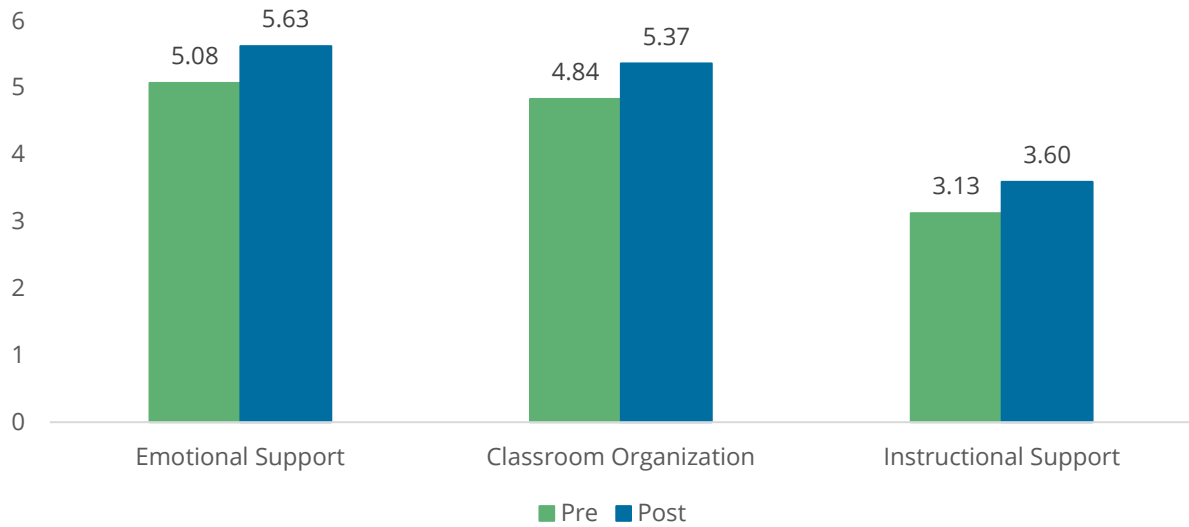
Context		Results	
# Partnerships Reporting:	7	<b><u>Emotional Support</u></b>	
# Activities Reported on:	7	Average Pre Score:	4.73
# Classrooms Reported on:	60	Average Post Score:	5.22
Measure Maximum:	7	Difference:	+0.49
		<b><u>Classroom Organization</u></b>	
		Average Pre Score:	4.62
		Average Post Score:	5.09
		Difference:	+0.47
		<b><u>Instructional Support</u></b>	
		Average Pre Score:	2.73
		Average Post Score:	3.30
		Difference:	+0.58

### 2017-2018 Average CLASS Pre and Post Scores for Classrooms Assessed on Teacher/Child Interaction



n= 60 classrooms in 2017-18

### 2016-2017 Average CLASS Pre and Post Scores for Classrooms Assessed on Teacher/Child Interaction



n= 74 classrooms in 2016-17

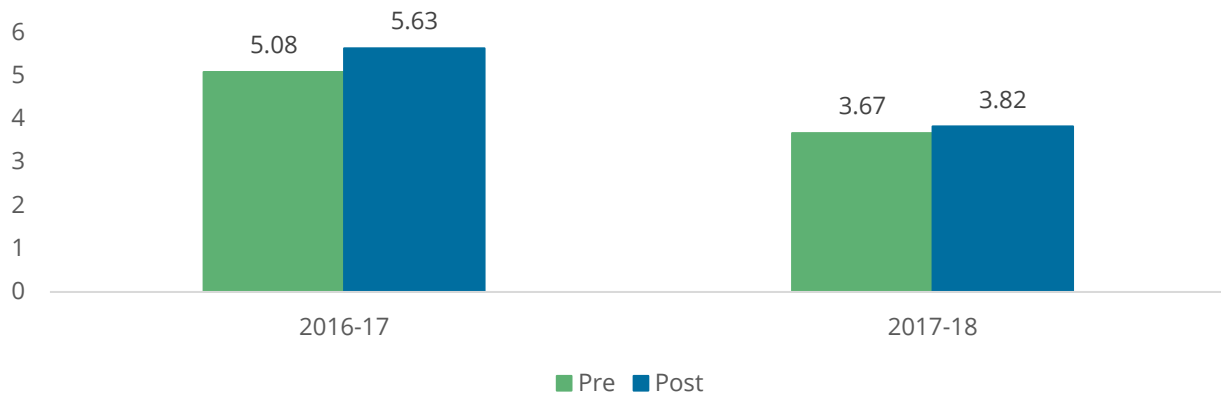
## OUTCOME: Improved Teacher/Child Interaction

### MEASURE: Classroom Assessment Scoring System (CLASS) – Toddler

Six LPs across six activities (a total of 72 classrooms) provided valid Pre and Post data for two dimensions in the CLASS Toddler measure – Emotional/Behavioral Support and Engaged Support for Learning. Each dimension is scored on a 7-point scale. Scores increased on the Emotional/Behavioral Support subscale from 3.67 to 3.82, a difference of 0.16. The score increased on the Engaged Support for Learning Subscales from 3.29 to 3.56, a difference of 0.27. In 2016-17, the score increased on the Emotional/Behavioral Support subscale from 5.08 to 5.63, a difference of 0.55. LPs did not report on Engaged Support for Learning in 2016-17.

Context		Results	
		<b>Emotional/Behavioral Support</b>	
# Partnerships Reporting:	6	Average Pre Score:	3.67
# Activities Reported on:	6	Average Post Score:	3.82
# Classrooms Reported on:	72	Difference:	+0.16
Measure Maximum:	7	<b>Engaged Support for Learning</b>	
		Average Pre Score:	3.29
		Average Post Score:	3.56
		Difference:	+0.27

Average CLASS Toddler Emotional/Behavioral Subscale Scores to Improve Teacher/Child Interaction



n= 43 classrooms in 2016-17 and 72 classrooms in 2017-18

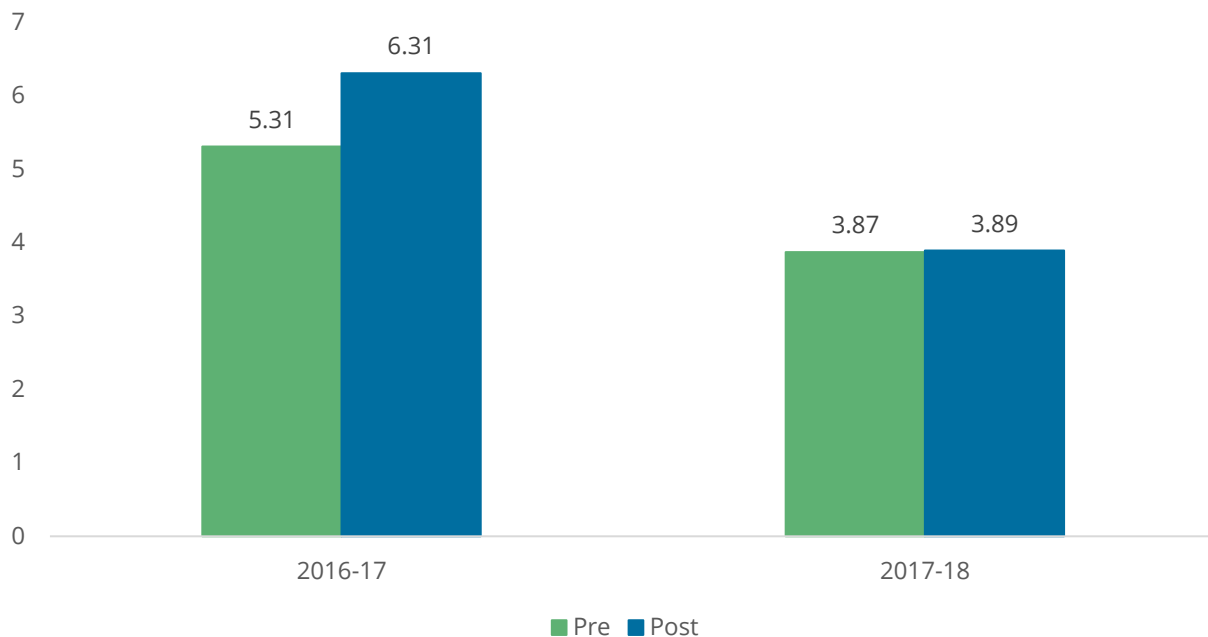
## OUTCOME: Improved Teacher/Child Interaction

### MEASURE: Classroom Assessment Scoring System (CLASS) – Infant

Three LPs across three activities (a total of 25 classrooms) provided valid Pre and Post data for one dimension in the CLASS Infant measure – Emotional/Behavioral Support. Each dimension is scored on a 7-point scale. Scores increased on this subscale from 3.87 to 3.89, a difference of 0.02. In 2016-17, scores increased on this subscale from 5.31 to 6.31, a difference of 1.00.

Context		Results	
# Partnerships Reporting:	3	<b>Emotional/Behavioral Support</b>	
# Activities Reported on:	3	Average Pre Score:	3.87
# Classrooms Reported on:	25	Average Post Score:	3.89
Measure Maximum:	7	Difference:	+0.02

