

INCREASING ACCESS TO QUALITY EARLY CHILDHOOD EDUCATION FOR MINORITY CHILDREN IN  
DURHAM COUNTY, NORTH CAROLINA

By

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## ABSTRACT

Sherry Linton-Massiah, Anthony Maldonado, Sydney Scott, Elizabeth Stromberg Shumate, Aishwarya Venkatesh:  
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The purpose of this paper is to examine preschool education as a social determinant of health (SDOH). Healthy People 2030 recognizes education as a key component of health outcomes, and outlines access to high quality preschool education as a strategy to improving short and long-term health and overall wellness outcomes. (*Social Determinants of Health - Healthy People 2030* | *health.gov.*, n.d.). This paper explores challenges young, minority students in Durham County, North Carolina are facing in accessing high-quality early childhood education. The paper recommends an evidence-based program to mitigate these challenges. The barriers discussed include higher prevalence of poverty, lack of geographic accessibility, and non-traditional hours of operations that accommodate unpredictable work schedules. All Our Kin is identified as the program most aligned with the assets while addressing the needs of the population of interest. (*Creating the Conditions for Family Child Care to Thrive*, 2019). The paper recommends diversifying the modalities of licensed high quality preschool and early child care providers in Durham County by increasing access to licensed family child care. This change to the Durham County educational system, is intended to increase access to quality early childhood education and decrease related inequities faced by young, minority children.

Key words: social determinant of health, early childhood education, minority students, Durham County, evidence-based

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## **LIST OF ABBREVIATIONS**

AOK	All Our Kin
DPfC	Durham Partnership for Children
ECE	Early Childhood Education
MOU	Memorandum of Understanding
SDOH	Social Determinant of Health

## COMMON PROPOSAL

### SDOH Analysis and Goals

Social determinants of health (SDOH) are defined by the U.S Department of Health and Human Services as “the conditions in the environments where people are born, live, learn, work, play, worship, and age that affect a wide range of health, functioning, and quality-of-life outcomes and risks” (*Healthy People 2030*, n.d.). According to the World Health Organization, research has shown these domains can “account for between 30-55% of health outcomes” (*Social Determinants of Health*, n.d.) and can influence health more than lifestyle choices or healthcare (*Social Determinants of Health*, n.d.).

Education quality and access category of the SDOH is the inequality that can be addressed in Durham County, specifically an increase of early childhood education centers for preschool-aged children of color. This program will especially target the children of color in the community as residents of color in Durham County face inequities in regards to health such as a higher prevalence of poverty compared to white residents, lower high school graduation rates (and higher suspension rates), and residents of color have a greater risk of some diseases (County Health Rankings and Roadmaps, n.d.). Access to quality early childhood education can provide short-term benefits such as having higher reading and mathematics levels versus children who do not attend preschool, as well a lower likelihood of being a victim of bullying (*Education Access and Quality*, 2021). It also has long-term benefits such as fewer chronic diseases such as diabetes, kidney disease, and prostate cancer, due to a higher likelihood of pursuing continuing education which allows higher paying jobs with less stress (Beyond Academics, 2021). The goal of the proposed program is to increase access to quality early childcare education in Durham County in order to decrease these inequalities and give the children in Durham a brighter future that will in turn improve the health of Durham County.

### Policy and Programmatic Changes

Research supports the inextricable association between education, specifically high quality preschool education of minority populations of low economic status, with short- and long-term outcomes of health, as well as the economic stability of that population and communities overall. (Hirsh et al., 2021). Preschool experiences come in a variety of modalities, to include licensed public and private center-based services, and licensed family childcare services. Family childcare services, also known as home-based care, have been noted as an asset to low-income families of color who are employed in jobs that require irregular work hours. (Porter & Reiman, 2016).

Family child care may be offered to infants and toddlers, as well as to children between the age of three to five as an alternate preschool option. These settings offer structured opportunities for curriculum based early childhood education.

All Our Kin is an evidence-based family child care service delivery model that has been recognized for its improvement in the childcare delivery system, educational outcomes for participants, and expansion of the early care and education workforce. (Porter & Reiman, 2016). Through the establishment of a Child Care Network, partnerships with training entities, and public and private investments in the program, All Our Kin engages informal and licenced family child care providers to increase training and credentials, solidify business models, and improve overall quality of services delivery. (*Creating the Conditions for Family Child Care to Thrive*, 2019). Family care providers within the All Our Kin program operate on an evolving continuum of quality improvement, as some work toward licensing and others work toward accreditation. (*Creating the Conditions for Family Child Care to Thrive*, 2019). Evaluations of All Our Kin have concluded that the program increases the supply of high-quality affordable child care options to enable parents to enter and remain in the workforce; helps family child care providers attain economic self-sufficiency through their child care businesses; and enhances family child care providers' knowledge, skills, and practice as early childhood educators to improve young children's positive outcomes. (Porter & Reiman, 2016). Other beneficial components of All Our Kin include, providers live and work in the same communities as their program participants, which improves geographic accessibility and alleviates transportation barriers. In addition, family child care providers are often of shared language and culture as those within the community where they operate. (Porter & Reiman, 2016). Finally, family child care providers often accommodate unpredictable work schedules by offering care in the evenings, sometimes overnight, and on-call. (Porter & Reiman, 2016). This model of care is also more affordable than traditional licensed center-based care. (Porter & Reiman, 2016)

All Our Kin has been successfully developed, implemented, and replicated in Connecticut and New York, serving a total of 7,000 children across both states, and reaching over 45,000 children through national quality and technical assistance initiatives. (*2022 Impact Report. (n.d.)*). All Our Kin has also partnered with North Carolina through training and technical assistance delivered to East Coast Migrant Head Start, and Child Care Resources. (*AOK | Training & Advising for National Partners, n.d.*). The existing relationships with North Carolina child care

partners is a port of entry to engage those partners and others to further examine the benefits of replicating this recommended model in Durham County.

### **Community Partners**

There is an extensive list of community partners who will need to be involved/prioritized in transforming the SDoH, equitable access to early childhood education, in Durham County, NC (Appendix A). Each of these community partners were selected due to their lived experiences with the SDoH in the county, as well as for their distinctive levels of power and interest, which will aid in allowing for transformation to not only be feasible, but also sustainable (Appendix B).

Parents of preschoolers have the most exclusive perspectives on the SDoH in Durham County, NC due to their day-to-day lived experiences with the county's educational system, making them ideal community partners to be prioritized in the transformation effort, as they have a vital and unique understanding of how and where transformation needs to occur. Furthermore, family child-care providers, as well as licensed preschool educators in the county will need to be prioritized, as they have the knowledge and skill sets needed to support successful early childhood developmental opportunities. Administrative personnel, specifically, members of the Durham County School Board, will also need to be prioritized. This community partner group will provide administrative and leadership perspectives to the transformation effort, and help to ensure that any initiatives seeking to transform the SDoH in the county can be effectively and efficiently implemented into the county's educational system. Additionally, advocacy groups, including, but not limited to Empowered Parents in Community (EPiC) and Durham's Partnership for Children's Community Awareness Committee must be prioritized. These advocacy groups play a salient role in the transformation, as they increase the community's awareness of early childhood issues and strive to elevate the voices of those most impacted by the SDoH in the county (DPfC, 2021; EPiC, 2021).). Finally, political figures in the county, such as Durham County Commissioners are essential in transforming the SDoH in the county. These community partners were selected due to their influential power and authority to enact policy changes, allocate resources, and prioritize initiatives that impact the education system in Durham County, NC.

### **Budget**

The total ask of the county commissioners for the program is 169,695 dollars (Appendix C) which includes staff for the program, supplies, and technical support. The greatest cost is staffing to implement the

program, which are necessary to ensure the success and equitable implementation of increasing access to quality early childhood education in Durham County. Technical assistance and office space are the next greatest cost in the budget but are essential so staff have a place to work as well as provide timely and efficient support if challenges arise. There are financial resources available to early child care providers that support operating an early child care business and improving the quality of the child care business. This includes the “Stabilization Grant” (*NC Child Care Stabilization Grants*, n.d.) offered by North Carolina State and All Our Kin which may provide training and financial resources (*AOK | All Our Services*, n.d.).

### **Engagement and Accountability Plan**

Various engagement methods can be utilized to establish meaningful and sustained collaboration across stakeholders. These methods are designed to address potential barriers, facilitate involvement, and measure the effectiveness of engagement efforts. Appendix D details a RASCI table, which highlights the role of different important stakeholders in the program process.

During the design phase, engagement sessions with stakeholders like the Durham Public School Board of Education (DPS BoE) (Gordon-Davis, C., 2023), begin with an overview session with the chairperson, followed by monthly meetings with the entire board. These meetings serve as a platform to discuss strategies, address concerns, and ensure board members are actively participating. In addition to organizational partners, key representatives from the community can be invited to join, ensuring a holistic and collaborative approach to decision-making (*Equitable Community Engagement Blueprint*, n.d.). Community workshops bring together stakeholders, including community members, parents, educators, and representatives from relevant organizations, to discuss and ideate strategies for improving early childhood education in a grassroots setting. These workshops foster a sense of ownership and increase community buy-in for the proposed interventions. The community advisory board could also be beneficial in the design phase, where early insights and direction are crucial (ECLKC, 2022).

In the improvement phase, data collection surveys play a crucial role in gathering insights on perceptions, experiences, and needs related to early childhood education. These surveys can be conducted online, through interviews, or using paper-based questionnaires. By collecting feedback from parents, educators, and community members, evidence-based decision-making can be facilitated and areas for improvement can be identified. The response rate of the surveys can be measured as an indicator of stakeholder engagement (Gordon-Davis, C., 2023).

Establishing a community advisory board during the sustain/scale phase is beneficial to promote sustained collaboration and decision-making. This board comprises representatives from different stakeholder groups, such as parents, educators, community leaders, and policymakers. Regular meetings provide a platform to discuss progress, evaluate outcomes, and provide input on sustaining and scaling efforts related to early childhood education. Tracking the frequency of board meetings and the level of attendance can serve as a performance measure for this phase (Gordon-Davis, C., 2023).

Furthermore, program evaluation, community focus groups, and community outreach/events can be utilized to engage the program and community partners. Program evaluation provides valuable insights into the success and areas for improvement within the program. Collecting data on the number of students enrolled, particularly from minority backgrounds, and the increase in licensed providers can inform decisions about access to quality early childhood education (Center on Society and Health, n.d.). Community focus groups allow for gathering perspectives and identifying additional areas for program improvement (Schwab, 2020). These groups foster a sense of community and provide valuable information that can inform decision-making. By building trust and engaging with the community, the program can increase its sustainability and success (*AOK | Family Child Care Networks*, n.d.).

In summary, a comprehensive approach to stakeholder engagement includes methods such as engagement sessions with the DPS BoE, community workshops, data collection surveys, a Community Advisory Board, program evaluation, community focus groups, and community outreach/events. These methods address barriers, foster collaboration, and provide performance measures to assess the effectiveness of engagement efforts. By actively involving stakeholders across different phases, successful implementation and sustained improvement can be achieved.

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## Appendix A: Common Proposal Figures and Tables

### Appendix A1:

**Table A1:** *Stakeholder Analysis Matrix for the Promotion of Access to High Quality Early Childhood Education in Durham County, NC through All Our Kin Program Initiatives*

### Community Partner Analysis Matrix

Stakeholder Name:	What is important to the stakeholder?	How could the stakeholder contribute to the program?	How could the stakeholder block the program?	Strategy for engaging the stakeholder
<b>Parents of Preschoolers</b>	Providing safe educational and developmental experiences for their children at limited cost	Can participate in the program themselves if interested, will send their child to childcare centers that have providers who have participated in the program	Those who act as unlicensed childcare providers don't participate in the program, be unwilling to let child(ren) go to school at young age	Focus groups with parents on what they most need out a childcare/child education program for their children and themselves
<b>Preschool age children</b>	Safe educational and developmental experiences that will follow them into adulthood	Receive education from participants in the program	Not attend Preschool or any other ECE program	Allow children to attend support groups with their parents (they are who this is all about- promoting their successful futures)

<b>Faith-based organizations</b>	Assist in initiatives that will better the community/county	Can act as training site locations, promote the program to members of their congregations	Not allow program to hold training sessions at these locations, not promote the message to the community	Participate in discussions with faith-based organization leaders on the importance of the program and how they can contribute to the cause, ask for their input on what they see needs to be addressed in the community
<b>Smart Start Admin</b>	Helps working parents pay for childcare, improving ECE Programs in the county, promotion of child welfare from birth onward	Technical assistance, funding for ECE Programs, parent education and support groups	Not provide support and/or funding to the initiative, not promote the initiative in the community/county	Participate in discussions with Smart Start Admin on the benefits of the program, as well as what they see needs to be addressed in terms of technical assistance in getting the program up and running
<b>Head Start Admin</b>	Providing ECE for children, while maintaining Head Start presence in the county	Have educators within the Head Start program utilize All Our Kin Program to enhance their knowledge and skills set (participate to enhance quality)	Disagree with implementation of the program as it may compete with their funding resources and pool of childcare professional providers	Participate in discussions with Head Start Admin to address any concerns that they may have due to the program possibly being seen as “competition” to find middle group (we all have a common goal of providing accessible high quality ECE)
<b>The Hunt Institute</b>	Advocacy for equitable quality education for every child	Advocate for equitable implementation of the program	Not promote and/or provide support for the initiative	Discuss what their ideas of advocacy are and how they can contribute to advocating for the program’s implementation

<b>Childcare business owners in Durham County, NC</b>	Provide educational and developmental experiences for children, while also earning a living	Can participate in the program to achieve licensure or expand on their knowledge if already licensed	By not participating in the program	Focus groups with already practicing childcare providers (licensed and unlicensed) on the benefits of the program
<b>Mayor of Durham County, NC</b>	Acting as a public servant to the county to promote initiatives that are politically feasible, but also worthwhile to better the community/county	Set the agenda for implantation of the program into the county, approve or veto the program	Veto the program being implemented in the community/county, not prioritize the program due to competing priorities	Provide evidence-based findings on the benefits of the program and how it can positively impact the lives of those in the community now and in the future
<b>Durham County NC Board of Education and Superintendent</b>	Embrace, educate, and empower students in the county through educational and developmental opportunities	Prompt pre-k staff and teachers to participate in the program, help with setting the curriculum that is provided to students once participation by childcare professionals is completed	Not support/promote the program due to limited knowledge, competing priorities, or belief that there is not a need for the program	Provide evidence-based findings on the benefits of the program and how it can positively impact the lives of those in the community now and in the future

<b>Empowered Parents in Community (EPiC)</b>	Advocacy efforts that limit the “achievement gap” between black and white students in the county, by using parents as their voice of need	Advocate for racial equity within the program, ensure that program is being promoted in areas of the community that will promote racial equity	Not support or promote the program due to competing initiatives/priorities already in place within the county	Participate in discussion with group leaders and parents who are a part of the advocacy group on what they can contribute to the program, emphasize the program’s aim to enhance quality of education and promote accessibility in an equitable fashion within the county
<b>All Our Kin Training Staff</b>	Train and support childcare providers and professionals	Provide quality training to program participants	Not provide sufficient training to participants (participants do not receive licensing, participants do not learn from curriculum in a way that enhances their quality as child educators)	These individuals will be at the forefront of the program to ensure its success, they will also act as advocates speaking to other stakeholders about the importance of the program and its benefits
<b>Durham County, NC Preschool Staff/Educators</b>	To provide educational and developmental experiences for preschoolers in the county	Participate in program to enhance their skill set and knowledge (participate to enhance quality)	By not participating in the program to enhance their skill set and knowledge	Focus group with stakeholders provide them information on the program and its benefits, aim to gain a better understanding from their perspective what it is like to provide ECE in the county

<b>Durham's Partnership for Children Community Awareness Committee</b>	<p>To increase community knowledge/awareness on early childhood issues, their economic importance for the future of the community, and the value of the public and private sectors collaboration to address such issues</p>	<p>Advocate within the community about the importance of the program and how it will increase access to high quality ECE program for the county's children</p>	<p>Not support or promote the program within the county, competing priorities with already established programs/initiatives</p>	<p>Participate in discussion with group leaders who are a part of the advocacy group on what they can contribute to the program, emphasize the program's aim to enhance quality of education and promote accessibility in an equitable fashion within the county</p>
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**Appendix A2:****Table A2:** *Community Partner Analysis Matrix which depicts the various levels of impact/interest and influence that each priority community partner holds.***Community Partner Analysis Matrix**

<b>Stakeholder Name:</b>	<b>Impact/Interest: (How much does the program impact them? (Low, Medium, High))</b>	<b>Influence: How much influence do they have over the program? (Low, Medium, High)</b>
Parents of Preschoolers	High	Low
Preschool age children	High	Low
Faith-based organizations	Medium	Medium
Smart Start Admin	High	Medium
Head Start Admin	Medium	Medium
The Hunt Institute	Medium	Medium
Childcare business owners in Durham County, NC	High	Medium
Mayor of Durham County, NC	Medium	High
Durham County NC Board of Education and Superintendent	Medium	High
Empowered Parents in Community (EPiC)	High	Medium
All Our Kin Training Staff	High	Medium
Durham County, NC Preschool Staff/Educators	High	Medium
Durham County Commissioners	Medium	High
Durham's Partnership for Children Community Awareness Committee	High	Medium

### Appendix A3:

**Table A3:** Budget proposal which depicts the monetary resources that will be needed for program personnel and direct program costs.