Average CLASS Infant Pre and Post Scores for Classrooms Assessed on Teacher/Child Interaction



n= 43classrooms in 2016-17 and 25 classrooms in 2017-18



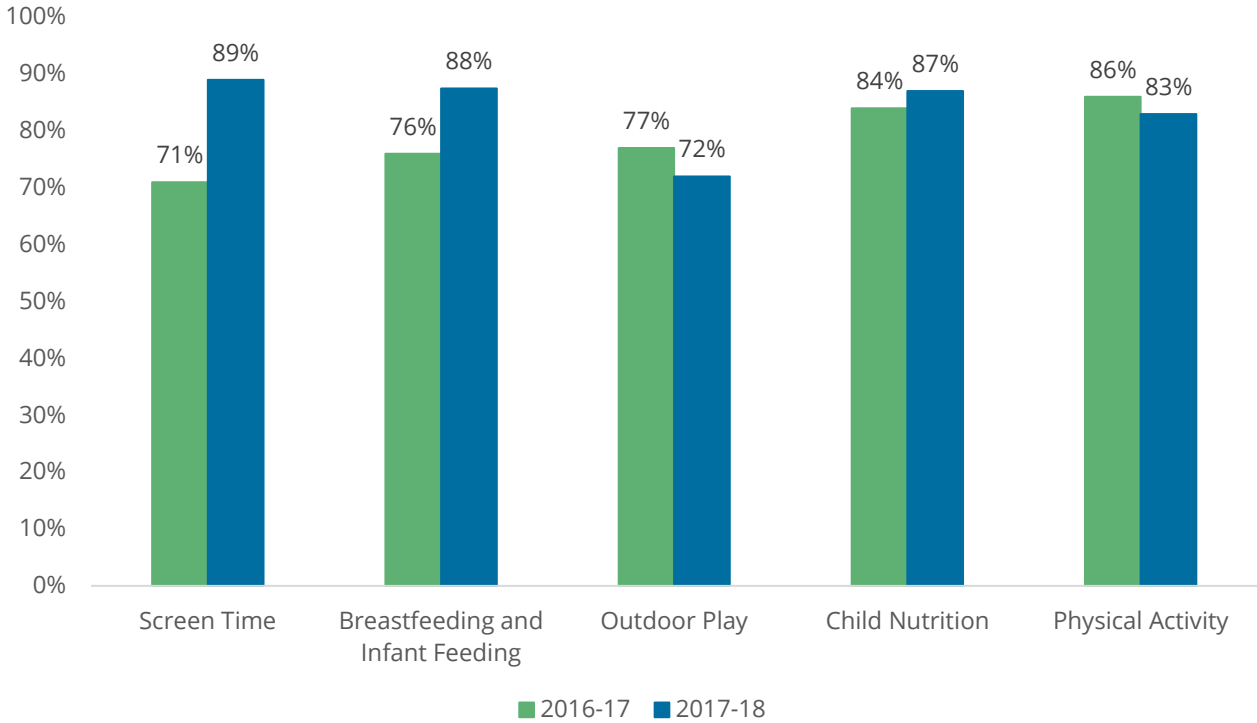
## OUTCOME: Increase in Provider Practice of Healthy Behaviors

**MEASURE: Go NAPSACC or NAP SACC**

The chart below summarizes the number of partnerships which measured dimensions in the Go NAPSACC or NAP SACC instrument. The number of LPs and activities reporting valid scores on this instrument ranged from two to six, and the number of child care facilities reported on ranged from 8 to 36. The percentage of facilities improving on this instrument ranged from 72% to 89% of the total number of facilities across the assessed dimensions – Child Nutrition, Physical Activity, Outdoor Play, Screen Time, and Breastfeeding/Infant Feeding. The specific numbers and percentages for each dimension are summarized in the chart below. In 2016-17, the percentage of facilities improving ranged from 71% to 86% depending on the dimension.

Context	Results
<b><u>Child Nutrition</u></b>	<b><u>Child Nutrition</u></b>
# Partnerships Reporting: 5	Percentage of facilities improving: 87
# Activities Reported on: 5	
# Child Care Facilities Reported on: 23	<b><u>Physical Activity</u></b>
	Percentage of facilities improving: 83
<b><u>Physical Activity</u></b>	
# Partnerships Reporting: 6	<b><u>Outdoor Play</u></b>
# Activities Reported on: 6	Percentage of facilities improving: 72
# Child Care Facilities Reported on: 30	
<b><u>Outdoor Play</u></b>	<b><u>Screen Time</u></b>
# Partnerships Reporting: 5	Percentage of facilities improving: 89
# Activities Reported on: 5	
# Child Care Facilities Reported on: 36	<b><u>Breastfeeding and Infant Feeding</u></b>
	Percentage of facilities improving: 88
<b><u>Screen Time</u></b>	
# Partnerships Reporting: 3	
# Activities Reported on: 3	
# Child Care Facilities Reported on: 18	
<b><u>Breastfeeding and Infant Feeding</u></b>	
# Partnerships Reporting: 2	
# Activities Reported on: 2	
# Child Care Facilities Reported on: 8	

### Percentage of Facilities Improving on Provider Practice of Healthy Behaviors



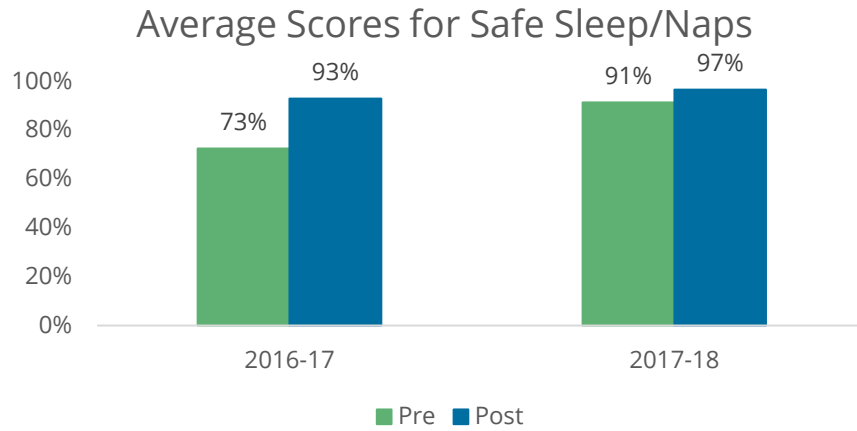
n ranges from 37 to 64 facilities in 2016-17 and from 8 to 36 facilities in 2017-18 depending on dimension

## OUTCOME: Increase in Provider Practice of Healthy Behaviors

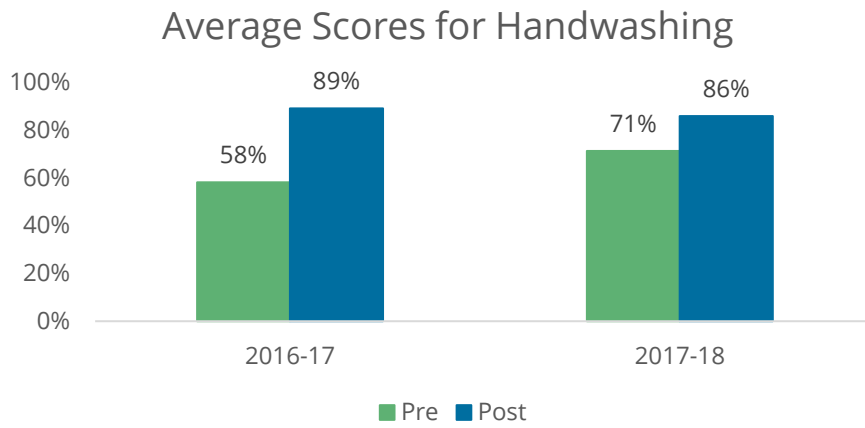
### MEASURE: Health and Safety Assessment

Twenty-three LPs reported on a total of 157 child care facilities (185 classrooms at these facilities) provided valid Pre and Post data for topics in the Health and Safety Assessment. The five most common topics addressed in the assessment were Safe Sleep/Naps, Handwashing, Sanitation, Oral Health, and Physical Activity and Outdoor Play. Results are summarized in the chart below. The three most common topics are also shown in bar charts.

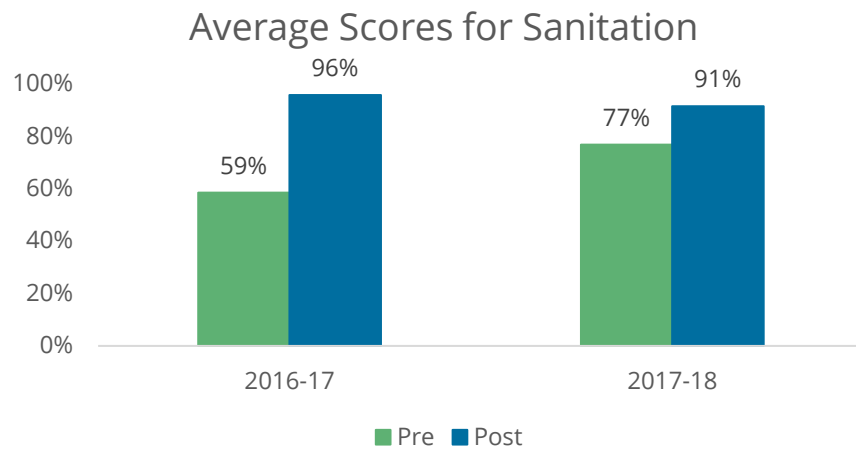
Context	Results
# Partnerships Reporting: 23	<b><u>Safe Sleep/Naps</u></b>
	Average Pre Score: 91.39
	Average Post Score: 96.69
Top 5 Most Common Topics Addressed (in terms of number of classrooms)	Difference: +5.29
<b><u>Safe Sleep/Naps</u></b>	<b><u>Handwashing</u></b>
# Classrooms with Follow Up Score: 147	Average Pre Score: 71.48
	Average Post Score: 86.20
	Difference: +14.72
<b><u>Handwashing</u></b>	<b><u>Sanitation</u></b>
# Classrooms with Follow Up Score: 121	Average Pre Score: 76.85
<b><u>Sanitation</u></b>	Average Post Score: 91.45
# Classrooms with Follow Up Score: 110	Difference: +14.60
<b><u>Oral Health</u></b>	<b><u>Oral Health</u></b>
# Classrooms with Follow Up Score: 107	Average Pre Score: 82.50
<b><u>Physical Activity and Outdoor Play</u></b>	Average Post Score: 95.71
# Classrooms with Follow Up Score: 88	Difference: +13.21
	<b><u>Physical Activity and Outdoor Play</u></b>
	Average Pre Score: 89.81
	Average Post Score: 95.37
	Difference: +5.57



n= 24 classrooms in 2016-17 and 147 classrooms in 2017-18



n= 51 classrooms in 2016-17 and 121 classrooms in 2017-18



n= 34 classrooms in 2016-17 and 110 classrooms in 2017-18

## OUTCOME: Increase in Positive Parenting Practices

### MEASURE: Life Skills Progression

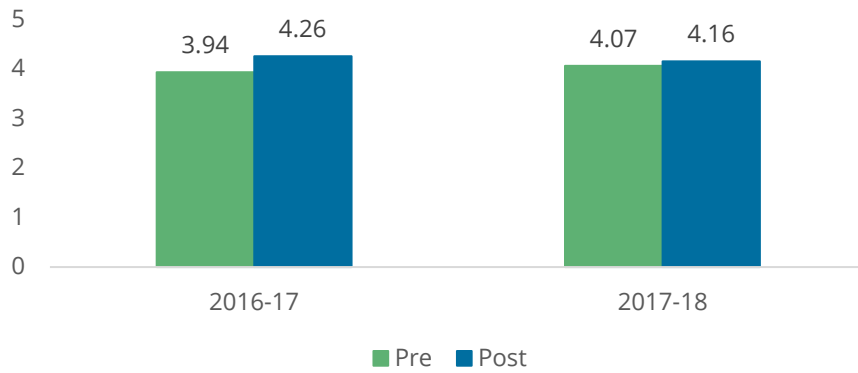
Twenty-six LPs across 31 activities (serving 660 parents) provided valid Pre and Post data for subscales within the Life Skills Progression instrument. The three subscales, with a score of 5 as each subscale maximum, were the Nurturing subscale, the Discipline subscale, and the Support of Development subscale. Results are summarized in the chart below.

Context		Results	
# Partnerships Reporting:	26	<b><u>Nurturing Subscale</u></b>	
# Activities Reported on:	31	Average Pre Score:	4.07
# Parents Reported on:	660	Average Post Score:	4.16
Measure Maximum:	5	Difference:	+0.09
		<b><u>Discipline Subscale</u></b>	
		Average Pre Score	3.79
		Average Post Score	3.97
		Difference:	+0.18
		<b><u>Support of Development Subscale</u></b>	
		Average Pre Score:	3.73
		Average Post Score:	3.98
		Difference:	+0.26

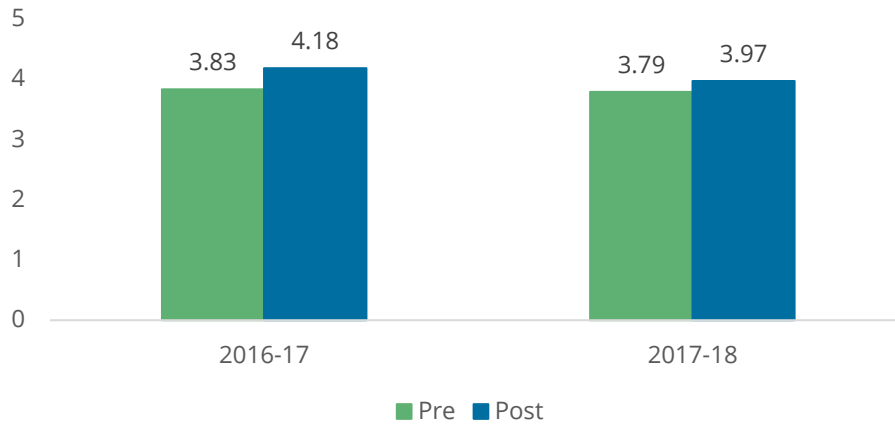
# FY 2017-18 Smart Start Outcomes Report

n= 430 parents in 2016-17 and 660 classrooms in 2017-18 for the three charts below

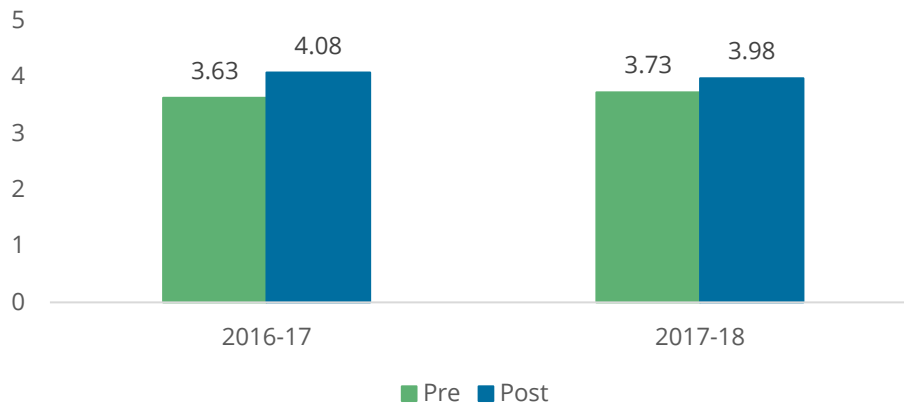
### LSP Pre and Post Scores for Nurturing Subscale



### LSP Pre and Post Scores for Discipline Subscale



### LSP Pre and Post Scores for Support of Development Subscale



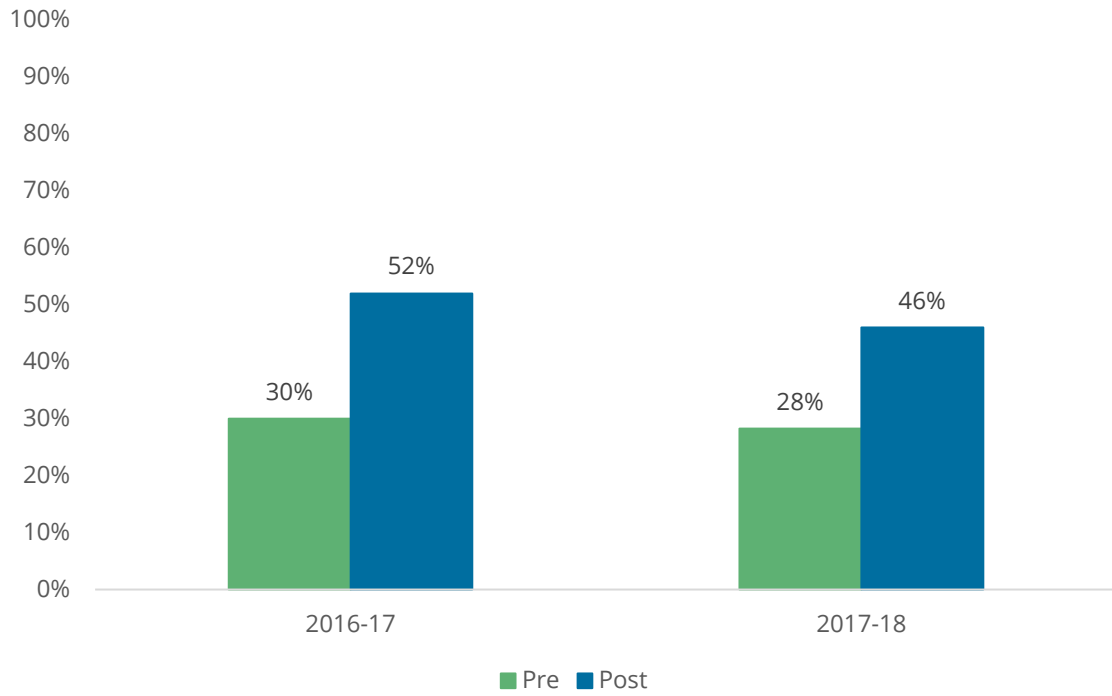
## OUTCOME: Increase in Positive Parenting Practices

### MEASURE: **Keys to Interactive Parenting (KIPS)**

Nine LPs across 9 activities (serving 276 parents) used the KIPS. Results showed that the percentage of parents scoring at each parenting skill level (Low, Moderate, and High) changed change from Pre to Post measurement. Specifically, the percentage of parents the percentage of parents scoring High increased from 28% to 46%. In 2016-17, the percentage of parents scoring High increased from 30% to 52%.

<b>Context</b>		<b>Results</b>	
# Partnerships Reporting:	9	<b><u>Parents Scoring Low</u></b>	
# Activities Reported on:	9	Pre:	6%
# Parents Reported on:	276	Post:	0.4%
		Difference:	-5%
		<b><u>Parents Scoring Moderate</u></b>	
		Pre:	66%
		Post:	54%
		Difference:	-12%
		<b><u>Parents Scoring High</u></b>	
		Pre:	28%
		Post:	46%
		Difference:	+18%

Percentage of Parents Scoring High on the KIPS



n= 347 parents in 2016-17 and 276 parents in 2017-18



## OUTCOME: Increase in Positive Parenting Practices

### MEASURE: Parenting Practices Inventory (PPI)

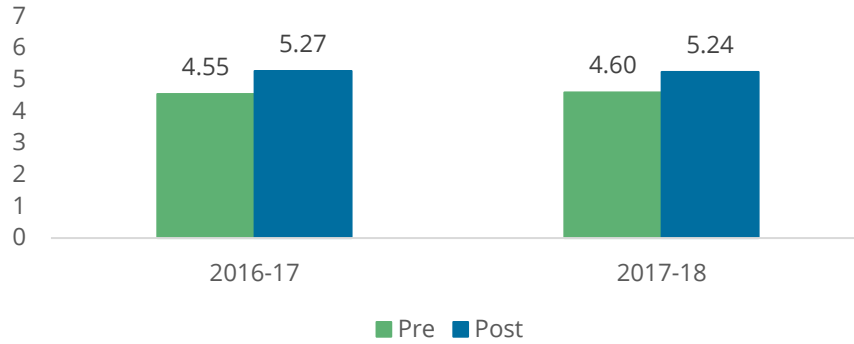
Nine LPs across nine activities (243 parents reported on) provided valid Pre and Post Parenting Practices Inventory (PPI) subscale data to measure progress toward this outcome. The PPI subscales are measured on a 7-point scale and include Positive Parenting, Appropriate Discipline, Clear Expectations, and Harsh Discipline. Results for the subscales are shown in the table below.

Context		Results	
# Partnerships Reporting:	9	<b>Positive Parenting Subscale</b>	
# Activities Reported on:	9	Average Pre Score:	4.60
# Parents Reported on:	243	Average Post Score:	5.24
Measure Maximum:	7	Difference:	+0.64
		<b><u>Appropriate Discipline Subscale</u></b>	
		Average Pre Score:	4.80
		Average Post Score:	5.26
		Difference:	+0.46
		<b><u>Clear Expectations Subscale</u></b>	
		Average Pre Score:	5.65
		Average Post Score:	6.17
		Difference:	+0.52
		<b><u>Harsh Discipline Subscale</u></b>	
		Average Pre Score:	2.74
		Average Post Score:	1.97
		Difference:	-0.77
		<b><u>Inconsistent Discipline Subscale</u></b>	
		Average Pre Score:	3.05
		Average Post Score:	2.39
		Difference:	-0.66