#### Budget Proposal

##### Personnel – Direct Costs

<b>Program Director</b> (FT – 40 hrs per week) <ul style="list-style-type: none"><li>• Salary \$72,00/ year</li><li>• Employer-paid health benefits @ \$347.25/ month x 12 months = \$4,167</li></ul>	\$76,167
<b>Program Assistant</b> (PT – 40 hours per week) <ul style="list-style-type: none"><li>• Year salary= \$30,000</li><li>• Wages (\$21/ hr x 40 hrs x 52 weeks) = \$30,000</li><li>• Health stipend \$194/ month x 12 months = \$2,328</li></ul>	\$32,328
<b>Technological Support</b> <ul style="list-style-type: none"><li>• \$20 hr x 15 hrs x 52 weeks = 15,600</li></ul>	\$15,600
<b>Personnel – Total Direct Costs</b>	<b>\$124,095</b>

##### Expenses – Direct Cost

<b>Travel</b> <ul style="list-style-type: none"><li>• 1,310 miles @ \$0.655 per mile</li></ul>	\$2,000
<b>Technology</b> <ul style="list-style-type: none"><li>• Computer @ (x2) 1,800</li></ul>	\$3,600
<b>Office Space</b> <ul style="list-style-type: none"><li>• \$2,500 per month x 12 =30,000</li></ul>	\$30,000
<b>Supplies</b> <ul style="list-style-type: none"><li>• \$5,000 per person x 2 people = 10,000</li></ul>	\$10,000
<b>Expenses – Total Direct Costs</b>	<b>\$45,600</b>
<b>Total Program cost</b>	<b>\$169,695</b>

## Appendix A4:

**Table A4:** *Tabel which indicates Community Partners' roles who are to be prioritized in the All Our Kin Initiative in Durham County, NC. This table is indicative of the Community Partners who are Responsible, Accountable, Supportive, Consuler, or Informed (RASCI).*

### RASCI Analysis

RASCI Table		
<b><u>Policy/Program</u></b> <ul style="list-style-type: none"> <li>Increasing access to preschool and high quality early childhood experiences through increasing community workforce of ECE educators who provide care during non-traditional work hours as well as increasing quality of acting licensed ECE educators and programming</li> </ul>		
RASCI Levels Who is...	Community Partners	Rationale
<b>Responsible</b> =owns the challenge/ project	<ul style="list-style-type: none"> <li>Durham Partnership for Children (DPfC)</li> </ul>	Responsible stakeholders have the power/capacity to direct the program given the depth of their experience, resources, funding, and influence in early childhood education. DPfC will aid in the mobilization of community partners to build capacity to implement and execute on the piloting and expansion of AOK..
<b>Accountable</b> =ultimately answerable for the correct and thorough completion of the deliverable or task, and the one who delegates the work to those <i>responsible</i>	<ul style="list-style-type: none"> <li>Durham County Commissioners</li> <li>Durham County School Admin</li> <li>Durham County Mayors</li> <li>Family and Childcare Providers (All Our Kin Licensed*)</li> <li>All Our Kin Admin (local branch)</li> </ul>	Accountable stakeholders are liable for the success (or failure) of the program/task and have broad oversight over all community partners. Durham County Commissioners, a priority community partner, is first and foremost the accountable actor of this transformation initiative. The County Commissioners will decide if/when the proposal will be accepted, authorize and fund the responsible agency, DPfC to lead the program, and are ultimately responsible for the quality and outcomes of early childhood education in the county. All stakeholders listed have specific goals/duty related to ensuring quality early childhood education to their community.

<p><b>Supportive</b>=can provide resources or can play a supporting role in implementation</p>	<ul style="list-style-type: none"> <li>• Empowered Parents in Community (EPiC)</li> <li>• Durham's Partnership for Children Community Awareness Committee</li> <li>• Parents of Preschoolers in Durham County, NC</li> <li>• Smart Start Admin</li> <li>• NCEI (NC Early Intervention)</li> <li>• DCONC/DCDPH</li> </ul>	<p>Supportive stakeholders (including all stakeholders listed) have important advocacy, experiences/perspectives/knowledge, and resources on the implementation of robust and equitable early childhood education.</p>
<p><b>Consulted</b>=has information and/or capability necessary to complete the work</p>	<ul style="list-style-type: none"> <li>• Faith-based organizations</li> <li>• GO Durham Transit</li> <li>• Head Start Admin</li> </ul>	<p>Consulting stakeholders can provide supplemental resources and perspectives: transportation (GO Durham Transit), venues (FBOs), opposing viewpoints/risk-mitigation strategies (Head Start).</p>
<p><b>Informed</b>=must be notified of results, process, and methods, but need not be consulted</p>	<ul style="list-style-type: none"> <li>• Durham County community members</li> <li>• Parents of homeschooled children</li> </ul>	<p>Informed stakeholders (including all stakeholders listed) will be given appropriate updates and information in order to increase awareness and potentially support subsequent decision-making regarding early childhood education within their circles of influence.</p>

**Figure A5:** Rich Picture depicting the complexities that are involved with access to high quality early childhood education in Durham County North Carolina.



## Rich Picture

## Access to High-Quality Early Childhood Education

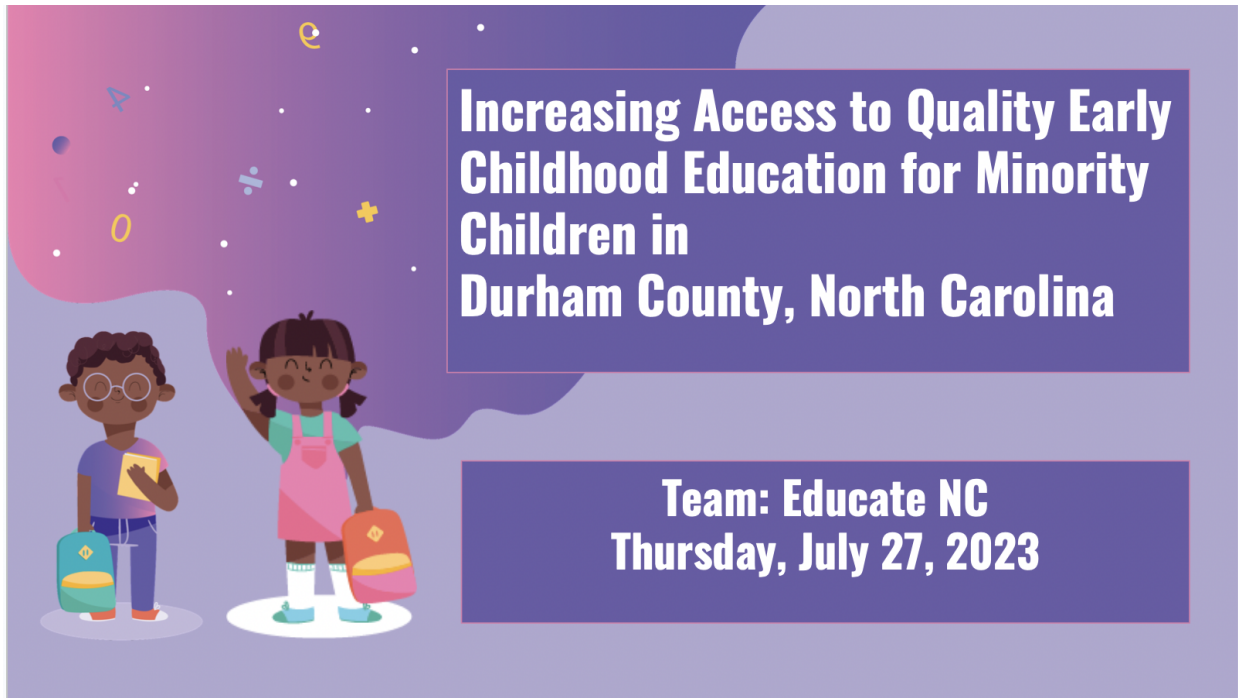
**RICH PICTURE KEY:**

## BLUE BOXES - INSTITUTIONS/GOVERNMENTS

## PINK BOXES -DRIVERS/LEVERS

## PURPLE BOXES - STAKEHOLDERS

**Communication Plan Presentation:**



Elizabeth: Thank you all for joining us today. Our team will be presenting on increasing access to quality early education for minority children in Durham County, North Carolina



Elizabeth: Here is a brief overview of what we will be discussing today..

## Team: Educate NC



Sherry  
Linton-Massiah



Anthony  
Maldonado



Sydney  
Scott



Elizabeth  
Stromberg Shumate



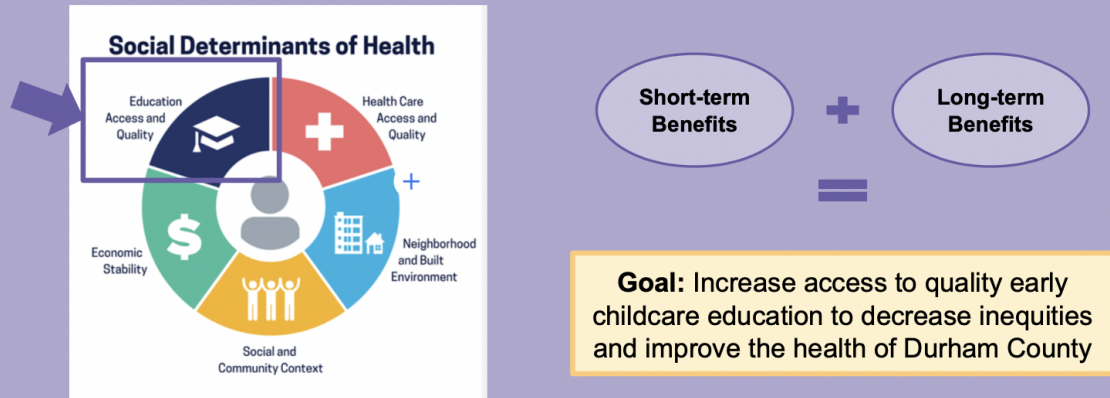
Aishwarya  
Venkatesh

Elizabeth: Our team members are Sherry Linton-Massiah, Anthony Maldonado, Sydney Scott, Elizabeth Stromberg Shumate, and Aishwarya Venkatesh.



Elizabeth: I will begin with a background on our issue.

## Social Determinant of Health (SDOH): Access to Quality Early Childhood Education in Durham County, NC



Elizabeth: Social determinants of health (SDOH) are defined by the U.S Department of Health and Human Services as “the conditions in the environments where people are born, live, learn, work, play, worship, and age that affect a wide range of health, functioning, and quality-of-life outcomes and risks” (*Social Determinants of Health*, n.d). According to the World Health Organization, research has shown these domains can “account for between 30-55% of health outcomes” (*Social Determinants of Health*, n.d) and can influence health more than lifestyle choices or healthcare. Focusing on the education category, short term effects include increased readiness for kindergarten when compared to peers that did not attend preschool and a reduced risk of being bullied (*Education Access and Quality*, n.d.). Long term effects include a much higher chance of pursuing continuing education, which increases the likelihood of them obtaining well-paying jobs with better healthcare, which in turn puts them at less of a risk of developing some chronic diseases (*Education Access and Quality*, n.d.). The goal of the proposed program is to increase access to quality early childhood education in Durham County in order to decrease inequities and improve the health of Durham County. Not only would improved early childhood education give the children of Durham a brighter future, it would also increase property values, the taxes from which can be invested back into the community improving the health of Durham as a whole.

## Priority Population: Minority Preschool-Aged Children in Durham, NC

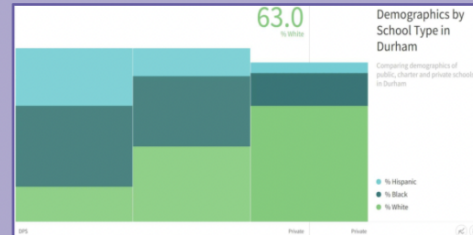


### DURHAM COUNTY DEMOGRAPHICS

332,860 residents

54.5 White, 35.9% Black/African American, 13.8% Hispanic

19,628 are children under 5 in Durham County



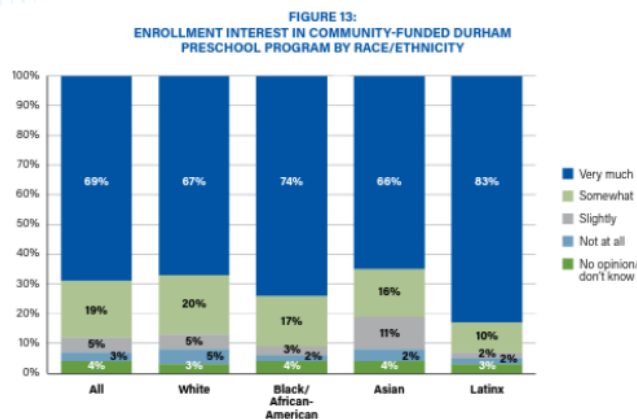
Elizabeth: Durham County (as shown in the left hand picture) has a population of 332,860, 54.5% of whom identify as White, 35.9% identify as Black/African American, and 13.8% identify as Hispanic (County Health Rankings & Roadmaps, n.d.). Of that population, 19,628 are children under 5 years old who would benefit from expanded access to quality early childhood education. Minority residents of Durham County have lower high school graduation rates and are more likely to live below the poverty line. Further inequities in regards to education in Durham County can be seen by the chart on the right, with a majority of the White population attending private schools while the majority of Black and Hispanic populations attending Durham Public Schools (Butchiredygar, 2019). For these reasons, our priority population is minority preschool-aged children in Durham, NC. There is an existing public preschool program within Durham Public Schools called Durham Pre-K, however available slots do not meet demand, especially for minority residents (*Report to the Community Durham-Pre-k*, n.d). One way to address this SDOH and reduce racial inequities is to implement a pre-k program that meets the demand. Next I will be passing it over to Sherry who will go into more detail about preschool supply and demand in Durham County as well as our programmatic recommendation.



Sherry: Hi, I am Sherry and I will be doing an overview of our proposed programmatic transformation initiative which is the All Our Kin Program.

## Program Recommendation:

1. Preschool capacity in Durham County far exceeds the demand.
2. Durham County is well positioned to expand and diversify preschool offerings by increasing access to family child care providers within communities of high need.



Sherry:

1. The need for preschool in Durham County exceeds the capacity to serve those most in need. (*Racial Equity in Early Childhood Education*. (n.d.).
  - a. There are six low-income preschool children in Durham for every one currently publicly funded preschool space in NC Pre-K, Durham Public Schools (DPS) and Head Start
  - b. Over a quarter of Durham census tracts with more than 50 low-income preschoolers have no publicly funded preschool slots
  - c. 92% of Durham parents (n=2000) who completed a random survey in 2018, rated cost-free preschool as desirable or essential.
2. Durham County continues to grapple with the question of, “How can we work together to amplify the value of high-quality early care, support diverse care providers who want to increase their quality in underserved sectors of the community, and not foster unrealistic expectations about outcomes of preschool education?” (*PRESCHOOL SUPPLY AND DEMAND STUDY*, (2018), p.2) The Durham Board of Education is committed to increased equity across the Durham Early Childhood System through increased investments in public and community-based settings. (*Racial Equity in Early Childhood Education*. (n.d.) Families of color are very interested in enrolling their children in community based preschool programs. (*Racial Equity in Early Childhood Education*, n.d.)

## Program Recommendation:

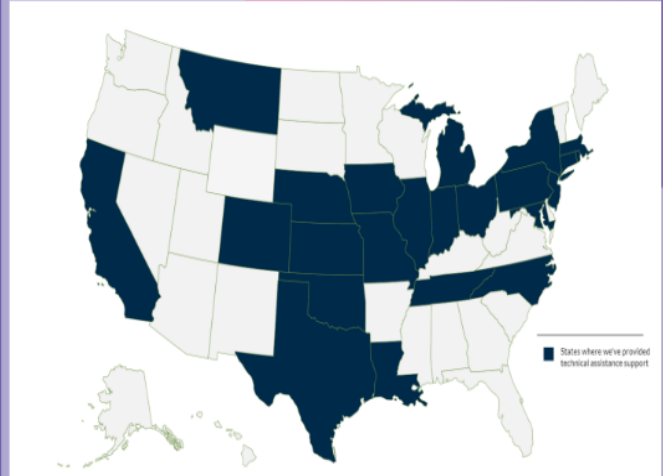
### Why All Our Kin?

#### 3. The Benefits of Family Child Care:

- a. Family-like Environment
- b. Familiar Culture and Language
- c. Geographic accessibility,
- d. Flexibility, Affordability, and Economic Drivers.

4. All Our Kin, is the recommended partner to undertake this transformation effort of the Durham County early childhood education system.

5. Evaluations of the program have produced findings of the positive short and long term outcomes.



3. Expansion of community-based programs should include licensed family-based preschool settings that provide the unique benefits of, (*Creating the Conditions for Family Child Care to Thrive*, 2019)
  - a. Family-like environment
  - b. Familiar culture and Language
  - c. Geographic accessibility,
  - d. Flexibility in child care hours, affordability, and economic drivers.
4. All Our Kin, a family child care/preschool program model that originated in Connecticut, is the recommended partner to undertake this transformation effort of the Durham County early childhood education system. AOK has a history of partnership with North Carolina East Coast Migrant Head Start and Child Care Resources Inc., providing professional development and coaching to child care providers focused on equity. (*AOK | Training & Advising for National Partners*, n.d.)
5. Evaluations support the positive outcomes produced by the scaling of the All Our Kin model around the nation, to include, (*Creating the Conditions for Family Child Care to Thrive*. (2019)
  - a. Children build the foundation for lifelong learning and future success,
  - b. Increases provider earnings and generates significant economic returns for communities.
  - c. Improves providers quality of life.