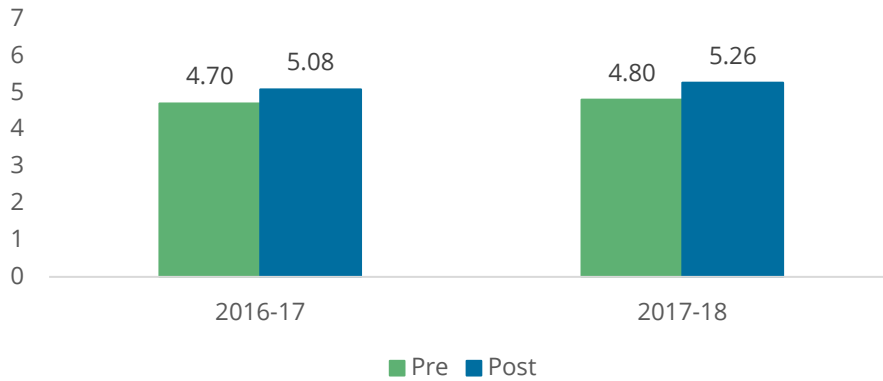
## FY 2017-18 Smart Start Outcomes Report

n= 274 parents in 2016-17 and 243 parents in 2017-18 for the five charts below

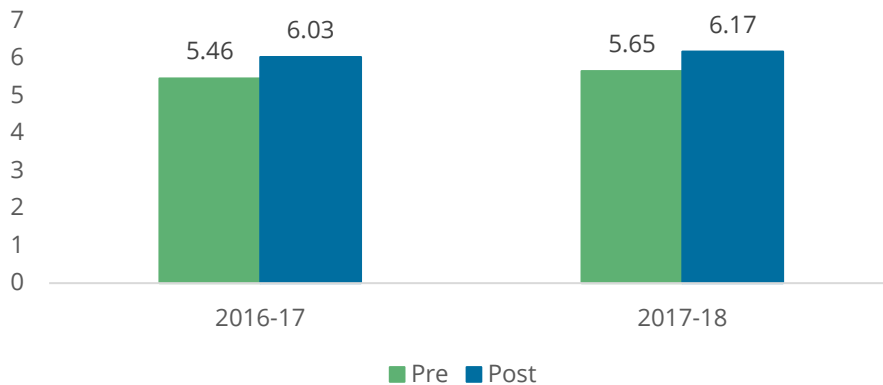
### Average Parent Scores on Positive Parenting Subscale of the Positive Parenting Inventory



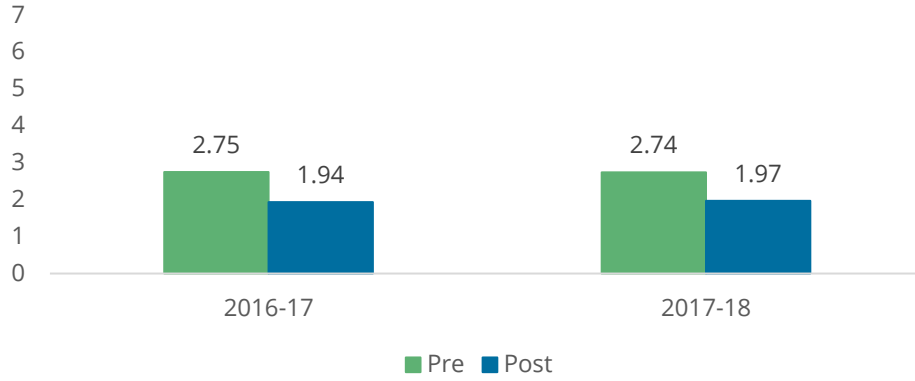
### Average Parent Scores on Appropriate Discipline Subscale of the Positive Parenting Inventory



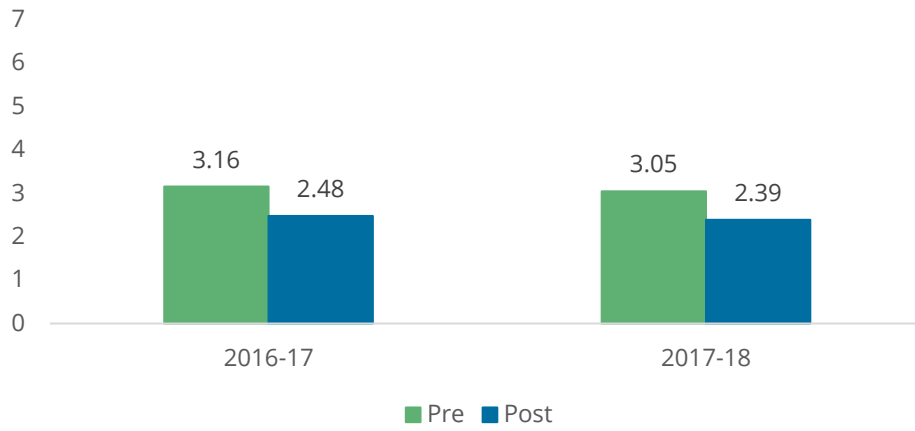
### Average Parent Scores on Clear Expectations Subscale of the Positive Parenting Inventory



### Average Parent Scores on Harsh Discipline Subscale of the Positive Parenting Inventory



### Average Parent Scores on Inconsistent Discipline Subscale of the Positive Parenting Inventory



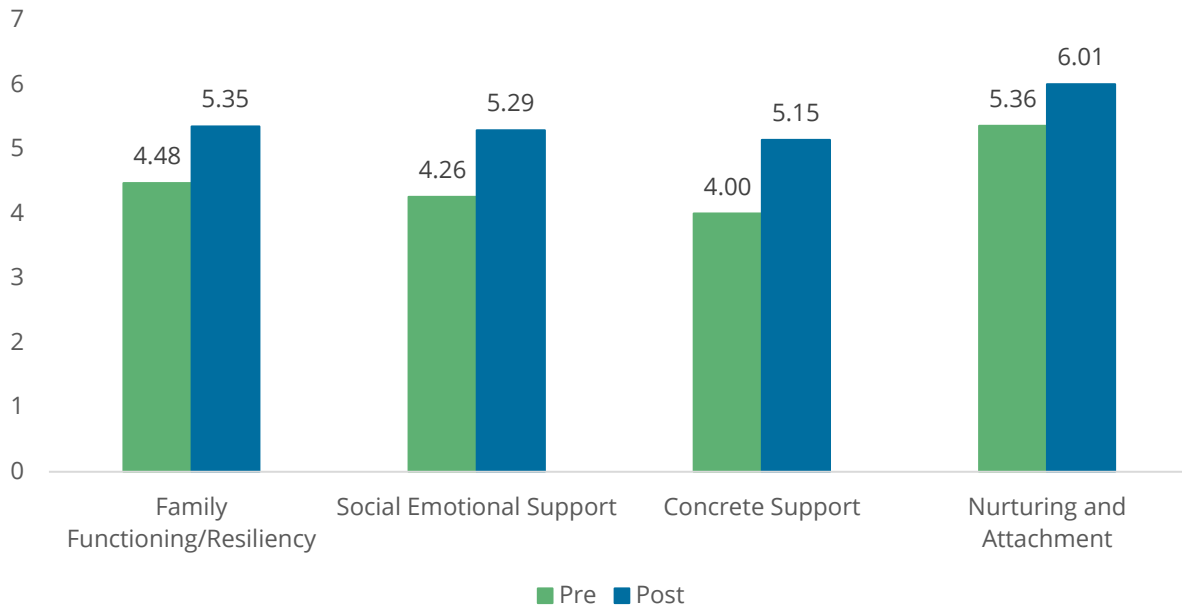
## OUTCOME: Increase in Positive Parenting Practices

### MEASURE: **Protective Factors Survey**

Eight LPs across 11 activities (serving 304 adults) used the Protective Factors Survey to measure this outcome. Results showed that scores increased from Pre to Post measurement. The Protective Factors Survey subscales are measured on a 7-point scale and include Family Functioning/Resiliency, Social Emotional Support, Concrete Support, and Nurturing and Attachment. The table below presents the results by subscale.

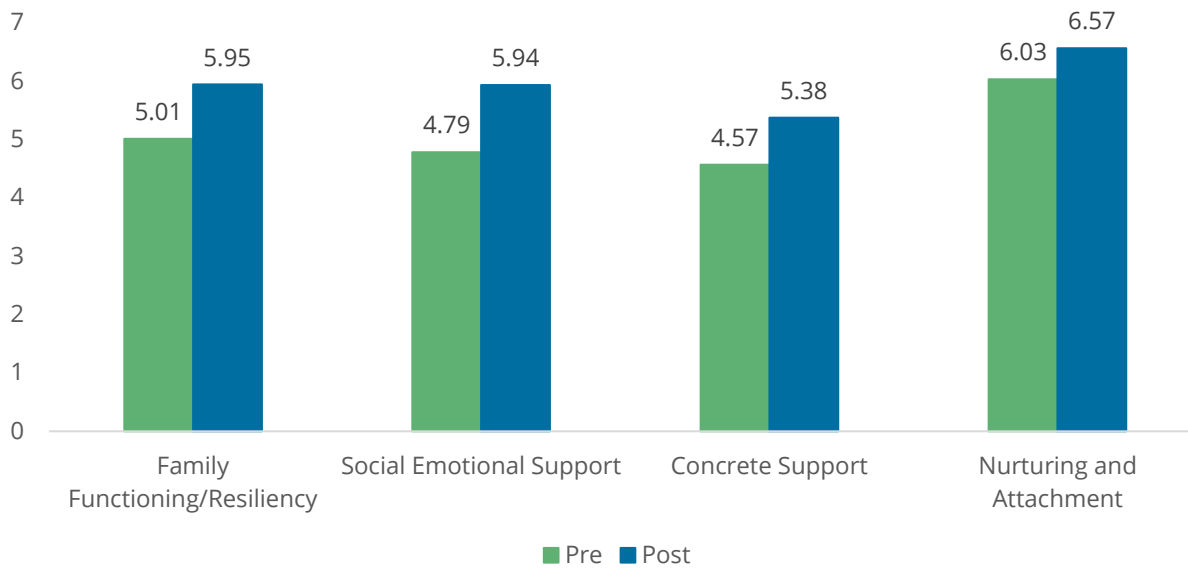
<b>Context</b>		<b>Results</b>	
# Partnerships Reporting:	8	<b><u>Family Functioning / Resiliency</u></b>	
# Activities Reported on:	11	Pre:	4.48
# Adults Reported on:	304	Post:	5.35
Measure Maximum:	7	Difference:	+0.88
		<b><u>Social Emotional Support</u></b>	
		Pre:	4.26
		Post:	5.29
		Difference:	+1.03
		<b><u>Concrete Support</u></b>	
		Pre:	4.00
		Post:	5.15
		Difference:	+1.14
		<b><u>Nurturing and Attachment</u></b>	
		Pre:	5.36
		Post:	6.01
		Difference:	+0.65