(I will now hand of to Sydney Scott to speak to other key community partners to be engaged in this recommended program strategy)



Sydney: Thank you Sherry! Now we will transition into introducing the key community partners.



Sydney: Although this is not an exhaustive list, there are 6 key community partner groups that will need to be prioritized as we aim to make our transformation initiative both possible and sustainable.

The first community partner group to be prioritized, will of course be, parents of preschool aged children in the county. Parents of preschoolers in the county have the most exclusive perspectives to offer in relation to the SDoH in the county, specifically due to their day-to-day lived experiences. These lived experiences will be vital to the transformation effort, as they will supply us and other involved community partners with the knowledge we need to know where and how transformation needs to occur.

The next community partner group to prioritize are family-child care providers who are local to the county. These child-care providers will be targeted participants in the All Our Kin Program, specifically as participants in the proposed program's licensing and developmental initiatives. This community partner group will also offer extensive knowledge and skill sets to the initiative in relation to curating and supporting successful early childhood developmental opportunities.

The Durham County School Board will also be a critical community partner group to prioritize. This community partner group will provide both administrative and leadership perspectives to aid in the transformation effort, ensuring that the county can effectively and efficiently implement the All Our Kin program into the county's education system.

Durham's Partnership for Children will play a key role in our transformation initiative, as this community partner group is responsible for facilitating and administering various early childhood education programs in the county, such as the Smart Start initiative, NC Pre-K and Early Head Start. Furthermore, this community partner group also is in charge of other community-based programs that promote healthy development and learning and enhance access to high quality care, making them an ideal backbone agency to support the implementation of the All Our Kin Program in Durham County.

Advocacy groups are also important community partners to consider in our transformation initiative. The Empowered Parents in Community (EPiC) group as well as the Durham's Partnership for Children's Community Awareness Committee will play a salient role in transforming the SDoH, access to quality early childhood education in the county. These groups help to increase the county's awareness of early childhood issues, as well as strive to elevate the voices of those most impacted by the SDoH in Durham..

Last, but certainly not least, we ask you, County Commissioners to act as essential community partners in our transformation efforts, as your collective influence, power, and authority in the county will be necessary to enact policy change, allocate county resources to our proposed program, and allow for this initiative to be prioritized in Durham County, NC.



Thank you Sydney and good afternoon, Commissioner Fleming. I will be going over our proposed budget and cost for implementation of a program.

# Program Budget:

## Personnel



Staff-\$108,495  
 Technical Assistance-15,600  
 Total-\$124,095

## Supplies



Supplies-\$10,000  
 Technology-\$3,600  
 Office Space-\$30,000  
 Travel-\$2,000  
 Total-\$45,600

## Funding Resources



Child Care Stabilization Grant-\$3,000 to \$60,000 per quarter  
 Total Budget: \$169,695

Anthony: The total ask for our proposed budget is \$169,695 which accounts for the program director and assistant, technological support, travel, technology for the staff, office space and supplies. The majority of the budget is in the personnel it will take to support a program followed by the cost of an office space. Additional funding resources are available to early child care providers which support the operations of an early childcare business as well as improving the quality of the child care business including the “Stabilization Grant” offered by North Carolina. This grant ranges from \$3,000-\$60,000 which can be used to pay staff or benefits, repair facilities, buy materials and more. Funding support for a program will rely on public-private partnership.



Aishwarya: Our All our Kin program will use a comprehensive approach to stakeholder engagement and accountability through various formats.



Aishwarya: Our plan is sectioned into design, improvement, and sustain/scale phases of collaborative approach.

**Design Phase**

In the design phase, our first priority is to bring together stakeholders from various sectors via community workshops. These workshops will foster a sense of ownership among the community and increase buy-in for our program.

To further ensure community participation and diverse perspectives, we propose the establishment of a Community Advisory Board. This board will comprise representatives from different stakeholder groups, including parents, educators, community leaders, and policymakers. The Community Advisory Board will provide a platform for constructive discussions, enabling us to build the base and early iteration of our program.

In addition, we will engage with the Durham Public School Board of Education (DPS BoE) to formally outline the vision and objectives of our early childhood education initiative. Following this, we will conduct recurring meetings with the board to ensure involvement and gather valuable insights from education experts. These steps in the design phase will create an important feedback loop from community to leadership.

**Improvement Phase**

Moving into the improvement phase, we will conduct surveys and community workshops across different community partners. which will highlight stakeholder perceptions and experiences; identify needs and areas for improvement through measurements of student educational outcomes and inform targeted interventions to address specific challenges. A higher response rate of these surveys will indicate greater stakeholder engagement and a vested interest in shaping early childhood education for our community.

We will also partner with the BoE to offer training sessions during this time to facilitate knowledge sharing and educator readiness.

**Sustain/Scale Phase**

As we progress into the sustain/scale phase, we will closely monitor and discuss the continued commitment and collaboration of our partners within our Community Advisory Board.

We will conduct community focus groups and outreach events to widen our scope and identify innovative opportunities to explore. We will facilitate open dialogue and the ideation process will be agile and iterative and build upon learnings from each stage; we aim to collectively create strategies that will significantly improve early childhood education outcomes in Durham county. This

I will now hand off to Anthony.

# Memorandum of Understanding



Anthony: I will give a brief overview of the purpose of a Memorandum of Understanding (MOU) and how it can benefit a program. It is important to note that MOU's are not legally binding documents but rather a document that creates a space for partners to meet and set expectations of how they will work with each other to address a problem. MOU's are helpful when addressing complex issues because the document outlines some background on the problem they are working to address, the purpose of the partnership, and the goals of working together. Additionally, this gives both partners a way to keep each other accountable for their agreed upon duties and is a way for partners to coordinate their responsibilities. An MOU is a great tool to use when partnering with other businesses or organizations. For example, an MOU should be utilized for our priority partners like EPiC, HeadStart, and AOK to name a few.



Anthony: To conclude our presentation, we are suggesting that if a program is going to increase access to quality early childhood education in Durham County the program needs to be geographical accessibility, include non-traditional hours of operation to accommodate unpredictable work schedules, and be affordable. We believe All Our Kin fits that criteria to expand preschool access in Durham County. Additionally, the priority partners we have identified in our presentation will be influential to any program in supporting its success and sustainability. We appreciate you giving us this time to present to you all and welcome any questions!



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## APPENDIX B: SHERRY LINTON-MASSIAH'S INDIVIDUAL DELIVERABLES

### Appendix B.1: Individual Problem Statement

#### Social Determinant of Health (SDOH)

Healthy People 2030 defines social determinants of health as, “the conditions in the environments where people are born, live, learn, work, play, worship, and age that affect a wide range of health, functioning, and quality-of-life outcomes and risks.” (“Social Determinants of Health - Healthy People 2030 | health.gov”)

Education has been identified as a primary domain of social determinants of health. (*Social Determinants of Health - Healthy People 2030 | Health.gov*, n.d.). Healthy People 2030 also recognizes education as a social determinant correlated with exposure to high quality preschool experiences. Children’s developmental objective (EMC-D03) to increase the proportion of children who participate in high quality early childhood education programs is an objective outlined in the framework of Healthy People 2030 to advance education access and quality. (“Social Determinants of Health - Healthy People 2030 | health.gov”) This objective is noted as, “a high-priority public health issue that has evidence-based interventions to address it...” (“Social Determinants of Health - Healthy People 2030 | health.gov”).

Preschool is a vital foundation of the education continuum. (Donoghue et al., 2017 ). Research confirms that early childhood experiences, to include the presence or absence of high-quality preschool experiences, have prolonged effects. (*THE BENEFITS OF EARLY CHILDHOOD EDUCATION CAN PERSIST IN THE LONG RUN*, 2021). Strong lasting educational, socioemotional, and health benefits are proven effects of participation in high-quality preschool programs. (Health Affairs/Robert Wood Johnson Foundation, 2019). It has been grounded in research that two to three years of high quality preschool experiences are associated with the short-term benefit of improved literacy and numeracy attainment, compared to children with only one year or no preschool experience. (Noble, 2020) Relatedly, participation in high quality preschools have been found to be a lever that increases school readiness and narrows the achievement gap. (Hirsh & Burchinal, 2021). In the long term, preschool interventions have also been associated with positive mental health outcomes, decreased juvenile delinquency and crime, as well as increased earnings in adult years. (Shan et al., 2017). With the noted long lasting effect of education on health outcomes, the priority established by the Healthy People 2030 Plan, and the call for additional baseline data, this determinant is recommended for continued focus by Durham County. (*Increase the Proportion of Children Who*

### **Geographic and Historical Context**

Durham County is ranked among the healthiest counties in the state of North Carolina. (*Durham, North Carolina, n.d.*). The County is ranked 9<sup>th</sup> of 100 based upon County Health Rankings and Roadmaps health outcomes and health factors. (*Durham, North Carolina, n.d.*). While this ranking framework identifies Durham County as healthier than most in North Carolina, an analysis of education as a social determinant provides a parallel and more nuanced perspective on the well-being of Durham County stakeholders, to include young children, and more specifically preschool-aged children of color living at or below the poverty level.

A review of Durham County demographics also provides relevant insight into the socioecological systems associated with education, access, barriers and disparities in the County. Durham County has a population of 332,680. 54.5% of the population are White, 35.9% identify as Black/African American, and 13.8% identify as Hispanic. (United States Census Bureau, n.d.). The median annual household income in 2021 for Durham County residents is \$67,000, with 13.4% of the population living in poverty. (United States Census Bureau, n.d.). There are 5.9% under five years old, equating to 19,628 children who would benefit from early child care and education programs. (United States Census Bureau, n.d.).

Durham County stakeholders recognize the existing gaps with the supply versus demand for high quality preschool education. (*PRESCHOOL SUPPLY AND DEMAND STUDY, 2018.*). In 2016, Durham County created a task force, Durham's Community Early Education/ Preschool Task Force (CEEP), charged with accessing capacity and to develop financial models to promote expansion of existing preschool services. (*PRESCHOOL SUPPLY AND DEMAND STUDY, 2018*). It was determined that, "over a quarter of Durham census tracts with more than 50 low-income preschoolers have no publicly funded preschool slots." (*Racial Equity in Early Childhood Education, n.d.*). Durham County has invested over \$10 million in Durham Pre-K over the past three years. (*Community, n.d.*). While this investment is laudable, eligibility for this program is limited to those turning 4 years old, providing only one year of preschool preparation prior to transitioning to kindergarten. (*NC Pre-K, n.d.*). In spite of the investments being made, the need for high quality preschool programs continues to out-pace the supply.

### **Priority Population**

With research confirming the urgency of starting as early as possible with intentional early learning activities, it is important to focus on the full span of the preschool years to maximize more long-standing education, health, and overall wellness outcomes. (*Smart Start*, 2018) The Center for Disease Control defines the preschool years as 3-5 years of age, with associated milestones. (*Preschooler (3-5 Years Old)* | CDC, 2021). The current focus of Durham County investments primarily on 4 year olds leave a developmental education opportunity gap for 3 year olds transitioning from the toddler years.

In addition, age, race, and socioeconomic status are inextricably linked with educational and health outcomes of children in Durham County. Black and Hispanic children in Durham County are more likely to live at or below the poverty level, and are less likely to meet grade level benchmarks when entering kindergarten. (*2017 State of Durham County's Young Children*, 2017). The children who experience disparities associated with education attainment, socioeconomic status, and race in the early years are then more likely to demonstrate unfavorable education and health outcomes as they continue along the educational trajectory. (*Poverty and Its Impact on Students' Education*, n.d.).

### **Measures of Social Determinants of Health**

Too many children of Durham County are entering kindergarten unprepared to meet established standardized benchmarks of school readiness. Less than 40% of children in Durham County entering kindergarten demonstrated grade level readiness. (*Report to the Community-Durham Pre-K*, n.d.). The disparities between White, Black, and Hispanic children illustrate an even greater educational crisis. 65% of White children entered kindergarten proficient in reading, while 38% of Black children demonstrated proficiency, and 21% of Hispanic children demonstrated proficiency. (*2017 State of Durham County's Young Children*, 2017). This disparity in academic achievement continues throughout forthcoming academic years. (See Graph B.1.1.)

Children, age 3-5 years of age, who are eligible for preschool education, do not have access to affordable, high quality, preschool experiences. “There are six low-income preschool children in Durham for every one currently publicly funded preschool space in NC Pre-K, Durham Public Schools (DPS) and Head Start.” (*Racial Equity in Early Childhood Education*, n.d.). With this capacity, there are 5 children vying for each slot who are left unserved. According to recent data, “about 285,000 preschoolers could have been served in the 18 states that did not receive a Preschool Development Grant, which reflects a tremendous, ongoing unmet need.” (*A Matter of Equity: Preschool in America -- April 16, 2015 (PDF)*, 2015). (See Table B.1.2.)

The reach of preschool and education as a social determinant is expansive, to include the association with economic outcomes for the County. There are over twenty-five thousand children in Durham County under the age of six, with 16,544 of those children living in households where the sole parent or both are working. (*Young Children and Their Families in Durham*, n.d.). Access to preschools allow parents to work, and be active participants in the growth of the county's economy.

### **Rationale/Importance**

High quality preschools are vital components of education as a social determinant of health. Early learning experiences provided by high quality preschool programs are correlated with long-term educational, health, economic, and overall wellness outcomes. (Muennig et al., 2011). With preschool-aged children of color living at or below the poverty level demonstrating the poorest educational outcomes, and are on a trajectory to be of highest cost to educational and health systems, that populations' access to high quality preschool experience is vital. Investing in education by increasing access to preschool education for those who demonstrate the highest need is a lever to turn the curve and produce improved outcomes for the County overall. Focused and strategic investments are apt to produce great gains over time.

### **Disciplinary Critique**

Lack of access to high quality preschool experiences have short and long-term impacts that extend beyond education and health outcomes. Preschools are also vital to support the ability of caregivers to work, support their families, and contribute to the economy of Durham County. It is incumbent upon leaders at multiple levels, to include, but not limited to, organizations, municipalities, schools, and faith-based organizations to be active participants in holding themselves accountable in their specific spheres of influence, and advocating in other spaces for policies and practices that create affordable high-quality preschool programs.

With the need that currently exists in Durham County, local, state officials, and other stakeholders will need to cultivate partnerships to seize funding opportunities to aid in building the preschool infrastructure of the County. A vital part of that process of accountability and influence involves creating opportunities and means for community members to participate in the dialogue and processes of developing policies that take into account the diversity of needs. Community members with lived experiences, equipped with the necessary information, and skills will be ideal partners and advocates for policies and programs to benefit the County. The work of increasing

equitable access to high quality preschool experiences by children of color may be daunting, but it is doable with the commitment and ongoing engagement of a diverse cross section of community stakeholders.