### 2017-18 Protective Factors Survey Pre and Post Scores



n= 304 adults in 2017-18

### 2016-17 Protective Factors Survey Pre and Post Scores



n= 49 adults in 2016-17

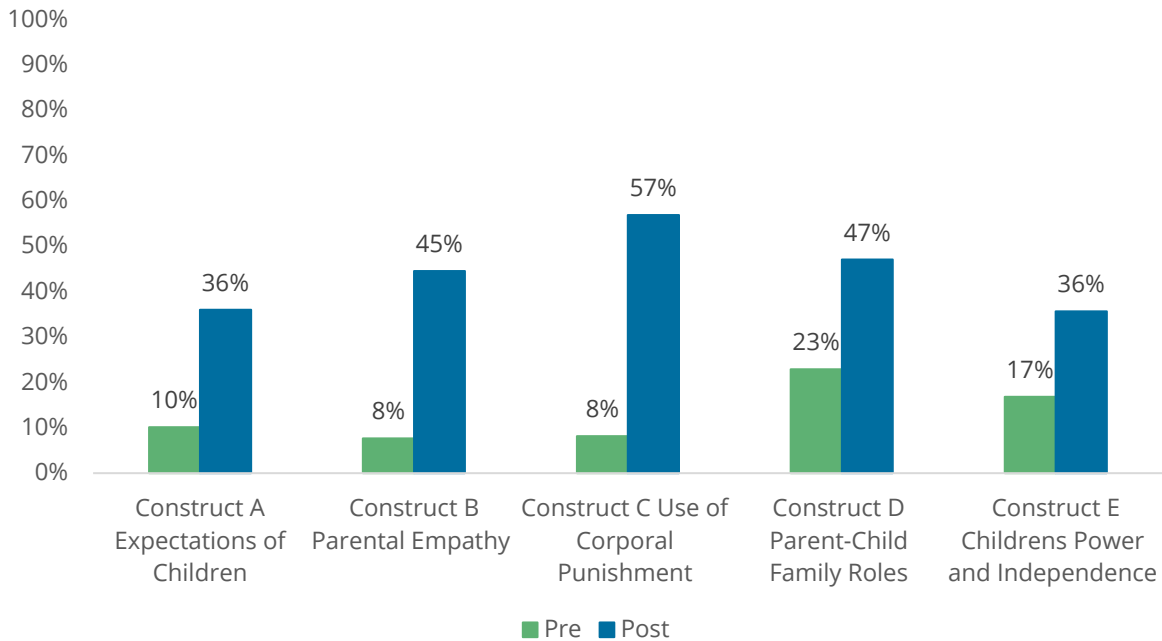
## OUTCOME: Increase in Positive Parenting Practices

### MEASURE: **Adult Adolescent Parenting Inventory (AAPI-2)**

11 LPs across 11 activities (serving 247 adults) used the Adult Adolescent Parenting Inventory to measure this outcome. The survey includes 5 constructs: Construct A - Expectations of Children, Construct B - Parental Empathy towards Children’s Needs, Construct C - Use of Corporal Punishment, Construct D - Parent-Child Family Roles, and Construct E - Children’s Power and Independence. The table below shows the percentage of adults at low maltreatment risk at Pre and Post assessment by each construct.

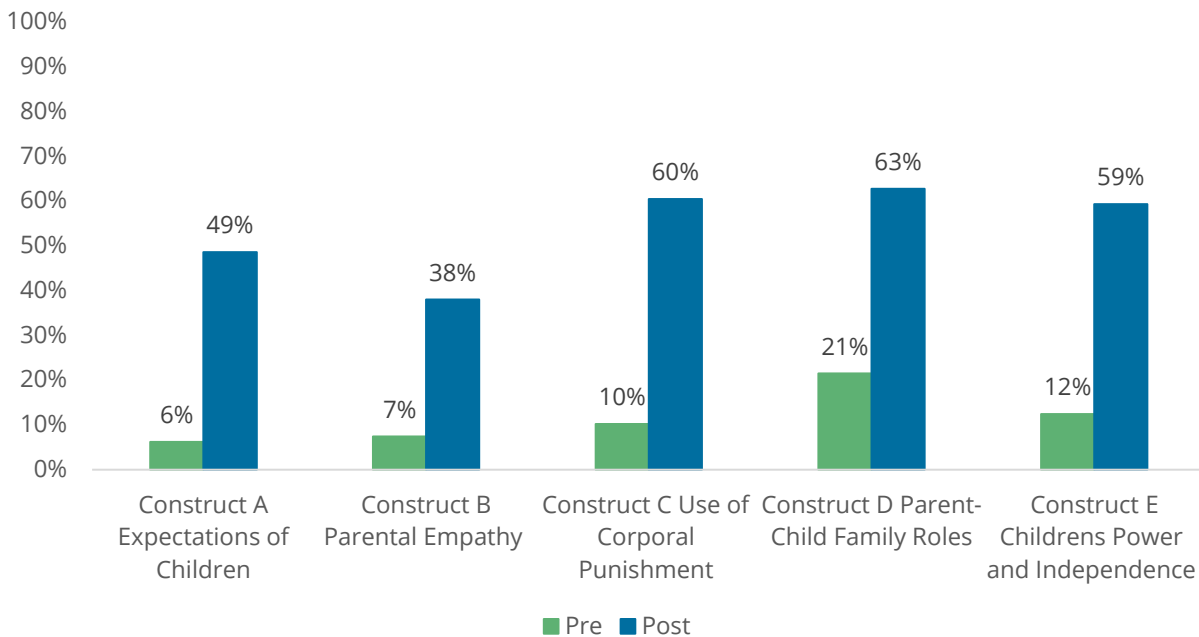
<b>Context</b>		<b>Results</b>
# Partnerships Reporting:	11	Percent of Adults at Low Maltreatment Risk:
# Activities Reported on:	11	
# Adults Reported on:	247	
		<b><u>Construct A - Expectations of Children</u></b>
		Pre: 10%
		Post: 36%
		Difference: +26%
		<b><u>Construct B - Parental Empathy towards Children’s Needs</u></b>
		Pre: 8%
		Post: 45%
		Difference: +37%
		<b><u>Construct C - Use of Corporal Punishment</u></b>
		Pre: 8%
		Post: 57%
		Difference: +49%
		<b><u>Construct D - Parent-Child Family Roles</u></b>
		Pre: 23%
		Post: 47%
		Difference: +24%
		<b><u>Construct E - Children’s Power and Independence</u></b>
		Pre: 17%
		Post: 36%
		Difference: +19%

### 2017-18 AAPI-2 Pre and Post Percentage of Adults at Low Maltreatment Risk



n= 247 adults in 2017-18

### 2016-17 AAPI-2 Pre and Post Percentage of Adults at Low Maltreatment Risk



n= 177 adults in 2016-17

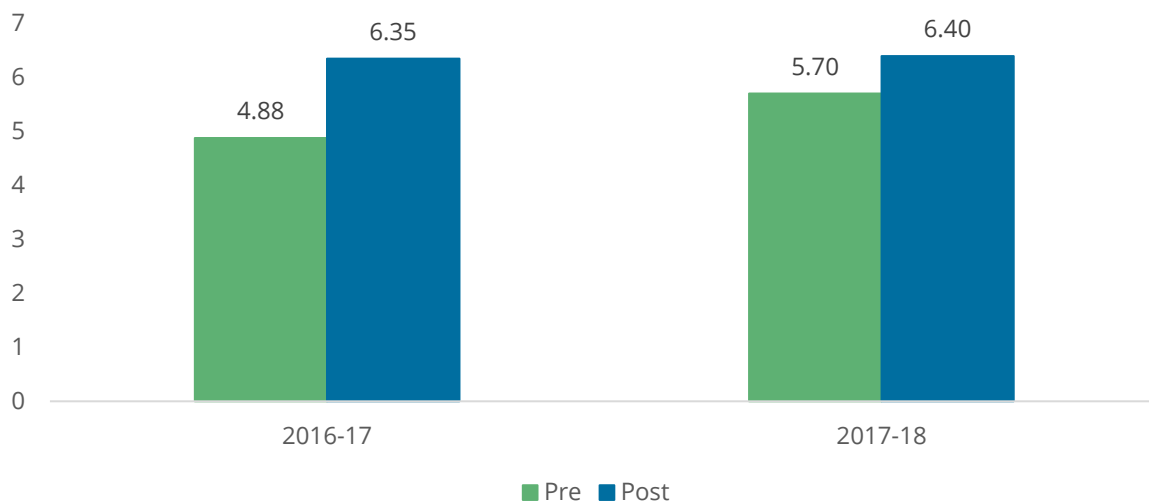
## OUTCOME: Increase in Parent Social Support

### MEASURE: Protective Factors Survey

Five LPs across five activities (51 parents reported on) provided valid Pre and Post Protective Factors Survey data to measure progress toward this outcome. The Protective Factors Survey is measured on a 7-point scale. Pre scores ranged from 2.30 to 6.67 and Post scores ranged from 4.30 to 6.92. Scores increased from an average Pre score of 5.70 to an average Post score of 6.40, a difference of 0.70 points. In 2016-17, scores increased from an average Pre score of 4.88 to an average Post score of 6.35, a difference of 1.47 points.

Context		Results	
# Partnerships Reporting:	5	<b>Emotional Support Subscale</b>	
# Activities Reported on:	5	Average Pre Score:	5.70
# Parents Reported on:	51	Average Post Score:	6.40
Measure Maximum:	7	Difference:	+0.70

Average Pre and Post Protective Factors Survey:  
Emotional Support Subscale



n= 80 parents in 2016-17 and 51 parents in 2017-18



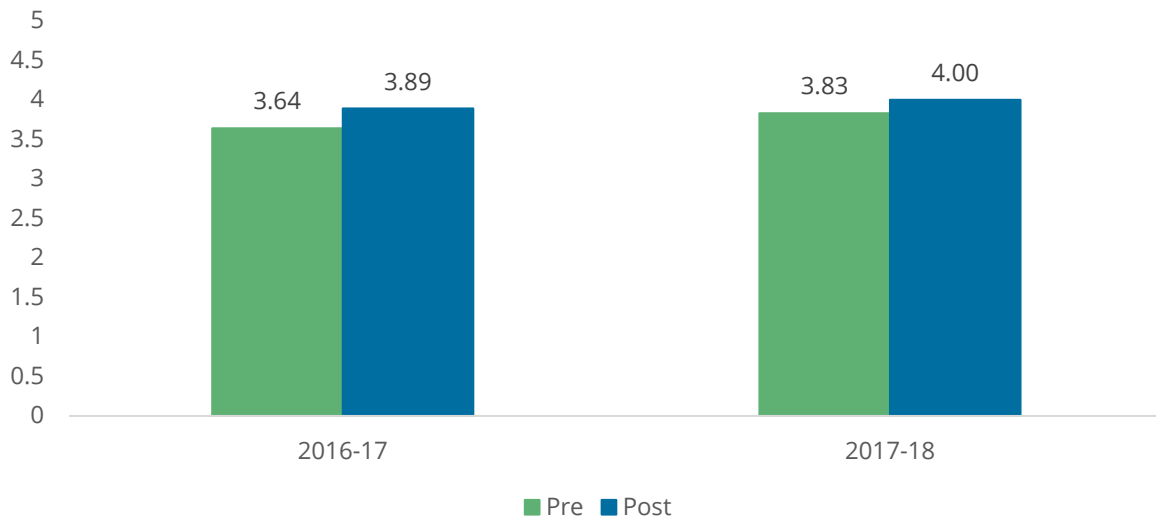
## OUTCOME: Increase in Parent Social Support

### MEASURE: Life Skills Progression (LSP)

Two LPs across two activities (36 parents reported on) provide valid Pre and Post data for the Friends and Peers subscale of the LSP to measure progress towards this outcome. The LSP Friends and Peers subscale is measured on a 5-point scale. Scores increased from an average 3.83 at Pre to 4.00 at Post, a difference of 0.17 points. In 2016-17, scores increased from an average 3.64 at Pre to 3.89 at Post, a difference of 0.25 points.

Context		Results	
# Partnerships Reporting:	2	Friends and Peers	
# Activities Reported on:	2	Average Pre Score:	3.83
# Parents Reported on:	36	Average Post Score:	4.00
Measure Maximum:	5	Difference:	+0.17

Pre and Post Scores for the Friends and Peers Subscale of the LSP



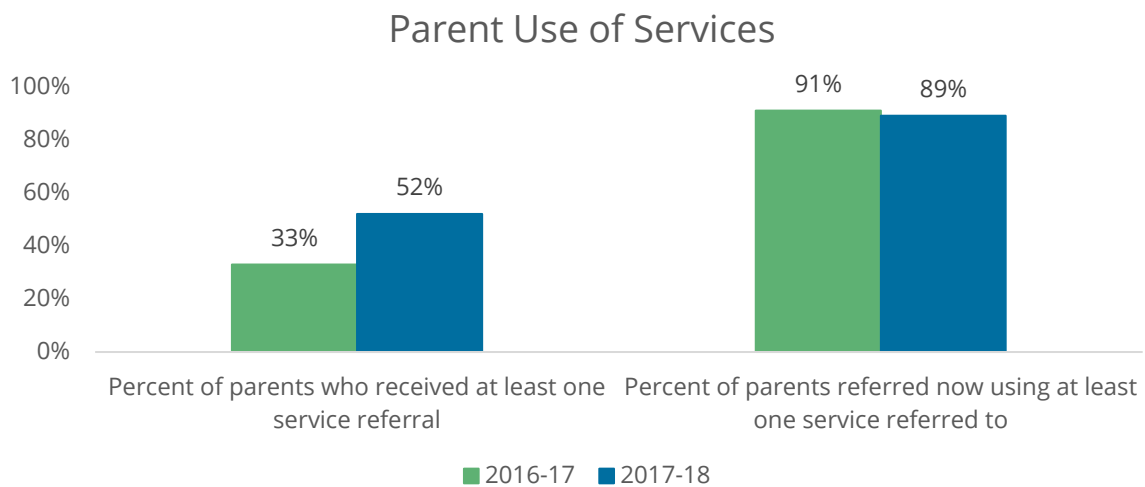
n= 30 parents in 2016-17 and 36 parents in 2017-18

## OUTCOME: Increase in Parent Use of Services

### MEASURE: Rate of service utilization among parents referred to services

Eight LPs across nine activities (6,125 parents reported on) reported on the rate of service utilization among parents referred to services. Specifically, results showed that 52% of parents received a referral. Of those who received a referral, 89% reported receiving service based on that referral. In 2016-17, only 33% of parents received a referral and 91% of those parents reported receiving service based on the referral.

Context		Results	
# Partnerships Reporting:	8	Percent of parents receiving referral	
# Activities Reported on:	9		52%
# Parents Reported on:	6,125	Of those with referral, percent of parents receiving service:	
		FY 17-18	89%
		FY 16-17	91%
		Difference	-2%



n= 5,896 parents in 2016-17 and 6,125 parents in 2017-18

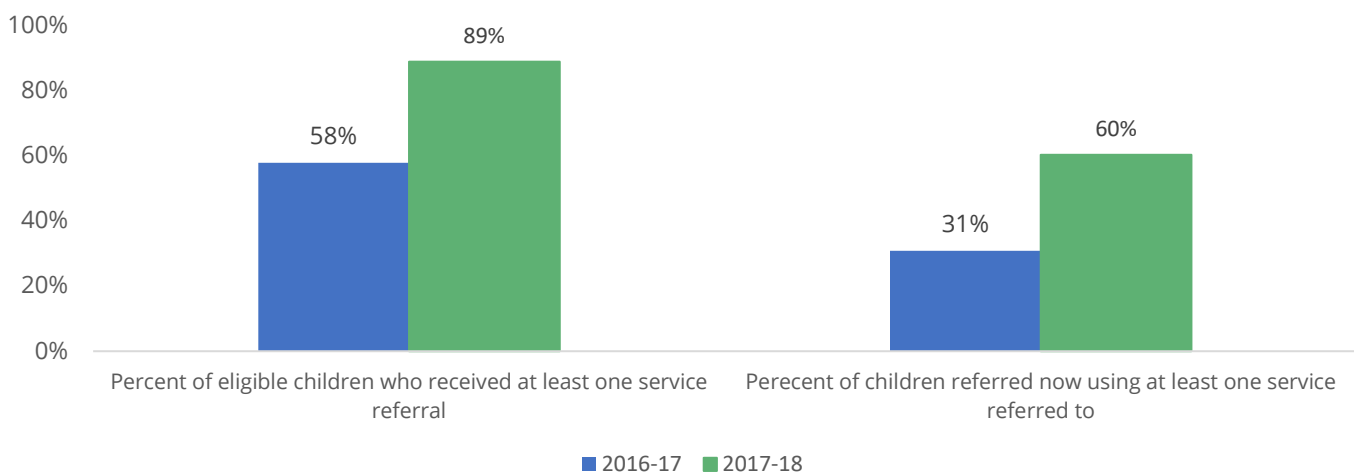
## OUTCOME: Increase in Developmental Screenings or Assessments, Referrals, and Child Use of Services

### MEASURE: Child Screenings, Referrals, and Use of Services Calculation - Child-Other Service Use

Nine LPs across 11 activities (737 eligible children reported on) reported on the rate of service utilization among children referred to services. Specifically, results showed that 89% of eligible children received a referral. Of those who received a referral, 60% reported receiving service based on that referral. In 2016-17, 58% of eligible children received a referral. Of those who received a referral in 2016-17, 31% reported receiving a service based on the referral.

Context		Results	
# Partnerships Reporting:	9	Percent of eligible children receiving referral:	
# Activities Reported on:	11		89%
# Children Reported on:	737	Of those with referral, percent of children using service:	
		FY 17-18	60%
		FY 16-17	31%
		Difference	+29%

Child Use of Services



n= 185 children in 2016-17 and 737 children in 2017-18

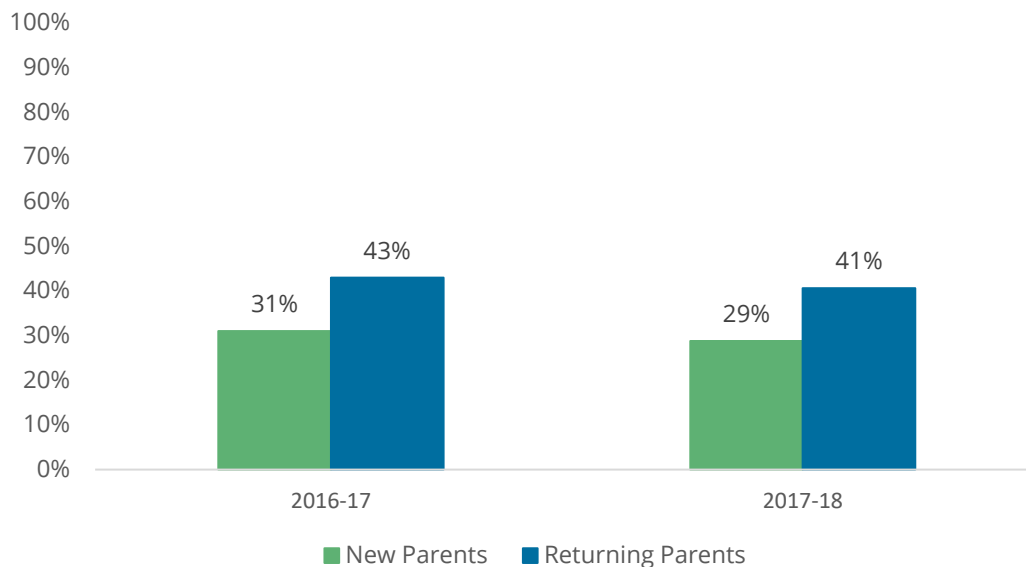
## OUTCOME: Increase in Parent and Child Shared Reading

### MEASURE: Daily Reading Rate - Reach Out and Read

Forty-five LPs reported on the percentage of **Reach Out and Read** parents reading to their children daily. The percentage of new ROR parents reading daily to their children was 29% compared to 41% of returning parents, a difference of 12%. In 2016-17, the percentage of new ROR parents reading daily to their children was 31% compared to 43% of returning parents, a difference of 12%.

Context		Results	
# Partnerships Reporting:	45	Percent of Parents Reading to Child Daily:	
		New Parents:	28.8%
		Returning Parents:	40.6%
		Difference:	+11.8%

Percentage of Parents Reading to their Children Daily



n= 8,801 parents in 2017-18

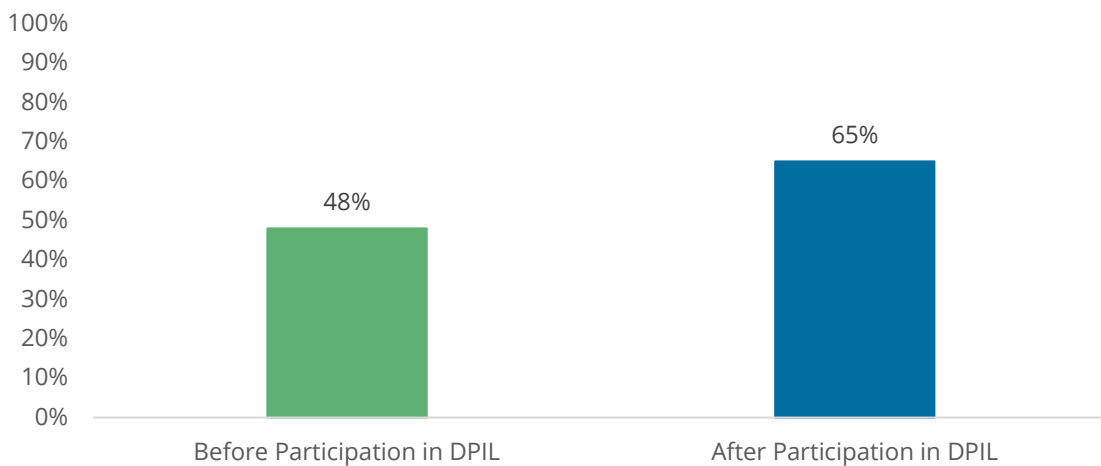
## OUTCOME: Increase in Parent and Child Shared Reading

### MEASURE: Smart Start Dolly Parton’s Imagination Library Survey

All 100 counties in the state participated in Dolly Parton’s Imagination Library and reported on the percentage of children whose parents report reading to them daily from Pre to Post activity. The percentage of children whose parents report reading to them daily increased from 48% before program participation to 65% at Post measurement, an increase of 17%. This is a new measure in 2017-18 and therefore data from previous years is not available.