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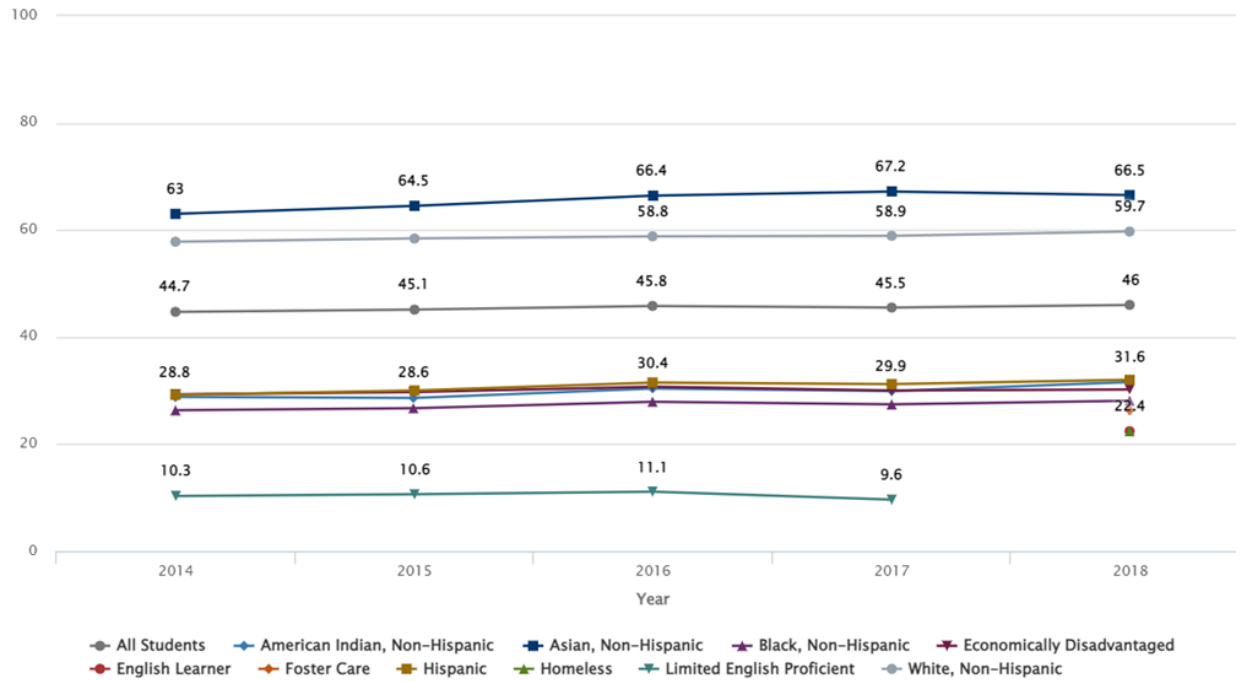
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## Appendix B.1.a: Individual Problem Statement Figures and Tables

**Graph B.1.1:**

*Disparities in Assessments and Benchmark Goals*

Percent of Students Scoring College and Career Proficiency on 3rd - 8th Grade End of Grade Assessments for Reading in North Carolina

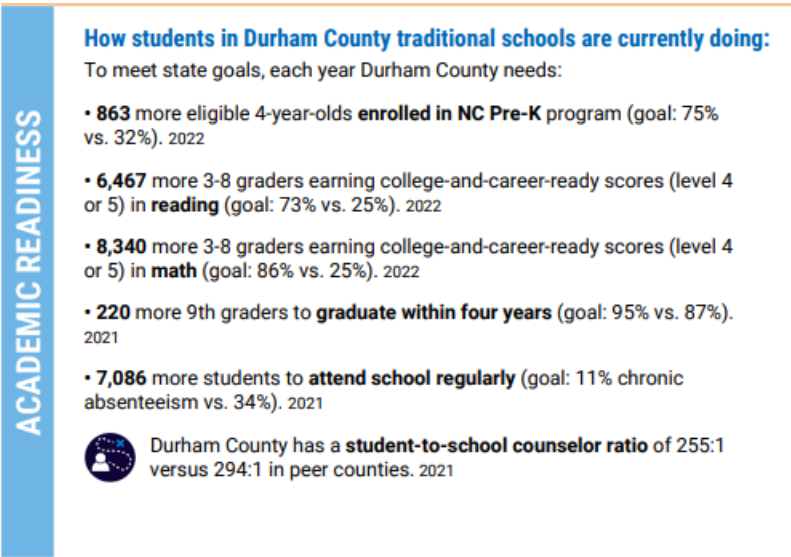


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Table B.1.2:

*Status of Academic Readiness in Durham County*



Updated: Dec 08 2022 Durham County - myfuturenc. (n.d.-g).  
[https://dashboard.myfuturenc.org/wp-content/uploads/county-profiles/Durham\\_County.pdf](https://dashboard.myfuturenc.org/wp-content/uploads/county-profiles/Durham_County.pdf)

## Appendix B.2: Community Partner Analysis

### Social Determinant of Health (SDOH) Overview

Healthy People 2030 defines social determinants of health as, “the conditions in the environments where people are born, live, learn, work, play, worship, and age that affect a wide range of health, functioning, and quality-of-life outcomes and risks. (*Social Determinants of Health - Healthy People 2030* | *Health.gov*, n.d.). Education has been identified as a primary domain of social determinants of health. (*Social Determinants of Health - Healthy People 2030* | *Health.gov*, n.d.). Healthy People 2030 also recognizes education as a social determinant correlated with exposure to high quality preschool experiences. The Plan includes a developmental objective (EMC-D03) to increase the proportion of children who participate in high quality early childhood education programs is an objective. (*Social Determinants of Health - Healthy People 2030* | *Health.gov*, n.d.). This objective is noted as, “a high-priority public health issue that has evidence-based interventions to address it...” (*Increase the Proportion of Children Who Participate in High-Quality Early Childhood Education Programs — EMC-D03 - Healthy People 2030* | *Health.gov*, n.d.)

Preschool is a vital foundation of the education continuum. (Donoghue et al., 2017). Research supports that early childhood experiences, to include the presence or absence of high-quality preschool experiences, have prolonged effects. (Melhuish, 2011). Strong lasting educational, socioemotional, and health benefits are proven effects of participation in high-quality preschool programs. (Health Affairs, 2019). Two to three years of high-quality preschool experiences are associated with the short-term benefit of improved literacy, numeracy attainment, and reduced likelihood of grade retention compared to children with only one year or no preschool experience. (Arteaga et al., 2014), (First Five years, 2020). Relatedly, participation in high quality preschools have been found to be a lever that increases school readiness and narrows the achievement gap. (Hirsh & Burchinal, 2021). In the long term, preschool interventions have also been associated with positive mental health outcomes, decreased juvenile delinquency and crime, as well as increased earnings in adult years. (Shan et al., 2017). Education, including preschool, are directly correlated to short and long-term health outcomes, with a diverse panel of expert contributors to the Health People 2030 Plan establishing both of high priority. (*Increase the Proportion of Children Who Participate in High-Quality Early Childhood Education Programs — EMC-D03 - Healthy People 2030* | *Health.gov*, n.d.). Access to high quality preschool experiences is vital to addressing the kindergarten readiness gap that is currently pervasive between Hispanic, Black children, and their White counterparts in Durham

County. (*State of Durham County's Young Children*, n.d.). (See Graph B.2.2). With the shared goal of maximizing optimal health outcomes for Durham County, community stakeholders have a critical role as partners in the work of increasing equitable access to high quality preschools by children of color as they initiate the foundational experiences of their educational trajectory.

### **Program Overview**

Prekindergarten programs, often referred to as pre-k, childcare, or preschool, are programs with the primary aim of preparing children, beginning at the age of three through five, for kindergarten and the following years of school enrollment. (*PreKindergarten Programs*, n.d.). The modality of preschool may vary from regulated licensed or license-exempt center-based, licensed family child care homes, or unregulated informal family care. (*PreKindergarten Programs*, n.d.). Center-based preschool is often the most regulated, restricted in hours offered, and most costly to the education system. (Thomas & Gorry, n.d.). Informal family care is a source of childcare for working families, but it is the least effective in preparing children for the formal benchmarks when entering kindergarten. (Booren, 2016). Licensed accredited preschools are noted to deliver higher quality programming, as they are mandated to adhere to standards established by the state and national accrediting agencies such as the National Association for the Education of Young Children (NAEYC) for center-based settings, (*The 10 NAEYC Program Standards*, n.d.), and the National Association for Family Child Care (NAFCC)<sup>xviii</sup> that accredits family childcare settings. (*Accreditation – National Association for Family Child Care*, n.d.). Accreditation is a proxy for high quality early childhood education programs, but comes at significant cost to providers and families. (*The True Cost of High-Quality Child Care Across the United States*, 2021). The burden of cost to establish quality is a variable to be considered and mitigated in the selection of a program that increases access to high quality preschool education in Durham County. Licensed accredited family childcare is a viable option for working families of preschool-aged children, at a lower cost, and increased flexibility in hours of operation.

Expansion of licensed family child-care programs is a vehicle to be strongly considered in addressing equitable preschool access for families of color in Durham County, who are challenged by preschool cost and inability to access childcare that aligns with non-traditional work hours. All Our Kin is a program that has successfully expanded family child care access and quality in Connecticut, and New York, and has offered technical assistance to states nationwide, including North Carolina. (*AOK | Training & Advising for National Partners*, n.d.). With their existing footprint in the expansion of high-quality family child care as a route to

increased access to preschool experiences for children of color, this program is recommended for increased investments and expansion to Durham County. All Our Kin administers a model for quality improvement in family child care by working with informal family providers to connect them with a Family Childcare Network where there is access to training, consultation, scholarships, and credentialing. (Porter & Reiman, 2016). All Our Kin has conducted technical assistance in North Carolina with childcare partners to include East Coast Migrant Head Start and Child Care Resources, Inc. (*AOK | Training & Advising for National Partners*, n.d.). It will be highly recommended to conduct outreach and engagement with these two stakeholders of Wake County and Mecklenburg County, who have previously worked with All Our Kin, to glean strategies for effective engagement of Durham County community partners in order to determine if All Our Kin is the ideal program to address the educational and childcare needs of Durham preschoolers and their families.

### **Community Partner Mapping**

The process of analysis to determine if All Our Kin's model will be the program that is selected to address the problem of limited access to high-quality preschool experiences by children of color in Durham County includes the mapping of stakeholders. To effectively identify stakeholders for engagement on the issue of preschool needs by families of color, with the focus on Black and Hispanic families whose children demonstrate inadequate readiness as evidenced in standardized kindergarten entry assessments in Durham County, external factors impacting the problem will be considered. (*State of Durham County's Young Children*, n.d.). Those factors will be reviewed through the lens of social constructs, technical elements, economic, environmental, and political factors as outlined in the STE(E)P community partner mapping tool. This tool allows for a strategic approach to identifying a diverse cross-section of stakeholders from each of those areas who are directly or indirectly associated with the issue. (Momin, n.d.).

The application of the STE(E)P tool resulted in the identification of stakeholders associated with social factors, such as culture, community, and faith. With the expressed importance of shared culture in early care experiences, family child care providers of color were identified as key to the process. (*PRESCHOOL SUPPLY AND DEMAND STUDY*, 2018). The North Carolina Conference of Methodist Churches was also identified as a relevant faith-based stakeholder. Other community childcare providers, to include Durham Pre-K providers, and East Coast Migrant Head Start were also identified as key players in the social spheres relating to preschool access

by Durham County children of Color. Through a similar process, community partners were identified from the technical, environmental, economic, and political arenas. (See Chart B.2.2)

After utilizing the STE(E)P tool to map stakeholders by the associated external factors, a comprehensive list of stakeholders was developed and further analyzed on a Stakeholder Matrix, outlining variables that are important to each stakeholder, their level of influence and impact, how they may contribute or be an obstacle to the process, and how to most effectively engage each provider. The prospective community partners identified included, but not limited to, parents of preschoolers who are very interested in affordable high quality preschool experiences for their children and the family child care providers. Parents often have very high influence and impact, but may have limited time to engage, and may not become aware of the level of high influence they possess to impact change. (*Perceived Barriers to Parent Involvement in School Programs, Parent Involvement in Children's Education: Efforts by Public Elementary Schools*, n.d.). Engaging parents to raise awareness of their level of influence and impact will be vital to effectively garnering support for the expansion of a program that will transform preschool access for their children. Parents will need to be met where they are in their level of knowledge and comfort in executing power and influence through engagements that build trusting relationships, and allow for on-going two-way dialogue to foster true partnerships—where parents are assured that nothing about them is done without them. (Kelty & Wakabayashi, 2020). Family child care providers who are vital to the process of expanding the system of family childcare as a source of high-quality preschool in Durham also have the potential to possess high influence and impact on the issue when organized, but their concerns of being undercompensated may supersede the immediate engagement in plans to expand family childcare as a source of preschool for children of color in Durham County. Therefore, very intentional efforts will be necessary to engage parents and family child care providers. (See Table B.2.3)).

### **Rationale**

A Power Analysis of the identified stakeholders aided in the determination of levels of interest and influence, to in turn inform the necessary levels of engagement. (*Stakeholder Analysis - Winning Support for Your Projects*, n.d.). Those stakeholders with high levels of interest and influence are of highest priority and require the highest levels of engagement. For this issue, the Commissioners, the administrators of the All Our Kin model, Durham Partnerships for Children, parents of preschool-age children, and other partners such as Appropriations Committees, Philanthropic Foundations of North Carolina, School District Administrators are highly prioritized for

engagement because they hold heightened levels of power/influence and stake in the outcome of the implemented recommendations. (See Graphic B.2.4 and Figure B.2.5) Effective engagement between these stakeholders will influence the success or failure of the program.

While parents of preschoolers are key community partners, their representation may be compromised due to their lack of awareness on the level of power they are able to exert when intentionally and collectively organized around the issue, in the absence of some form of advocacy education and training. Successful engagement of parents will require intentional strategies to counter their barriers to engagement. (*Perceived Barriers to Parent Involvement in School Programs, Parent Involvement in Children's Education: Efforts by Public Elementary Schools*, n.d.).

### **Worldview**

To effectively identify and engage the necessary community partners to address the problem of access to high quality preschool education by children of color in Durham County, the CATWOE tool is instrumental in segmenting stakeholders' roles, positions, interests, and context of the issue as Customers, Actors, Transformation, Worldview, Environment (CATWOE). (Checkland & Poulter, n.d.). Community partners with lived experience on this issue are the family child care providers whose Worldview and Root Definition are embedded in their interest to be fully trained and compensated for their vital role in preparing preschoolers for kindergarten. Similarly, employers are key stakeholders highly dependent on a present workforce who need access to childcare, which ideally comes in the form of high-quality preschool experiences for their children from three to five years of age. (See Table B.2.6). Both stakeholders have a vested interest in the outcome of expanding the All Our Kin model to increase preschool programs in Durham County. With the understanding of their Worldview and the overall context within which family child care providers and employers are operating—gleaned from the CATWOE tool for stakeholder analysis, recruiting their participation to a Taskforce, alongside other key stakeholders, is likely to be more successful.

### **Conclusion**

Having identified community partners with consideration of external factors such as social, technical, environmental, economic, and political contexts, prioritized engagement of prospective partners through the use of a power analysis tool, and considered Worldviews on the issue of preschool expansion for children of color in Durham County, a task force will be established to spearhead next steps in the process of engagement. Initial

engagements will include the posing of questions, including clarification on levels of interest, availability, and expectations from participation. The County Commissioners will be engaged as members of the Leadership Team, having been briefed on the stakeholder analyses, and the limitation associated with conducting analysis from preexisting data. The Leadership Team working to advance the recommendation to expand All Our Kin to Durham County will work collectively to garner additional qualitative and quantitative data from stakeholders to support the findings reported on.

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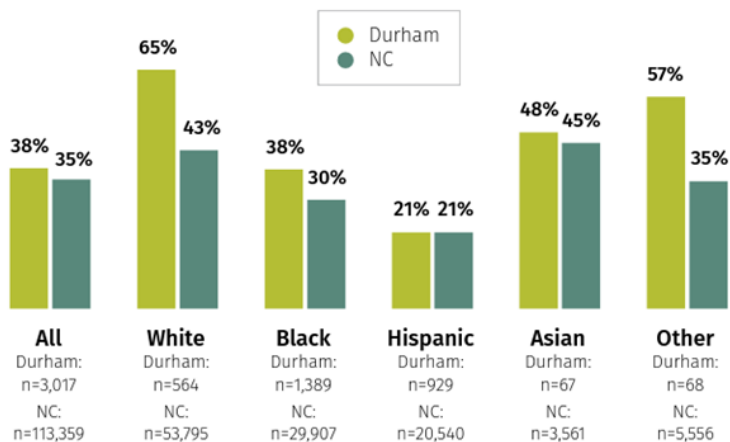
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## Appendix B.2.a: Community Partner Analysis Figures and Tables

**Graph B.2.1:** *Kindergarten Readiness Disparity*

**KINDERGARTEN ENTRY READING PROFICIENCY, CHARTER AND PUBLIC SCHOOLS**  
% at grade level proficiency at the beginning of kindergarten, 2014-15



#3

### RECOMMENDATION

Improve the availability, affordability and quality of early child care and education in Durham, with the goal of improving all children's preparedness for kindergarten.

(State of Durham County's Young Children. (n.d.). <https://files.eric.ed.gov/fulltext/ED584105.pdf>)

**Chart B.2.2: STE(E)P COMMUNITY PARTNERS SCAN**

<p><i>Social</i></p> <ul style="list-style-type: none"> <li>• Culture: <b>Providers of Color</b></li> <li>• Community: <b>Preschoolers, Families, Family Childcare Providers, Durham Pre-K,</b></li> <li>• Faith: <b>NC Conference of Methodist Churches</b></li> </ul>	<p><i>Technical</i></p> <ul style="list-style-type: none"> <li>• Professionals: <b>Trainers, School District Admin.</b></li> <li>• Contractors: <b>Certification Entities (NAEYC/NAFCC)</b></li> <li>• System providers: <b>Higher Education</b></li> </ul>
<p><i>Economic (Environmental)</i></p> <ul style="list-style-type: none"> <li>• Funders:</li> <li><b>State Legislative Policy Makers: Appropriations Committee, DCDEE)</b></li> <li>• Market forces (Public interests): Durham Chamber of Commerce</li> <li>• Suppliers (Spaces/Places): <b>Employers of Durham County—Duke University, Aisin Auto Manufacturing, Blue Cross Blue Shield of NC, Wolfspeed—Semiconductor Manufacturing, GlaxoSmith Kline, Fidelity Investments, IBM</b></li> </ul>	<p><i>Political</i></p> <ul style="list-style-type: none"> <li>• Government: <b>Commissioners,</b></li> <li>• Accreditors: <b>National Assn. of Family Childcare</b></li> <li>• Regulators: <b>NC State Division of Child Development &amp; Early Education (DCDEE)</b></li> </ul>

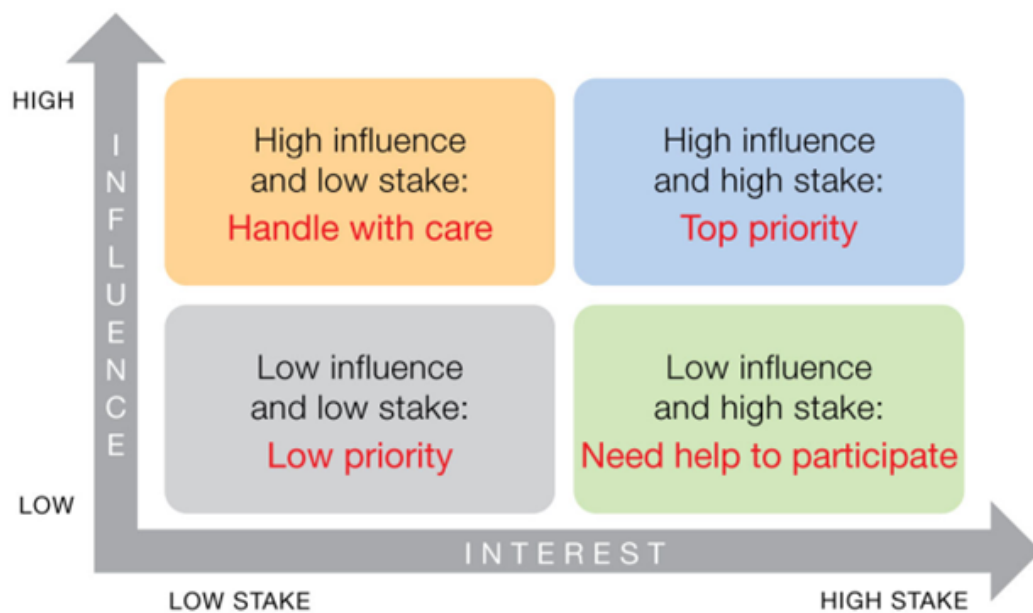
Access to high quality preschools to children of color in Durham County, NC

**Table B.2.3: Stakeholder Matrix**

<i>Stakeholder</i>	<i>What is Important to Partner</i>	<i>Influence</i>	<i>Impact</i>	<i>Potential Contribution</i>	<i>Potential Obstacles</i>	<i>Engagement Strategy</i>
<b>Parents of Preschoolers</b>	Quality & Cost	High	High	Lived Experience speaks to need	Limited time	Word of mouth, school and community meetings
<b>Preschoolers</b>	Access	Low	High	participant	Parents are proxy	Parents, Siblings
<b>All Our Kin Admin.</b>	Expansion	High	High	Quality Pre-K	Absence of Funding	Invitation to discuss model expansion
<b>Educators/Teachers:</b> <i>Family Childcare Providers Kindergarten Teachers of Durham County Head Start, East Coast Migrant HS NC</i>	Compensation, Access to education & credentials, preschoolers, preparedness	High	High	Program needs and impact of policies and regs	Against change, change viewed as competing interest	Incentives and share benefits of change
<b>Policy Makers:</b> <i>Durham County Commissioners Durham County Legislative Education Committee Durham County Legislative Appropriations Comm Members Durham County Mayors NC Governor</i>	Cost effectiveness, Short, and long-term benefits	High	High	Funding and Champion	Opposing constituents and costs	Share data of need, long and short-term impact of investment, and cost of doing nothing.
<b>School District Administrators:</b> <i>Durham County School District</i>	Ease of implementation, cost effective, improved ed outcomes	High	Med	<i>Advocates, Partners</i>	View Family Childcare as competing for preschool funding	Joint meetings to share performance expectations for school readiness

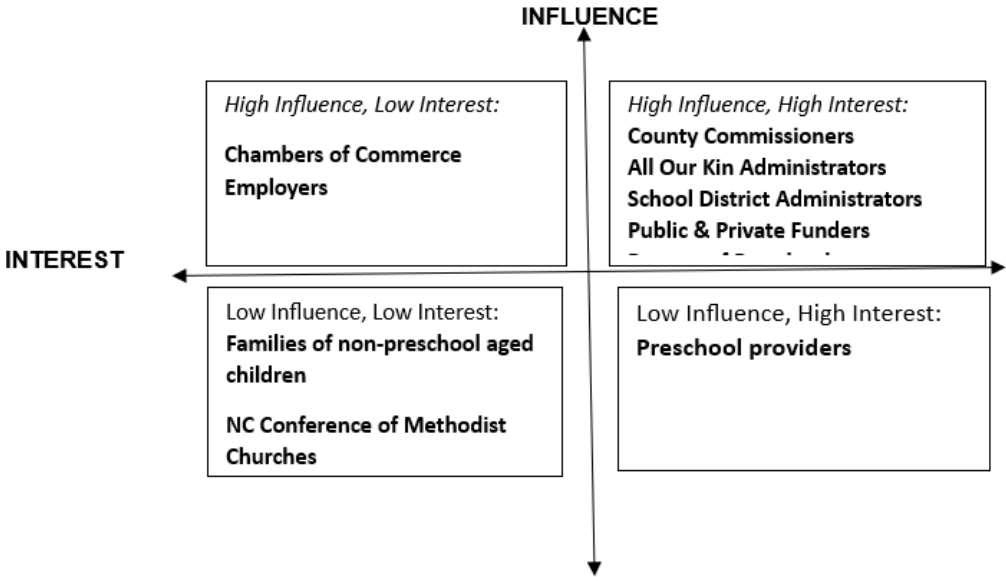
					and of less quality	
<b>State/Local Licensing Agencies:</b> <i>NC State Division of Child Development and Early Education, Natl. Association of Family Child Care</i>	Monitoring and accountability of childcare licensing regulations	High	High	Pathway to improved family childcare quality	Inconsistent childcare regulation monitoring and untimely licensing protocols. Limited capacity and time	Integrate engagement through existing meetings
<b>Employers of Durham County:</b> <i>Duke University, Aisin Auto Manufacturing, Blue Cross Blue Shield of NC, Wolfspeed—Semiconductor Manufacturing, GlaxoSmith Kline, Fidelity Investments, IBM</i>	Consistency of employee work attendance. Strong workforce	Med	High	Childcare subsidy, flexibility with work hours	Indifferent to workers childcare/ preschool needs	Workforce specific communications, individual and group meetings
<b>Durham Chamber of Commerce</b>	Growth of County workforce, businesses, and economy	High	Med	Promotion of new preschool licensed providers	Indifferent to the value of family child care as businesses	Scheduled targeted meetings by new providers
<b>Trainers:</b> <i>Smart Start, Child Care Resource, Inc.</i>	Improved quality childcare and preschool experiences	High	High	Increase knowledge of home care providers	Resources and capacity to train new providers limitations	Contracted Services
<b>Faith Based Org:</b> <i>North Carolina Conference of Methodist Churches</i>	Improving community relationships and engagement	Low	Low	Access to community members and space	Unfavorable reputation	Engage members of the associated churches.

**Graphic B.2.4:** *Power Analysis Matrix*



(<https://www.iaea.org/resources/nuclear-communicators-toolbox/methods/planning/stakeholder-analysis>)

**Figure B.2.5:** *All Our Kin Expansion Stakeholders Power Analysis*



**Table B.2.6: CATWOE**

**Educators: Family Childcare Providers**

<i>Lived Experience:</i>  <b>Family Childcare Providers</b>	<i>Customer</i>	Preschoolers and Parents of Preschoolers
	<i>Actors</i>	Family childcare providers, NC State Division of Child Development and Early Education, All Our Kin Administrators, Durham School District Administrators, County Commissioners
	<i>Transformation</i>	Increased access to high quality preschool early care and education experiences through investments in the All Our Kin model for expansion in Durham County.
	<i>Worldview</i>	We provide vital services to children and families that prepare preschoolers for kindergarten and beyond, while enabling their parents to work.
	<i>Owner</i>	All Our Kin Administrators, County Commissioners
	<i>Environment</i>	Political will, state and county budget, community organizing
	<i>Root Definition</i>	The system consists of qualified family childcare preschool providers, by providing adequate training, credentialing, and compensation to increase access to high quality preschool experiences by children of color.

**Durham County Primary Employers**

<i>Community Partner w/Reasonable Concerns:</i>  <b>Employers</b>	<i>Customer</i>	Employers
	<i>Actor</i>	Parents of preschoolers, Chambers of Commerce
	<i>Transformation</i>	Top employers of Durham County participate in subsidizing care in accredited family child care settings
	<i>Worldview</i>	We contribute to maintaining a strong economy dependent on a committed and present workforce, who are supported by a reliable system of childcare preschool providers.
	<i>Owner</i>	Employers
	<i>Environment</i>	Unemployment rates, staff turnover, employers' budget, revenue, employees with limited experience.
	<i>Root Definition</i>	The system provides reliable workforce that contributes to the financial stability of families and their ability to afford high quality preschool experiences for their children.

## **Appendix B.3: Engagement and Accountability Plan**

### **Statement of Purpose**

Durham County's children of color are not demonstrating proficiency in educational outcomes, as evidenced by the lack of school readiness at kindergarten entrance. (*2017 State of Durham County's Young Children*, n.d.). The outcomes of these children emerge from the circumstances being experienced in the context of their families and communities, which reflect Black and Hispanic families experiencing the highest rates of poverty and the lowest median household income. (*Durham Report\_final for Web*, n.d.). In addition, the educational outcomes of these students of color fall well below that of their White peers. (*Durham County*, n.d.). Addressing the educational disparities for children of color demands intentional steps to transform the educational system. This transformation must include increased access to high quality early childhood education and care, as early childhood educational experiences are the foundation to successful academic performance and life-long wellness outcomes. (Boden et al., 2018). The vision for transforming the system to produce more equitable short and long-term education, economic, and health outcomes for families experiencing disparity can be realized through the expansion of Durham County's capacity to provide families of color with access to high quality licensed family child care settings.

This system transformation will occur through engagement and partnership with an organization that has a proven track record of implementing and scaling licensed family child care provider networks, All Our Kin. (*Creating the Conditions for Family Child Care to Thrive*, 2019). As a first step in the expansion of licensed family child care in Durham County, a pilot of the All Our Kin Family Child Care Model is being recommended. This transformative initiative necessitates the full cooperation of a broad range of stakeholders, to include those within and those outside of the educational system. The process also calls for a comprehensive engagement and accountability plan that outlines the key partners, who will lead the project, levels of engagement, and how the success of engagement will be measured.

### **RASCI Analysis (Responsible, Accountable, Supportive, Consulted, Informed)**

#### *Overview*

As a Connecticut-based non-profit family child care provider, scaling the model to North Carolina will necessitate intentional engagement of existing and new local partners. After identifying, documenting, and prioritizing community partners with tools that included a Stakeholder Matrix and Power Analysis Grid,

completing further analysis of stakeholders through a RASCI will be the next component of the process to maximize engagement of those stakeholders. The RASCI tool guides intentional consideration of stakeholders' roles by categorizing them according to who owns and is responsible for the project, who is accountable for the completion of deliverables which may involve some delegation, who supports the project by providing resources for implementation, who has relevant information for consultation, and who should be kept informed of the results, process, and methods. (*RASCI Chart Explained Including an Example*, 2022). In addition to the outlining of levels attributed to stakeholder roles, the RASCI also calls for the articulated rationale for role level assignments. The deliberate process of developing a RASCI matrix allows for foundational understanding, agreements, and expectations concerning community stakeholders and partners. (*RASCI Chart Explained Including an Example*, 2022)

#### *Project RASCI*

The RASCI for this project revealed that the primary responsible party will be Durham Partnerships for Children (DPfC) because they are conveners of community partners who contribute resources for implementation, design and execution of the project. (See Table B.3.1). The engagement activities facilitated by DPfC will extend beyond the state level, as they will work directly with accountable and supportive partners, to include Commissioners and Smart Start to disseminate education and training for this initiative. ( *Smart Start*, n.d.). DPfC will work closely with those who are accountable in order to monitor and offer guidance on deliverables, the need for delegation of tasks to maximize likelihood of completion, or inform responsible parties of the need to change course of actions. As the parties authorized to fund and accept the proposal for this project, the Durham County Commissioners will be the primary accountable party. Mayors, Family and Childcare Providers–All Our Kin providers, and All Our Kin Administration working in Durham County are also accountable partners for this project. These partners hold some level of oversight for the project's success and the overall successful implementation of high quality programming. Partners of the project who are prospective supporters include the following organizations and individuals, Empowered Parents in Community (EPiC), Durham's Partnership for Children's Community Awareness Committee, Smart Start, and parents of preschoolers in Durham County. It is key to garner the support of partners such as EPiC because the organization's documented expectations to have systems that are family driven, systems that serve children in the context of families and communities, and educational and mental health systems accessible and of high quality directly align with the aim of this project. (*Empowered*

*Parents in Community*, n.d.). Faith-based organizations, GO Durham Transit, and Head Start administrators will be consulted, as they possess resources and insights that may be leveraged. The reach of the strategies of the engagement plan will extend beyond those responsible, accountable, supportive, and consulted, to also have others such as parents who choose to homeschool and other Durham County community members informed of the project's processes, methods, and results to keep the opportunity open for increased level of engagement. As one of the 23 states that have received consultation and training in the All our Kin model, with existing partners in North Carolina, Durham County is well positioned for expanded All Our Kin family child care services. (*All Our Kin*, n.d.).

## **Engagement Strategy**

### *Purpose*

The National Center on Safe Supportive Learning Environments is one of many disseminators of evidence-based data to spotlight the impact of family and community engagement on education and health outcomes of children. Attendance, achievement, retention, graduation rates, and mental health status are among those factors noted as being impacted by the creation of a school climate of optimal learning with engaged schools, families, and community members. (*Empowered Parents in Community*, n.d.). The US Department of Education has also taken steps to convene State District Leaders, School Administrators, Educators, Student Support Personnel, Parents, and other Educators to offer guidance on best practices to most effectively bridge the early years in education to the overall trajectory of education and learning. (*Lessons From the Field Webinar - Kindergarten as a Sturdy Bridge: Transforming the Kindergarten Year* | National Center on Safe Supportive Learning Environments (NCSSLE), 2023). If engaging stakeholders around education, specifically early childhood, is a priority for the US Department of Education, it should also be of high priority for Durham County. Transformation of the education system in Durham County goes beyond simply creating access from increased family child care slots with All Our Kin. The aim is to intentionally engage stakeholders in a process that meets the partners and stakeholders where they are in their communities; solicit candid input through community conversations; and create a feedback loop of partners and stakeholders that maximizes communication among and across stakeholder groups— from Advisory Team members to all community members—and vice versa. The outcomes and impact of this initiative will include increased preschool options that create greater educational opportunities for young children of color in early learning environments where all children are able to thrive

academically and experience a sense of belonging. To achieve this lofty aim of transforming the educational system of Durham County requires full engagement of priority partners.

#### *Priority Partner*

The prospective All Our Kin family child care providers of Durham County are partners of high priority for engagement in the project of transforming Durham County Education system. For families of color whose children are faring the worst in kindergarten preparedness, increased access to licensed family child care settings that provide high quality early care, education, while nurturing children's home culture, is in high demand. (2017 *State of Durham County's Young Children*, n.d.). These family child care partners are also priority partners because evaluation results of All Our Kin has established that 4 to 5 parents are able to go to work for every family child care business that is established. (*All Our Kin*, n.d.). Prospective family child care providers of All Our Kin are a priority for the services they are able to provide to preschoolers, the opportunities for parents to work with greater ease of mind about childcare, and also for the associated benefits to the All Our Kin providers themselves. (Lombardi et al., 2014). Becoming a family child care provider under the auspice of All Our Kin presents providers with training, mentorship, consultation, financial, and other general support that would otherwise not be as readily available. (*AOK | Family Child Care Networks*, n.d.). Casting a wide communication and recruitment net to maximize engagement of prospective family child care providers will be a key component of this engagement plan. As a partner with multi-pronged offerings, prospective All Our Kin family child care providers are a pillar to the transformative aim of expanding access to quality education, and shifting the economic trajectory of families of color.

#### *Engagement Barriers and Facilitators*

Prospective All Our Kin licensed Family Child Care Providers and County Commissioners in Durham County are among the community partners accountable for the success of transforming the educational system. (See Table B.3.1). The family child care providers may also be the most challenged to fully engage in the process, for the very reason why they are ideal providers. Availing their child care schedules to families' nontraditional, and often unpredictable, will make time a barrier to participation in engagement activities. Transportation may also be another barrier for family child care providers. Similar to those for whom they provide care, family child care providers often confront socio-economic challenges that limit their assets. (*Financial Challenges of Family Child Care Providers During the COVID-19 Pandemic: A Phenomenological Study*, 2023). Finally, like child care

providers in other settings, family child care providers may face the barrier of burnout. The concern of being over-committed may prevent the level of preferred engagement.

One strategy that may mitigate the barriers of time, transportation, and burnout may be the use of virtual engagement. Engagement through Zoom, webinars, or other virtual platforms would alleviate the need to build in time to leave the child care site, the need for transportation, and may be viewed as less stressful. Another facilitator of engagement is the participation of family child care providers in a Family Child Care Network, which is a primary component of the All Our Kin Model, which allows for shared resources. Sharing of resources may be in the form of sharing materials for curriculum planning and/or sharing of study guides, as some providers study for increased credentialing. (*AOK | Family Child Care Networks*, n.d.). While all barriers are not able to be immediately alleviated through membership in the All Our Kin Family Childcare Network, significant steps are taken to share the burdens aspiring family child care providers face.