Context	Results	
# Partnerships Reporting: 75	Percent of Children Whose Parents Report Reading to Them Daily:	
# Children Reported on: 18,983		Before receiving DPIL: 48%
		After four or more months of DPIL: 65%
	Difference: +17%	

Percentage of Children Whose Parents Report Reading to Them Daily



n= 18,983 children in 2017-18

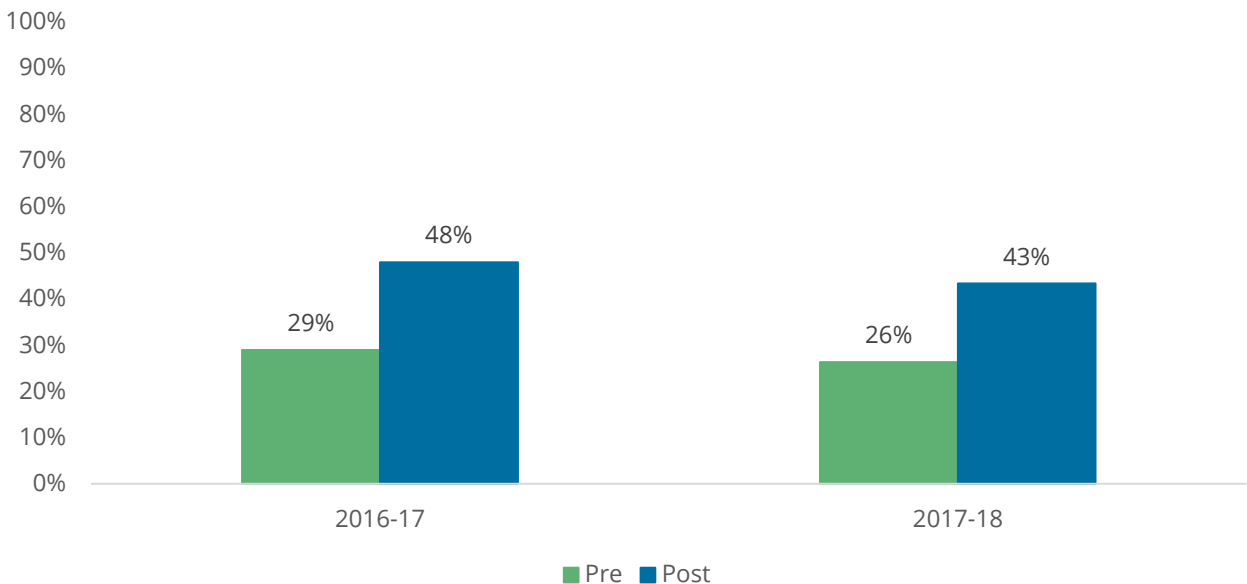
## OUTCOME: Increase in Parent and Child Shared Reading

### MEASURE: Daily Reading Rate – Other Literacy Initiatives

Twenty-eight LPs across 33 activities (a total of 3,155 parents) reported on the percentage of parents reading to their children daily from Pre to Post activity. The percentage of parents reading daily to their children increased from 26% at Pre measurement to 43% at Post measurement, an increase of 19%. In 2016-17, the percentage of parents reading daily to their children increased from 29% at Pre measurement to 48% at Post measurement, an increase of 19%.

Context		Results	
# Partnerships Reporting:	28	Percent of Parents Reading to Child Daily	
# Activities Reported on:	33	Pre:	26%
# Parents Reported on:	3,155	Post:	43%
		Difference:	+17%

Percent of Parents Participating in Select Literacy Programs Reporting They Read to Their Children Daily



n= 2,629 parents in 2016-17 and 3,155 parents in 2017-18

## OUTCOME: Decrease in Child Problem Behaviors

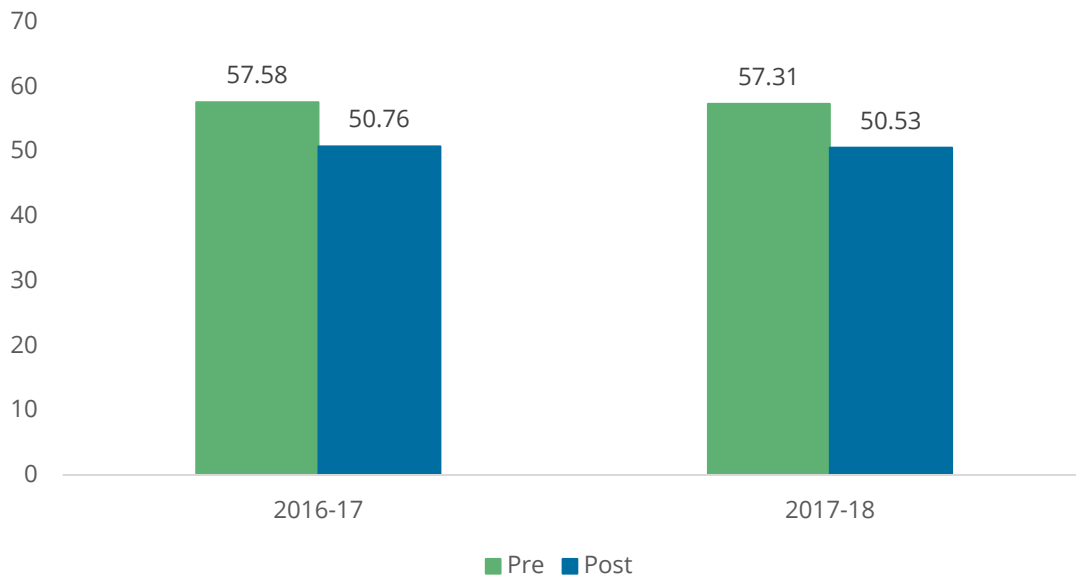
### MEASURE: Eyberg Child Behavior Inventory

Nine LPs across nine activities (serving 243 children) provided valid Pre and Post data for subscales within the Eyberg Child Behavior Inventory. The two subscales were the Intensity subscale (Parent perception of frequency of child problem behaviors) and the Problem subscale (Parent perception of the degree to which child behaviors are problematic). Results showed that scores on the Intensity subscale decreased from an average Pre score of 57.31 to an average Post score of 50.53, a difference of 6.78 points. Additionally, results showed that scores on the Problem subscale decreased from an average Pre score of 58.99 to an average Post score of 50.19, a difference of 8.80 points. In 2016-17, scores on the Intensity subscale decreased from an average Pre score of 57.58 to an average Post score of 50.76, a difference of 6.82 points. Scores on the Problem subscale decreased from an average Pre score of 59.12 to an average Post score of 51.9, a difference of 7.22 points.

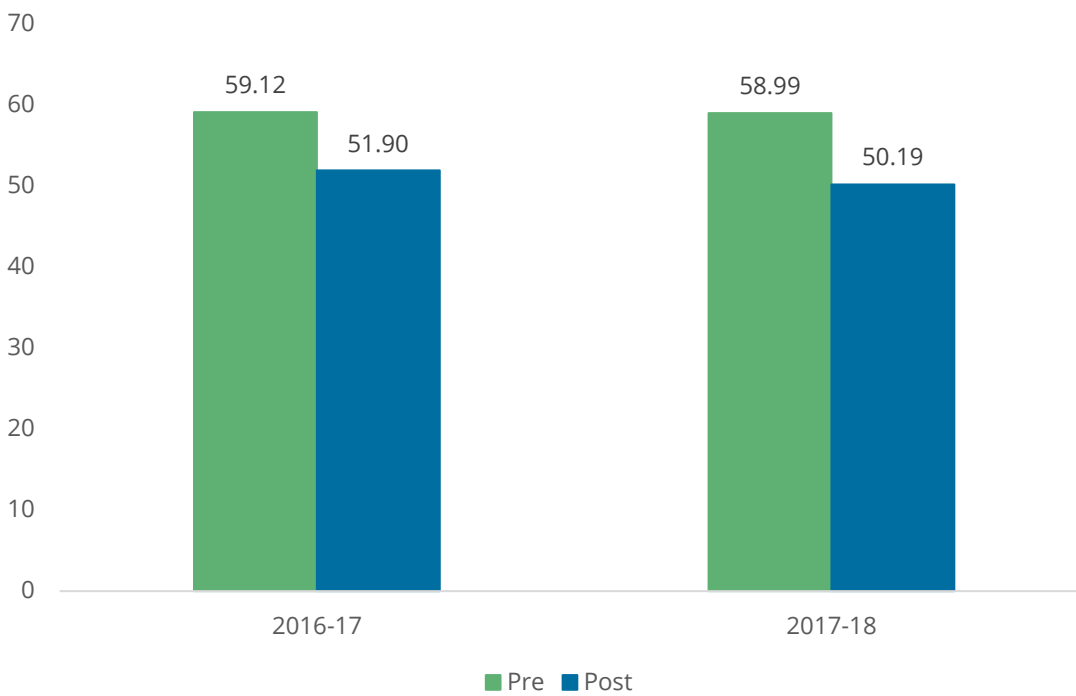
Context		Results	
# Partnerships Reporting:	9	<b>Intensity Subscale</b> – Parent Perception of Frequency of Child Problem Behaviors	
# Activities Reported on:	9	Pre:	57.31
# Children Reported on:	243	Post:	50.53
Measure Maximum:	36 items with max of 7 on each	Difference:	-6.78
		<b>Problem Subscale</b> – Parent Perception of Degree to which Child Behaviors are Problematic	
		Pre:	58.99
		Post:	50.19
		Difference:	-8.80