#### *Engagement Methods*

Engagement of the prospective All Our Kin family child care providers in Durham County will initially be through existing venues, including the Family Childcare Network monthly meetings, quarterly trainings, and semi-monthly engagement that occur between the Family Resource Centers in the Durham School districts that host and family child care providers. The Family Childcare Network meetings will be facilitated by bilingual staff of the Durham Partnerships for Children, in partnership with All Our Kin. Meeting agendas are informed by consensus reached from previous meetings concerning training and or networking needs. Consequently, some meetings will be in the format of facilitated information sharing, while at other times meetings will be more collaborative and networking in nature to have providers share resources, lessons learned, and best practices. These meetings will also provide opportunities for one-on-one guidance, per the All Our Kin Model for Family Child Care Network implementation. (*AOK | Family Child Care Networks*, n.d.).

During the discovery and design phase of engaging the family child care providers, in-person meetings will be the initial test, as in person sessions offer opportunities for more purposeful engagement. (*Benefits of In-Person Meetings in the Business World*, n.d.). Once trust and relationships have been solidified during the first year of meeting in person, opportunities to meet virtually will be presented to improve attendance if needed. After the first year of engaging, with even greater understanding of the providers limitations and barriers, steps will be taken to maximize attendance and participation. To mitigate the barriers of time, transportation, and

burnout, the Family Child Care Network meetings will rotate between virtual and in-person sessions. To sustain engagement, the frequency of that rotation will entirely depend upon the providers' preferences.

Leveraging the participation of supportive partners and those being kept informed may also be a strategy to maximize engagement. For example, faith-based locations may be a productive site for dissemination of information and utilization of space for community conversations, and training. Utilizing locations such as churches where community members have established trust with leadership, and comfort in accessing the location, may be a means to reduce barriers to participation.

#### *Measurement Table (See Table B.3.2)*

Effectiveness of engagement will be measured by tools to garner data on how much participation is taking place, the perceived purposefulness of each engagement, and the tangible takeaways from the engagements to inform best practice. Attendance logs will be completed for every session, meeting, and training for data collection on how many and who are actual participants in engagement. In addition, participant surveys will be disseminated as a followup to each meeting, with incentives for submission. Participant surveys will be a means to determine the perceived value added of the engagement by the participants. Engagement content and format will be curated based upon survey feedback. Additional data will also be gathered on tangible takeaways that inform the practice of family child care providers through pre and post evaluations during training engagements. The evaluations will not be for the purpose of creating punitive systems, but to identify areas for further training, and to improve content and/or format of training. Twice a year aggregated data from all engagements will be shared with the full network to inform on-going quality improvement of engagements.

#### **Engagement Leadership**

Effective engagement of community stakeholders and prospective partners is heavily dependent on the identification of a partner to lead the work. In the framework of Collective Impact, that partner is often referred to as the “backbone” agency. (*Collective Impact*, n.d.) The role of this partner will include responsibilities to guide effective decision-making, facilitate convenings, support aligned activities, share in building public will to support the project, advance priorities, and mobilize funding. (*The Value of Backbone Organizations in Collective Impact*, n.d.) As the partner of “Responsible” level, Durham Partnerships for Children (DPfC) will be the lead partner for this project. The aim of this project directly aligns the mission of DPfC, “to ensure every child in Durham enters school ready to succeed, we lead community strategies for children birth to age 5 and their families that promote

healthy development and learning and enhance access to high quality care.” (*Durham Partnerships for Children*, n.d.) The rationale for selecting the DPfC as the lead partner is further emphasized by their primary areas of focus, to expand access to early education, improve quality of childcare, support families, and mobilize community partners. (*Durham Partnerships for Children*, n.d.)

### **Disciplinary Critique**

A Memorandum of Understanding(MOU) has been established between the lead organization, Durham Partnerships for Children, and the Family Child Care Providers, to codify agreements on the purpose and scope of engagement for all Accountable partners, the process for establishment of a leadership team to guide the work, the preferred methods of engagement, and the expectations for implementation of strategies to consistently monitor and course correct engagement based upon the identified need of participants.. (See Figure B.3.3)

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### Appendix B.3.a: Engagement and Accountability Plan Figures and Tables

**Table B.3.1** *RACI Table*

RASCI Table		
<p style="text-align: center;"><b><u>Policy/Program</u></b></p> <p>Increasing access to preschool and high-quality early childhood experiences through increasing the community workforce of ECE educators who provide care during non-traditional work hours as well as increasing the quality of acting licensed ECE educators and programming.</p>		
RASCI Levels Who is...	Community Partners	Rationale
<p><b>Responsible</b>=owns the challenge/ project</p>	<p>Durham Partnership for Children (DPfC)</p>	<p>Responsible stakeholders have the power/capacity to direct the program given the depth of their experience, resources, funding, and influence in early childhood education. Durham Partnerships for Children will aid in the mobilization of community partners to build capacity to implement and execute on the piloting and expansion of AOK.</p>
<p><b>Accountable</b>=ultimately answerable for the correct and thorough completion of the deliverable or task, and the one who delegates the work to those <i>responsible</i></p>	<p>Durham County Commissioners</p> <p>Durham County School Admin</p> <p>Durham County Mayors</p> <p>Family and Childcare Providers (All Our Kin providers)</p> <p>All Our Kin Admin (local branch)</p>	<p>Accountable stakeholders are liable for the success (or failure) of the program/task and have broad oversight over all community partners.</p> <p>The County Commissioners will decide if/when the proposal will be accepted, authorize and fund</p> <p>All stakeholders listed have specific goals/duty related to ensuring quality early childhood education to their community.</p>

<p><b>Supportive</b>=can provide resources or can play a supporting role in implementation</p>	<p>Empowered Parents in Community (EPiC)</p> <p>Durham's Partnership for Children Community Awareness Committee</p> <p>Parents of Preschoolers in Durham County, NC</p> <p>Smart Start Admin</p> <p>NCEI (NC Early Intervention)</p> <p>DCONC</p>	<p>Supportive stakeholders (including all stakeholders listed) have important advocacy, experiences/perspectives/knowledge, and resources on the implementation of robust and equitable early childhood education.</p>
<p><b>Consulted</b>=has information and/or capability necessary to complete the work</p>	<p>Faith-based organizations</p> <p>GO Durham Transit</p> <p>Head Start Admin</p>	<p>Consulting stakeholders can provide supplemental resources and perspectives: transportation (GO Durham Transit), venues (FBOs), opposing viewpoints/risk-mitigation strategies (Head Start).</p>
<p><b>Informed</b>=must be notified of results, process, and methods, but need not be consulted</p>	<p>Durham County community members</p> <p>Parents of homeschooled children</p>	<p>Informed stakeholders (including all stakeholders listed) will be given appropriate updates and information in order to increase awareness and potentially support subsequent decision-making regarding early childhood education within their circles of influence.</p>

**Table B.3.2** *Measurement Table: Methods, Timing, and Measures*

Measurement Table: Methods, Timing, and Measures

Engagement Method	Related Facilitator(s) Barrier(s)	Timing	Performance Measures		
			Description Frequency	Data Source	
Family Childcare Network Meeting	Transportation	<i>Design:</i> First phase, relationship building in-person <i>Improve:</i> Second phase, rotate Location <i>Sustain:</i> Over time, mixed Modality, some in person, some virtual	# of providers in attendance % report satisfaction with outcome of meeting % expressed interest in additional resources to improve quality # agree to participate in follow up meetings	Attendance records  Participant survey  Email sign-ups	Monthly
Mandated Provider Trainings	Attendance historically low	<i>Design:</i> In-person <i>Improve:</i> Virtual meetings during student nap times <i>Sustain:</i> Follow up in between meetings	# of baseline participants  # of new participants monthly # of lost participants  % Report relevance of training  Increased provider quality rating of childcare	Training logs  Pre and post training evaluations    NC Quality Rating System (Smart Start)	Quarterly
Family Resource Center Provider Meet and Greet	Competing space issue	<i>Design:</i> Meetings held in FRC at the schools <i>Improve:</i> Pair with other school meeting	# in attendance  % report FRC meet & greet to be a beneficial networking venue to share resources and ideas.  # of providers who participate in FRC activities with their students	FRC attendance records   Attendance logs for FRC programming	Semi-Monthly

**Figure B.3.3 Memorandum of Understanding**

## **MEMORANDUM OF UNDERSTANDING**

This Memorandum of Understanding (the "MOU" or "Memorandum"), is entered into on July 3, 2023 (the "Effective Date"), by and between Durham Partnership for Children located at 1201 S Briggs Ave Ste 100, Durham, North Carolina 27703 (the "First Party"), and All Our Kin Family Child Care Providers located at (TBD) , (the "Second Party"). First Party and Second Party may be referred to individually as the "Party", or collectively, the "Parties".

### **1. MISSION**

The partnership on which the Parties are intending to collaborate, has the following intended mission in mind: To fully commit to developing engagement strategies that advance the aim of increasing equitable access to high quality early childhood education.

### **2. PURPOSE AND SCOPE**

The Parties intend for this Memorandum to provide the cornerstone and structure for any and all future contracts being considered by the Parties and which may be related to the partnership.

### **3. OBJECTIVES**

The Parties shall endeavor to work together to develop and implement collaborative engagement strategies to,

- Maximize engagement of all partners and interested stakeholders,
- Reflect consensus in decision-making,
- Promote diversity, equity, inclusion, and belonging,
- Advance the aim of increasing equitable access to high-quality preschool educational opportunities by expanding access to high quality family child care options, in an effort to improve education and health outcomes for children of color.

### **4. RESPONSIBILITIES AND OBLIGATIONS OF THE PARTIES**

Any Party may decide not to proceed with the partnership contemplated herein for any reason or no reason. A binding commitment with respect to the partnership described herein will result only from execution of definitive agreements, subject to the conditions contained therein. Notwithstanding the two preceding sentences of this paragraph, the provisions under the headings Governing Law and Confidentiality are agreed to be fully binding on, and enforceable, against the Parties.

The following are the individual services that the Parties are contemplating providing for the partnership:

**As the Responsible party, Durham Partnership For Children shall render and provide the following services that include, but are not limited to:**

- Act as convener and facilitator,
- Guide effective decision-making,
- Enforce guiding principles that maximize participation,
- Fund costs associated with engagement

**As an Accountable party, All Our Kin Family Child Care Providers shall render and provide the following services that include, but are not limited to:**

- Commit to being present at engagement activities,
- Be open and transparent about assets and barriers to expanding the family childcare model,
- Engage in training and other steps to increase quality of services.

## **5. TERMS OF UNDERSTANDING**

The term of this Memorandum shall be for a period of 1 year from the Effective Date and maybe extended upon written mutual agreement of both Parties.

## **6. CONFIDENTIALITY**

The Parties will treat the terms of this MOU, and the documents submitted herewith, in the strictest of confidence, and that such terms will not be disclosed other than to those officers, representatives, advisors, directors and employees of any Party who need to know for the purpose of evaluating this MOU and who agree to keep such material confidential.

## **7. LEGAL COMPLIANCE**

The Parties acknowledge and understand that they must be able to fulfill their responsibilities under this Memorandum in accordance with the provisions of the law and regulations that govern their activities. Nothing in the Memorandum is intended to negate or otherwise render ineffective any such provisions or operating procedures. The Parties assume full responsibility for their performance under the terms of this Memorandum.

If at any time either Party is unable to perform their duties or responsibilities under this Memorandum consistent with such Party's statutory and regulatory mandates, the affected Party shall immediately provide written notice to the other Party to establish a date for resolution of the matter.

## **8. LIMITATION OF LIABILITY**

No rights or limitation of rights shall arise or be assumed between the Parties as a result of the terms of this Memorandum.

## **9. NOTICE**

Any notice or communication required or permitted under this Memorandum shall be sufficiently given if delivered in person or by certified mail, return receipt requested, to the address set forth in the opening paragraph or to such address as one may have furnished to the other in writing.

## **10. GOVERNING LAW**

This Memorandum shall be governed by and construed in accordance with the laws of the State of North Carolina.

## **11. AUTHORIZATION AND EXECUTION**

The signing of this Memorandum does not constitute a formal undertaking, and as such it simply intends that the signatories shall strive to reach, to the best of their abilities, the goals and objectives stated in this MOU.

This Agreement shall be signed by Durham Partnership for Children and All Our Kin Family Child Care Providers and shall be effective as of the date first written above.

(First Party Signature)  
Durham Partnership for Children  
1201 S Briggs Ave Ste 100  
Durham, NC27703

(Second Party Signature)  
All Our Kin Family Child Care Providers

( Date)

(Date)

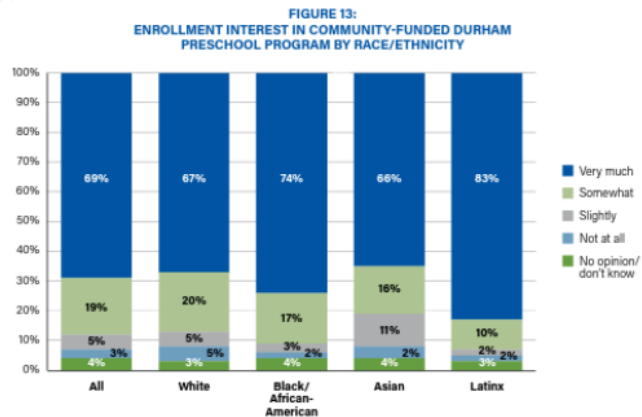
#### Appendix B.4: Individual Presentation Slides and Script



Sherry: Hi, I am Sherry and I will be doing an overview of our proposed programmatic transformation initiative which is the All Our Kin Program.

## Program Recommendation:

1. Preschool capacity in Durham County far exceeds the demand.
2. Durham County is well positioned to expand and diversify preschool offerings by increasing access to family child care providers within communities of high need.



Sherry:

1. The need for preschool in Durham County exceeds the capacity to serve those most in need. (*Racial Equity in Early Childhood Education*. (n.d.).
  - a. There are six low-income preschool children in Durham for every one currently publicly funded preschool space in NC Pre-K, Durham Public Schools (DPS) and Head Start
  - b. Over a quarter of Durham census tracts with more than 50 low-income preschoolers have no publicly funded preschool slots.
  - c. 92% of Durham parents (n=2000) who completed a random survey in 2018, rated cost-free preschool as desirable or essential.
2. Durham County continues to grapple with the question of, “How can we work together to amplify the value of high-quality early care, support diverse care providers who want to increase their quality in underserved sectors of the community, and not foster unrealistic expectations about outcomes of preschool education?” (*PRESCHOOL SUPPLY AND DEMAND STUDY*, (2018), p.2) The Durham Board of Education is committed to increased equity across the Durham Early Childhood System through increased investments in public and community-based settings. (*Racial Equity in Early Childhood Education*. (n.d.) Families of color are very interested in enrolling their children in community based preschool programs. (*Racial Equity in Early Childhood Education*, n.d.)

## Program Recommendation:

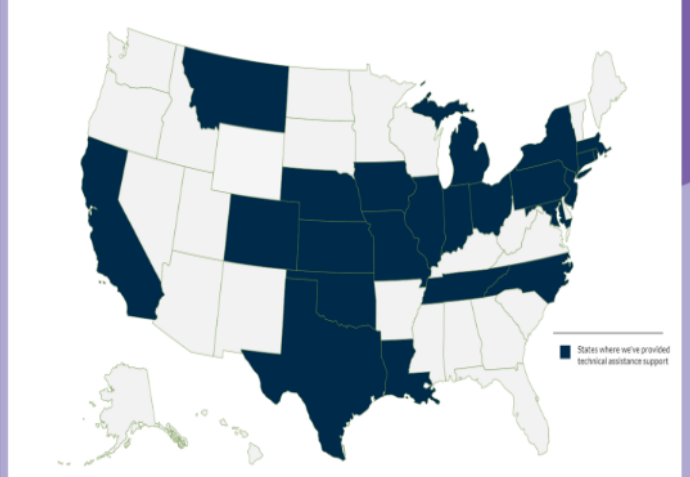
### Why All Our Kin?

#### 3. The Benefits of Family Child Care:

- a. Family-like Environment
- b. Familiar Culture and Language
- c. Geographic accessibility,
- d. Flexibility, Affordability, and Economic Drivers.

4. All Our Kin, is the recommended partner to undertake this transformation effort of the Durham County early childhood education system.

5. Evaluations of the program have produced findings of the positive short and long term outcomes.



3. Expansion of community-based programs should include licensed family-based preschool settings that provide the unique benefits of, (*Creating the Conditions for Family Child Care to Thrive*, 2019)

- a. Family-like environment
- b. Familiar culture and Language
- c. Geographic accessibility,
- d. Flexibility in childcare hours, affordability, and economic drivers.

4. All Our Kin, a family child care/preschool program model that originated in Connecticut, is the recommended partner to undertake this transformation effort of the Durham County early childhood education system. AOK has a history of partnership with North Carolina East Coast Migrant Head Start and Child Care Resources Inc., providing professional development and coaching to child care providers focused on equity. (*AOK | Training & Advising for National Partners*, n.d.)

5. Evaluations support the positive outcomes produced by the scaling of the All Our Kin model around the nation, to include, (*Creating the Conditions for Family Child Care to Thrive*. (2019)

- d. Children build the foundation for lifelong learning and future success,
- e. Increases provider earnings and generates significant economic returns for communities.
- f. Improves providers quality of life.

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## APPENDIX C: ANTHONY MALDONADO'S INDIVIDUAL DELIVERABLES

### Appendix C.1: Individual Problem Statement

#### Social Determinant of Health

Social determinants of health (SDOH) are the conditions in the environments where people are born, live, work, play, worship, and age that affect a wide range of health, functioning and quality-of-life outcomes and risks, according to Healthy People 2030. Access to quality early childhood education in North Carolina will improve a person's quality-of-life and health outcomes. One way this is evident is that students who have access to early childhood education have a higher rate of high school graduation compared to those who did not attend a quality prekindergarten program (*Long-Term Effects of Early Childhood Education: Beyond Academics*, 2021).

Short term effects of attending a quality pre-k program include better educational outcomes including improved reading proficiency by third grade (*The Facts on Pre-K in North Carolina*, 2022). In school social and emotional learning skills are learned and improved, these skills influence a child's self-confidence, empathy, the ability to develop meaningful and lasting friendships and partnerships and a sense of importance and values to those around them (*Ways to Encourage Social and Emotional Development*, n.d.).

Receiving a quality education, "makes it more likely a person can access quality healthcare, find employment that pays a living wage, and live in a safe, non-polluted environment-all factors that affect well-being" (*Social Determinant of Health: Education Is Crucial*, 2021). By increasing the access to quality early childhood education, you can improve reading proficiency by third grade, graduation rates in high school, and increase employment opportunities that pay a living wage.

#### Geographic and historical context

Durham County, North Carolina was formed on April 17<sup>th</sup>, 1881, after separating from Orange County and land was transferred in the county from both Wake and Orange Counties (*Durham County History | Durham County*, n.d.). As of July 1, 2020, Durham County has an estimated population of about 332,680 people according to the U.S. Census Bureau. The census data shows that the County is majority White (43.4%), followed by Black or African American (35.9%), and Hispanic or Latino (13.8%). Just under 6% are children between the ages of 0-5 or about 19,961 children. The public school's demographic in Durham County in 2022-23 is 19.4 % white students, 38.5% Black students, and 34.3% Hispanic students (*District Facts & Figures / District Data*, n.d.). Although the white students account for about 20% of the student population, about half of all white students are in 8 of

Durham's 53 public schools. Conversely, private schools in Durham County are majority white students, 63% white students, 18% Black students, and 5% Hispanic students (Butchiredygar, n.d.). The demographic distribution in public schools as well as between public and private schools indicate disproportionality of white students in the education system. Lastly, there are 24 public pre-kindergarten schools that serve around 10,804 students (*Top 10 Best Durham County Public Preschools (2023)*, n.d.) and 17 private schools serving around 4,864 students in Durham (*Top 5 Best Private Preschools in Durham County (2023)*, n.d.).

### **Priority Population**

The priority population are minority children aged 3-5 in Durham County because this age currently has minimal resources as well as 3-5 being important developmental years for children. Although kindergarten is not mandatory for students in North Carolina, it is required that all public-school systems offer it, making kindergarten more accessible than pre-kindergarten (*Resources | NC DPI*, n.d.). In addition, during these formative year's children aged 3-5 are reaching developmental milestones including, "how they play, learn, speak, behave and move" (*Preschooler (3-5 Years Old) | CDC*, n.d.). Moreover, reading proficiency at grade level is a standard measure for students and minority students are not meeting this standard at higher rates than white children. The state report from 2017 found that "38 percent of Durham children enter kindergarten with a reading proficiency at grade level [which is higher than the state average of 35%]" (*State of Durham County's Young Children*, n.d.). However, a higher percentage of white children (65%) enter kindergarten reading at grade level than minority children (*State of Durham County's Young Children*, n.d.). Therefore, minority children aged 3-5 can use support in increasing access to quality early childhood education in Durham County.

### **Measure of Social Determinants of Health**

A study on North Carolina's Early childhood programs found that quality pre-kindergarten programs can create an enhanced learning environment for all children regardless of poverty level (*The Impact of North Carolina's Early Childhood Programs and Policies on Educational Outcomes in Elementary School Kenneth A. Do*, n.d.). Additionally, minority children in Durham County live in socioeconomically disadvantaged households (37% black families and 36% Hispanic) compared to white families (8%) (*State of Durham County's Young Children*, n.d.). Secondly, available space in licensed centers and home-based care are available for less than half (45%) of children aged 3-5 in Durham County (*State of Durham County's Young Children*, n.d.). Lastly, black and brown families have the highest indication that they would like to send their children to pre-kindergarten (77% of black families,

76% of Latinx families and 69% of white families), yet data shows that white families (16%) attended pre-kindergarten more than both black (9%) and brown families (5%) as shown in Table C.1.1.

### **Rationale and Importance**

Investing in early childhood education provides substantial return on investments. Public Schools First NC found that, “every dollar invested in pre-k saves taxpayers up to thirteen dollars in further costs in incarceration, education, tax collections increases and welfare” (*The Facts on Pre-K in North Carolina*, 2022). Additionally, Public schools first also found that children who attended pre-k are less likely to develop alcohol or drug problems, commit a felony, and go to prison. Hence, improving access to quality childhood education provides benefits for the community as well as the children gaining access to pre-kindergarten programs.

### **Disciplinary Critique**

Addressing social determinants of health will improve the health of the community as well as the population that is affected. Increasing access to quality early childhood education increases rates of high school graduation, improves social emotional learning throughout their entire life, and decreases the likelihood of a person committing a felony. Additionally, by improving access for minority students the county will align with North Carolina Department of Human and Health Services commitment that “young children across North Carolina will have access to high-quality opportunities to engage in early learning.” Lastly, a public health approach is necessary because public health practitioners are trained to provide the greatest benefit for the largest number of people using evidence-based practices.

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## Appendix C.1.a: Individual Problem Statement Figures and Tables

**Table C.1.1:**

Table 1: *Past, Present and Projected Use of Preschool by Age Group and Race/Ethnicity*

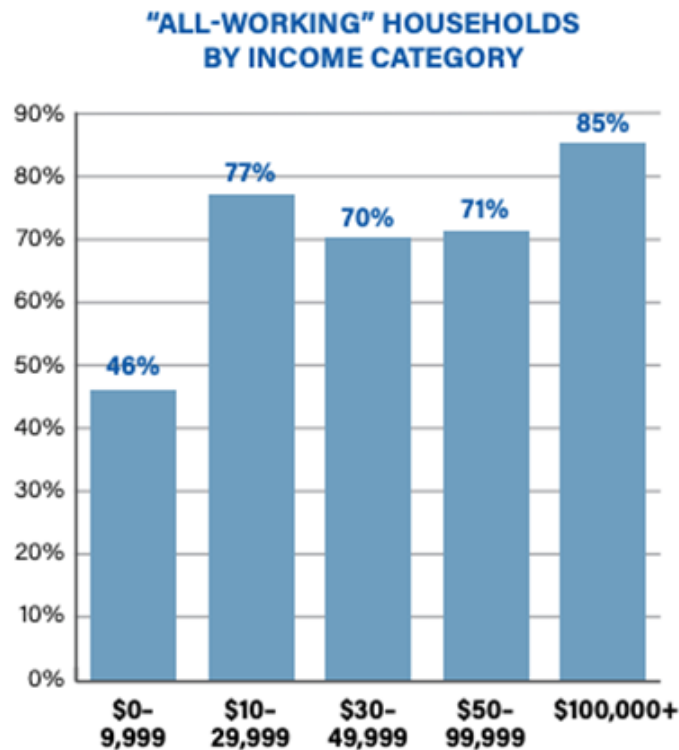
		All	White	Black/ African- American	Asian	Latinx
Infant/Toddler	Using preschool already	12%	16%	9%	8%	5%
	Very likely to send to preschool	72%	69%	77%	68%	76%
	Somewhat likely to send to preschool	9%	9%	7%	19%	12%
	Slightly likely to send to preschool	4%	4%	4%	3%	4%
	Not at all likely to send to preschool	3%	2%	3%	3%	3%
Preschool*	Using/used preschool already	53%	59%	50%	62%	28%
	Very likely to send to preschool	25%	25%	27%	16%	42%
	Somewhat likely to send to preschool	4%	3%	6%	5%	3%
	Slightly likely to send to preschool	2%	2%	1%	3%	3%
	Not at all likely to send to preschool	3%	3%	2%	0%	5%
School-Age*	Used preschool already	69%	80%	64%	75%	55%

*\* Percentages do not represent all choices thus do not add to 100%*

*Note.* The graph above shows an indication from parents who describe their desirability to send their child to pre-k as well as the percent of parents who do send their child to pre-k. This data is from a report done on Durham County in 2018 titled, “Durham County Preschool Supply and Demand.”

**Figure C.1.2**

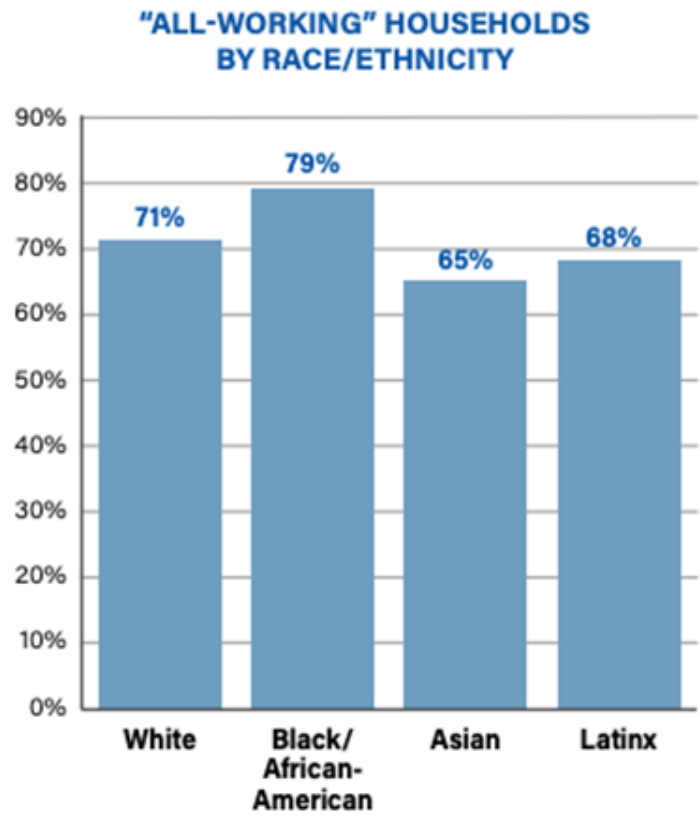
*“All-Working” Households by Income Category*



*Note.* The figures above show income variation of the families surveyed in Durham County.

**Table C.1.3:**

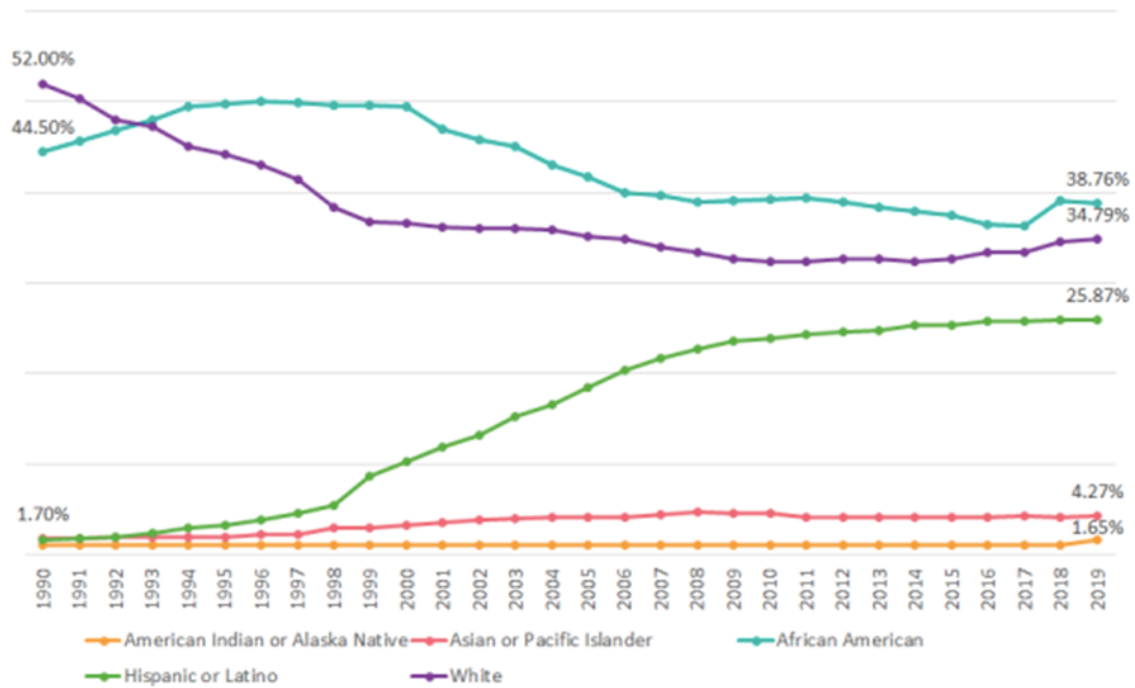
*“All-Working” Households by Race/Ethnicity*



*Note.* The figures above show the race/ethnicity of people surveyed in Durham County.

**Graph C.1.4:**

*Population of Children aged 0-8 in Durham County by Race/Ethnicity*



*Note.* The figure above shows the population of children aged 0-8 in Durham County by race and ethnicity. The color lines in the figure are represented by a key at the bottom of the figure showing the race/ethnicity that is being represented by that line.

## Appendix C.2: Community Partner Analysis

### Program introduction

Early childhood development is the foundation of a person's life and their life trajectory can be greatly influenced by these early experiences. North Carolina Department of Human and Health Services states, “Early childhood experiences from birth to age 8 affect the development of the brain’s architecture, which provides the foundation for all future learning, behavior and health. (*Why Early Childhood Matters* | NCDHHS, n.d.)” Furthermore, these are the formative years of children reaching developmental milestones including “how they play, learn, speak, behave and move” according to the Center for Disease Control (*Child Development Basics*, n.d.). In Durham County North Carolina, access to quality early childhood education comes with several barriers including the lack of available space for the need hence the demand is greater than the availability. The Young Children 2017 report for Durham County found that “spots in licensed centers are only available for 45 percent of infants and toddlers and 66 percent of preschool-aged children.” By increasing access to quality early childhood education for children aged 3-5 years old students may have an improvement in math and reading skills as well as an increase in the likelihood of graduating from high school (The Facts on Pre-K in North Carolina, 2022). That being said, pre-kindergarten or access to early childhood education is not required for ages 3-5 years old in North Carolina whereas, kindergarten is offered at every public school meaning there is opportunity and access for 5+ but not ages 3-5 (Resources | NC DPI, n.d.). For the reasons above, it is imperative to increase access to quality early childhood education for children aged 3-5 in Durham County, North Carolina.

A reputable program that meets the needs of Durham County is “All Our Kin.” The program increases the number of licensed quality early childhood education providers in the community where the children and families are. This program helps small businesses thrive by becoming a licensed quality early childhood education home based program as well as increasing the access for children and families by being in the communities where they live and work. Furthermore, the program offers flexible hours to meet the needs of families that may work non-traditional working hours and is affordable. The aspects of this program are derived from the mission statement of All our Kin, “Our mission to transform the nation’s child care system results in a triple win: child care providers succeed as business owners; working parents find stable, high-quality care for their children; and children gain an educational foundation that lays the groundwork for achievement” (*AOK | Mission*, n.d.). The mission of

this program addresses the barriers Durham County is currently facing in increasing access to quality early childhood education for children aged 3-5 years old.

### **Community partner mapping and analysis**

Making sustainable and systemic change requires a diverse group of stakeholders. By including stakeholders from the priority population (current and future parents of children who want to attend pre-kindergarten), local government (Durham local public health), school administrators, pre-kindergarten staff, and HeadStart a range of ideas and potentially different interests can be offered. In addition, increasing the number of stakeholders from the community increases community buy-in and the sustainability of a program. As noted in the rich picture analysis (Figure A5) there are several factors that affect access to quality early childhood education and vital stakeholders can be identified including parents of a child aged four, state policy makers, local government officials, and transportation to name a few. Using an actor's map influential stakeholders can be identified as well as how they each influence each other. For example, state policy can influence local policy that increases the access to early childhood education in Durham County.

In the actor's map (Figure C.2.1), stakeholders include transportation and faith-based organizations because they are community assets that can support systemic change and sustainability by providing a way for families to commute if needed or faith-based organizations can offer spaces for training of staff as well as building community. Some challenges that may affect equitable representation and participation are time commitments or competing commitments. Faith-based organizations often have volunteers that also have jobs, hence they may not have enough time to participate fully with the program. Furthermore, the faith-based organization may be supporting another similar program and may not want to also take on a competitor program. In addition to faith-based organization, transportation services for the public usually work every day of the week, meaning finding a time that works for them to participate with the other stakeholders schedule may pose a challenge. These challenges can be mitigated by working with the stakeholders to assess what their capabilities are and having clear expectations for all stakeholders involved.

### **Worldview Exploration**

The root definition for a parent who has a child that they would prefer to send to pre- kindergarten compared to a parent who did not send their child to pre-kindergarten will be different due to their beliefs on what quality early childhood education is and their capabilities. An apparent difference between the two CATWOE's is

in the transformation where the parent of a 4 year old child is looking for access to affordable quality childhood education compared to a parent who homeschools that is looking to provide what they perceive as *the best* quality early childhood education by homeschooling. In addition, the ability to stay home to home school rather than work means the family has the financial capabilities to do so. The differences are further evident in the root definitions of the two CATWOE's. The family of a 4 year old child is looking for "access" and "affordability" to quality pre-kindergarten to achieve "better" educational outcomes where the family who homeschooled their child is looking for the "best" educational outcomes for their child.