n= 271 children in 2016-17 and 243 children in 2017-18 for the two charts below

Scores on the Intensity Subscale



Scores on Problem Subscale





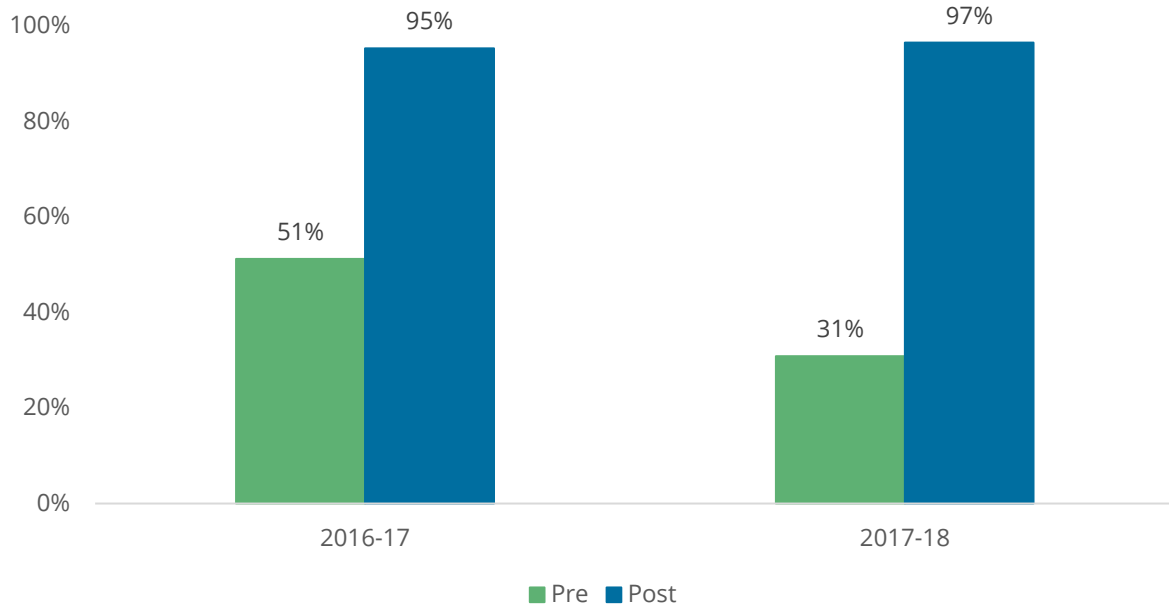
## OUTCOME: More Children on Track for Typical or Enhanced Development

### MEASURE: Teaching Strategies GOLD – Reported as Overall Expectations

Seven LPs across 16 activities (serving 612 children) reported percentages of children exceeding, meeting, and below expectations overall on the Teaching Strategies GOLD measure. Results showed that the percentage of children scoring in two of the categories (Exceeding Expectations and Meeting Expectations) increased from Pre to Post activity from 31% of children to 97%, a 66% increase. In 2016-17, the percentage of children scoring in the Meeting or Exceeding Expectations category increased from Pre to Post activity from 51% of children to 95% of children, a 44% increase.

Context		Results	
# Partnerships Reporting:	7	<b><u>Exceeding Expectations</u></b>	
# Activities Reported on:	16	Pre:	3%
# Children Reported on:	612	Post:	43%
		Difference:	+40%
		<b><u>Meeting Expectations</u></b>	
		Pre:	28%
		Post:	54%
		Difference:	+26%
		<b><u>Below Expectations</u></b>	
		Pre:	69%
		Post:	3%
		Difference:	-66%

### Percentage of Children "Meeting" or "Exceeding" Expectations



n= 497 children in 2016-17 and 612 children in 2017-18

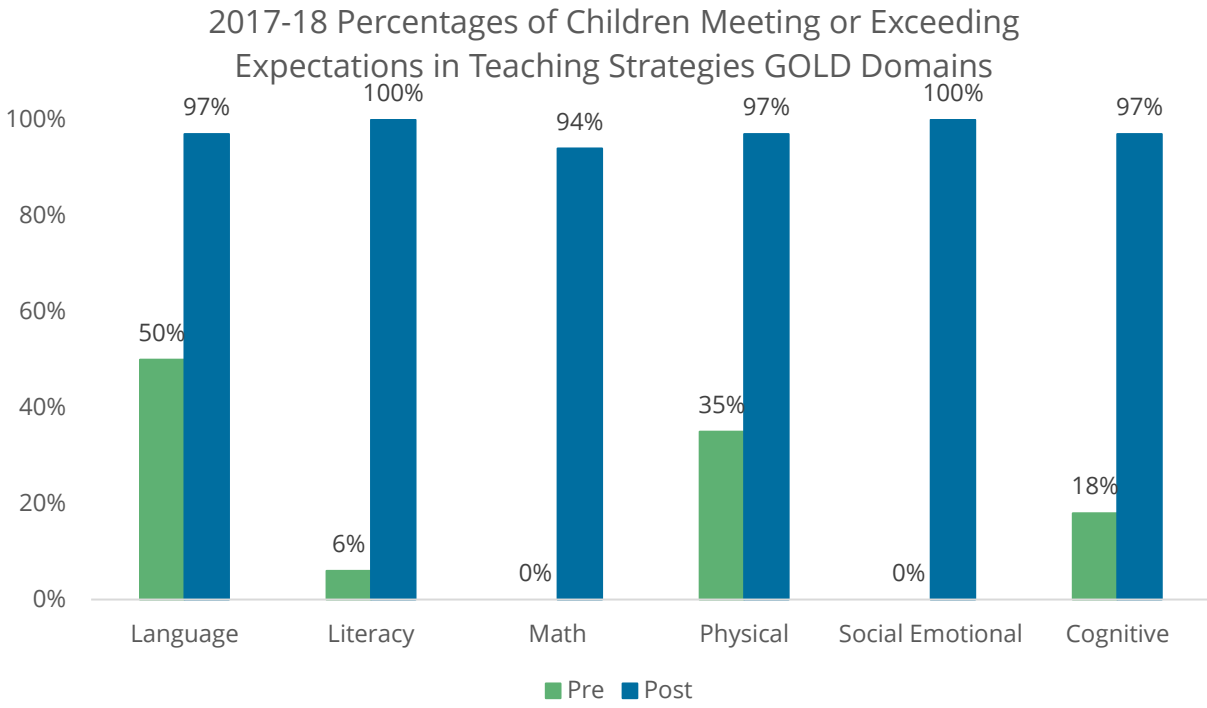
# OUTCOME: More Children on Track for Typical or Enhanced Development

## MEASURE: Teaching Strategies GOLD – Reported as Results for Each Domain

One LP across one activities (serving 34 children) reported percentages of children meeting or exceeding expectations on each Teaching Strategies GOLD domain – Language, Literacy, Math, Physical, and Social Emotional. Results showed that the percentage of children meeting or exceeding expectations increased from Pre to Post activity. The percentage of children meeting or exceeding increased by as little as 47% and as much as 100%, depending on the domain. See the chart below for specific information on how percentages changed. In 2016-17, the percentage of children meeting or exceeding increased by as little as 53% and as much as 61%, depending on the domain.

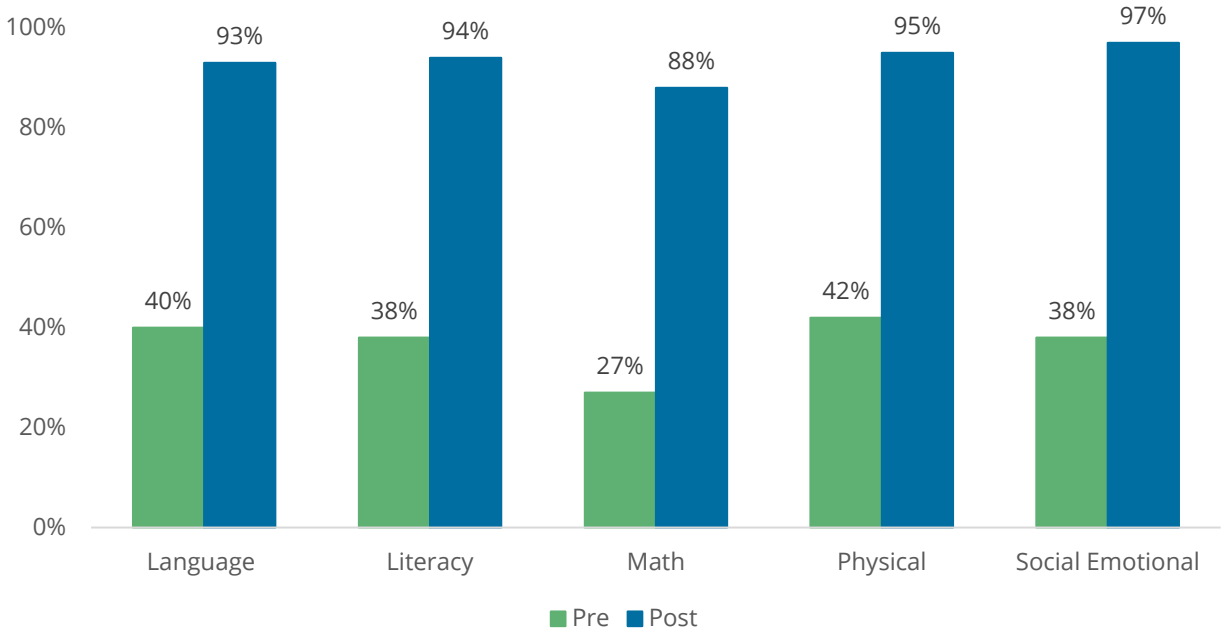
Context	Results
# Partnerships Reporting: 1 # Activities Reported on: 1 # Children Reported on: 34	<p><b><u>Language</u></b>            Percent Meeting or Exceeding Expectations            Pre: 50%            Post: 97%            Difference: +47%</p> <p><b><u>Literacy</u></b>            Percent Meeting or Exceeding Expectations            Pre: 6%            Post: 100%            Difference: +94%</p> <p><b><u>Math</u></b>            Percent Meeting or Exceeding Expectations            Pre: 0%            Post: 94%            Difference: +94%</p> <p><b><u>Physical</u></b>            Percent Meeting or Exceeding Expectations            Pre: 35%            Post: 97%            Difference: +62%</p>

		<b><u>Social Emotional</u></b>	
		Percent Meeting or Exceeding Expectations	
		Pre:	0%
		Post:	100%
		Difference:	+100%
		<b><u>Cognitive</u></b>	
		Pre:	18%
		Post:	97%
		Difference:	+79%



n= 34 children in 2017-18

### 2016-17 Percentages of Children Meeting or Exceeding Expectations in Teaching Strategies GOLD Domains



n= 918 children in 2016-17