By having different points of views from stakeholders there will be more representation from the community members and their views. A variety of views will help to inform the programs and potentially increase the number of families that would participate. Furthermore, a program can learn from the difference in views and find potential gaps that otherwise may not have been considered.

Lastly, a diverse stakeholder group that is representative of the community will bring better representation of voices. By having diverse stakeholders, it will increase the sustainability of a program as well as improve community engagement and participation. Additionally, stakeholders are able to change their views or positions on a program and become advocates within the community. For example, understanding why a parent chose to homeschool rather than enroll in a high quality program can help inform a new program and increase participation, hence why a diverse group of stakeholders is encouraged.

## **Conclusions**

In conclusion, creating a diverse group of stakeholders who are from the community will provide benefits to a program that addresses increasing access to quality early childhood education. The stakeholders should have an understanding of the need as well as why it is important to address increasing access to quality early childhood education for minority students. The stakeholders' understanding of why they are included should be assessed and where needed informed on what their role is. In addition, stakeholders should be encouraged to provide constructive feedback and additional resources that can support a program.

To conclude, the community is an asset and can be influential to addressing increasing access to quality early childhood education in Durham, North Carolina. The diversity from within the community can increase sustainability and create rapport with the community for the program. A potential challenge is gaining the trust of the community, although these stakeholders have been identified it does not mean trust is just given. Although

stakeholders have been identified it does not mean they have the time or will want to immediately participate in a program. These limitations can be mitigated by providing the stakeholders with the appropriate evidence based material about why increasing access to quality early childhood education is important and what their roles could be in a program.

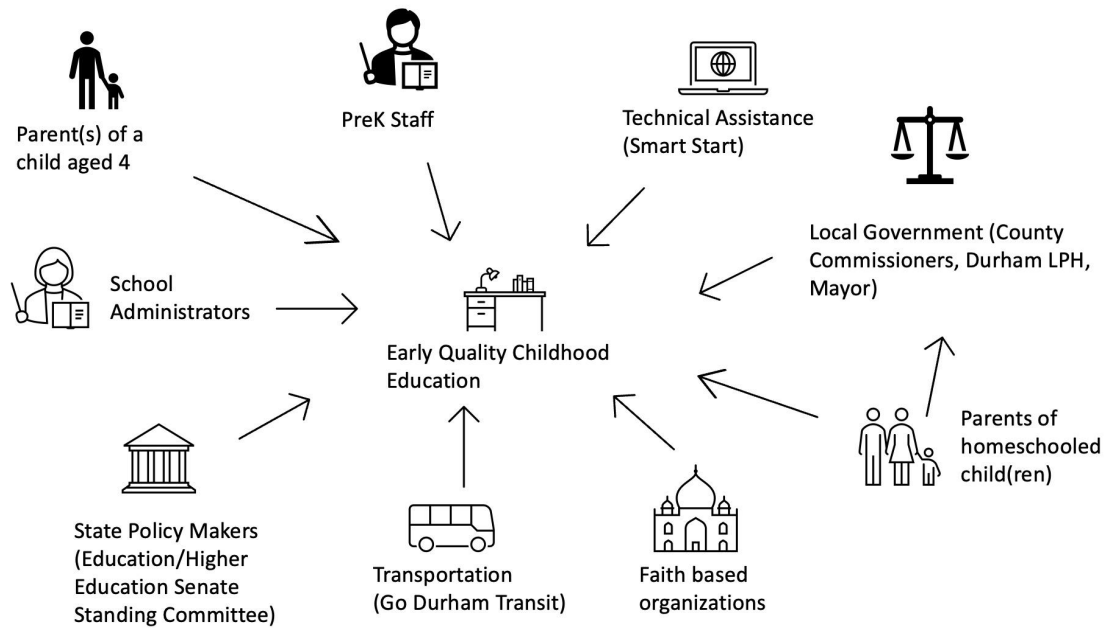
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## Appendix C.2.a: Community Partner Analysis Figures and Tables

Figure C.2.1

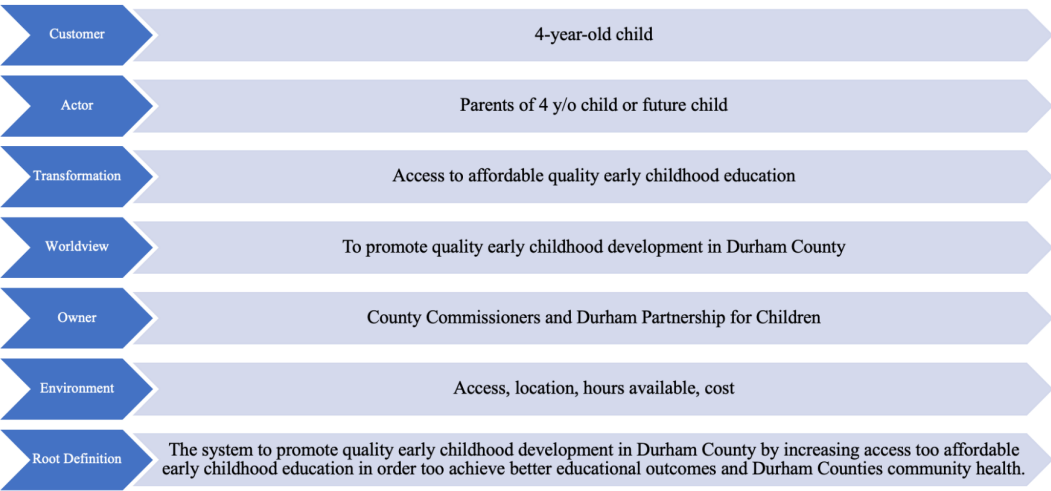
*Actors Map*



*Notes: The actors map above shows influential stakeholders identified from the rich picture. The actors map above does not show the effects that these key stakeholders can have on each other but may also be considered. The actor's map is not conducive to all stakeholders but above does show influential stakeholders that should be considered for any program that has an effect on early childhood education.*

**Figure C.2.2**

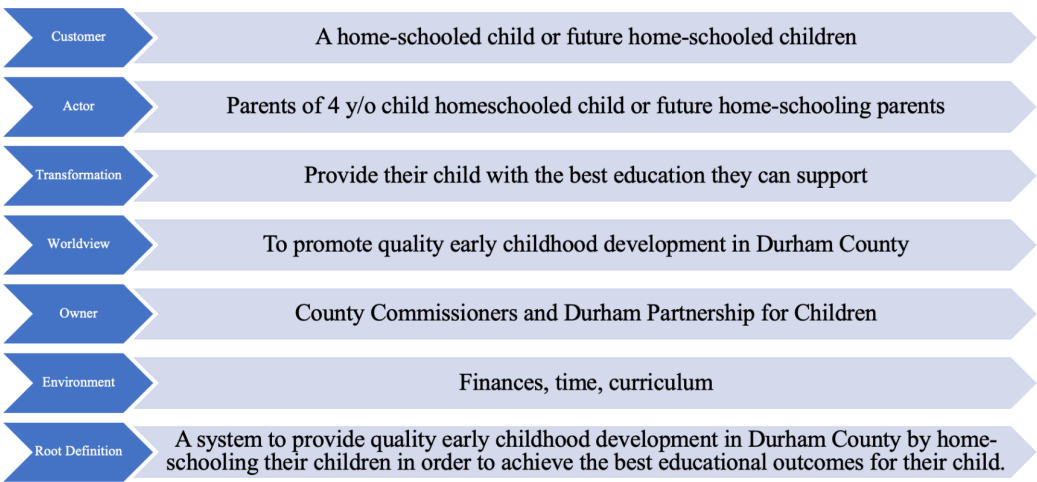
*CATWOE Analysis - Parents of a child aged 4*



*Note: The CATWOE analysis above is from the perspective of a parent with a child aged four who would like to send them to a quality early childhood education program. The analysis explains what their beliefs are, what the environment is like for access to quality early childhood education and a root definition that summarizes the system.*

**Figure C.2.3**

*CATWOE Analysis - Parents of a homeschooled child (whom did not attend pre-kindergarten)*



*Note: The CATWOE analysis above is from the perspective of a parent who did not send their child to pre-kindergarten. The analysis explains what their beliefs are, what the environment is like for homeschooling a child and a root definition that summarizes the system.*

### **Appendix C.3: Engagement and Accountability Plan**

#### **RASCI Analysis**

Making equitable and sustainable change to improving the access to quality early childhood education in Durham County will require involvement from a variety of stakeholders. Engagement from diverse stakeholders gives rise to a variety of perspectives which will help identify and improve systemic change in early childhood education. When working with a group of diverse people and perspectives challenges may arise but can be mitigated by having clear roles and responsibilities. A RASCI chart identifies at what level stakeholders should be engaged as well as the strengths each stakeholder has that will promote meaningful systemic change. The RASCI chart is informed by the community partner analysis where influential stakeholders were identified and placed in their appropriate categories for which they should be engaged.

Challenges in Durham County to accessing quality early childhood education are limited space, cost barriers, and the hours providers are available. In addition to those challenges, children growing up in families with lower socioeconomic status have been shown to negatively influence their academic achievement (Early Childhood Development and Education - Healthy People 2030 | Health.gov, n.d.). In 2017, the State of Durham County's Young Children reported that, 37% of black families and 36% of Hispanic families had children ages 0-8 who lived in a home where the head of Household is at or below poverty level, compared to only 8% of white families (2017 State of Durham County's Young Children, n.d.). In North Carolina, it was reported that students who are economically disadvantaged were less than half as likely as not economically disadvantaged students to earn college-and-career- ready scores in math/reading or to score at or above proficient on the NAEP 4th grade math/reading exam (*Educational Attainment Report*, 2022). A policy or program to increase the access to high-quality early childhood education should increase the community workforce of early childhood educators, provide care during non-traditional work hours, and increase the number of licensed early childhood programs in Durham County to be effective. The RASCI chart (Appendix C.3.1) identifies key stakeholders, their roles, responsibilities, and a rationale for why they can increase access to high-quality early childhood education in Durham County

## **Engagement Strategy**

To make equitable and sustainable change regarding the access to quality early childhood education for minority students several factors must be considered including cultural norms, respect for diversity within the community, and community engagement. For engagement to succeed “Community engagement can only be sustained by identifying and mobilizing community assets and strengths by developing the community’s capacity and resources to make decisions and act” (Principles of Community Engagement (Second Edition), n.d.). Creating long term systemic change requires recognizing the assets within the community (community perspectives and voices) as well as investing in the community. One way to invest in the community is to provide licensing opportunities for quality early childhood centers in the community which would increase the workforce (provide economic growth in the community) while still honoring the diversity within the community.

Head Start is one of the community partners identified in the RASCI chart (Appendix C.3.1) and is an influential community partner due to their understanding of access to early childhood education. Head Start is relevant to addressing the access to quality early childhood education in Durham County due to their experience (having experience working with the priority population), their resources (ability to advocate, understanding of early childhood education policies, engagement strategies, ect) and will have experience implementing and evaluating quality early childhood education programs.

Head Start is a consulted partner identified in the RASCI that may be opposed to a competing program but should still be engaged. With the appropriate engagement strategies, Head Start can become an ally to the program rather than a competitor. By effectively engaging with Head Start, best practices can be elevated, resources can be shared between programs, and by working together rather than competing, access to early childhood education in Durham County can increase. In addition, by working in partnership the programs can advocate for resources at the local and state level. Lastly, working with an agency that provides services to the same community can be seen as threatening but by understanding the strengths of each program the community can be better served and the programs can be partners. One example of how the programs can work together is by sharing their enrollment lists. If a family is not eligible for Head Start and can be better supported in this program then they should be referred and vice versa. This aligns with the City of Durham's “Equitable Community Engagement Blueprint” which states “The City of Durham Strives to be a welcoming, diverse, and innovative community. Equity and resident engagement are key components of the City’s FY2019-2021 Strategic plan, includes Advance a More Inclusive and

Equitable Durham, Shared Economic Prosperity, and Language Access Plan (Equitable Community Engagement Blueprint, n.d.).” By partnering with Head Start the programs can increase equity in access to quality childhood education, diversify the options of quality childhood programs, and share in economic prosperity.

Methods that the community partner should use to engage with the program and community (Figure C.3.2) include, a needs assessment, one on one meetings, and community outreach/events. Peer to peer engagement is a practical way to build and develop trust, redress power imbalances and improve relationships were cross cutting themes (*Peer Engagement in Harm Reduction Strategies and Services: A Critical Case Study and Evaluation Framework From British Columbia, Canada*, 2023). These one on one meetings can be held monthly between the partners to share best practices, share enrollment lists of ineligible students of which can be supported by the other program, and work on advocacy for the community.

Another way to gain trust between partners is to participate in a needs assessment of the community together. This will save both programs money (instead of doing them individually), and be an opportunity for the programs to work together. Additionally the needs assessment is a way that the community can be engaged to build rapport and trust. By engaging with the community and partnering with Head Start in a joint needs assessment both programs can evaluate if they are increasing access to quality early childhood care as intended. Additionally, the needs assessment can be utilized to advocate for appropriate funding or policy changes required to increase the access to quality early childhood education. The needs assessment can be done annually and will be a metric that can be used to see how access to quality early childhood education is being improved in Durham County after the new program and partnership.

In addition to the engagement methods mentioned above, the partners should work together to host community events. At these events the partners will engage with the community by talking about the benefits of both programs as well as assist them in making an informed decision on which program best suits their needs. Furthermore, by engaging with the community, the programs will be able to obtain feedback directly from parents and families. This feedback will inform how the community should be engaged at future events and inform the partners on how well the programs are meeting the needs of the community. Engaging in community events once a month with Head Start will further build rapport between the programs as well as support families in finding the best quality early childhood education program that fits their needs. Data can be collected on the number of

families engaged at the events, number of families enrolled or referred from these events, as well as amount of time engaging with the community.

Engagement with the Head Start program should come from the Program Director of the proposed program. In collaboration with the Head Start team the Program Director and Program Assistant should engage with the community. By engaging in an annual needs assessment both programs will find areas of opportunities to increase engagement and provide additional support. Data can be collected on demographics and zip codes which can inform if access to quality early childhood education is being improved in specific areas. In addition to the needs assessment, partnered community outreach events can be an effective way to hear from the community per training to the barriers they may be facing. Lastly, since Head Start is a program that has been implemented to increase access to quality early childhood education they are a key stakeholder to improve a potential program as well as provide insights, hence why they have been identified as an engagement leader in collaboration with the Program director.

### **Disciplinary Critique**

A memorandum of understanding is not a legally binding agreement but rather a commitment between parties in which a shared mutual understanding is agreed upon. This agreed understanding provides clear expectation of what the partners should expect from each other as well as what the common shared goal is in the partnership. The MOU between Durham Partnership for Children and Head Start (Appendix C.3.1) explains that both parties have a commitment to increasing the access to quality early childhood education for minority students in Durham County. There is an understanding of why this partnership is happening (the background), why these two organizations partnering together is important (purpose), and expectations for implementation of the program (goals).

Lastly, the MOU is a way to keep each partner accountable. Since both partners will read and agree upon the MOU there will be clear boundaries, scope of work, and responsibilities. Ultimately, both are working towards creating equitable access to quality early childhood education for minority students in the program. The MOU highlights each stakeholders' strengths, possible resources for funding, and sets the framework for how to effectively work together.

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## **Appendix C.3.a: Engagement and Accountability Plan Figures and Tables**

### **Appendix C.3.1**

#### *Memorandum of Understanding (MOU)*

#### **Memorandum of Understanding**

Between

Durham Partnership for Children (DPfC)

and

Head Start

This Memorandum of Understanding (MOU) sets for the terms and understanding between the Durham Partnership for Children (DPfC) and the federally funded Head Start program and Early Education to increase equitable access to quality early childhood education for minority students in Durham County, North Carolina.

#### **Background**

The partnership between DPfC and Head Start is important because DPfC is responsible for the success of the program given their ability to mobilize community partners and execute the piloting of a program that addresses increasing the equitable access to quality early childhood education for minority students in Durham County. In addition, by collaborating with the Head Start Program efforts can be combined rather than competing to increase the access to quality early childhood education. Furthermore, they have insights and perspectives from being a program that works in early childhood education.

#### **Purpose**

This MOU will keep DPfC and Head Start accountable for addressing the disparities of access to quality early childhood education in Durham County. Furthermore, the partners are committed to a program that is informed by the community because both partners value representation for the community in addressing the needs in the community and believe that to foster sustainable and equitable change, the community must be involved and represented. The partnership between DPfC and Head Start is important because of the different levels of engagement with community members in addition to the power and privilege from within each agency with respect to increasing access to quality early childhood education in Durham County. The goals of this partnership is to increase access to quality early childhood education for minority students by working collaboratively to understand the needs of the community (needs assessment), learn about best practices, and support families by referring children to the appropriate program.

The above goals will be accomplished by undertaking the following activities:

-Monthly meetings: partners will meet to share best practices with each other, share their list of students who are not eligible and may be referred, as well as work on any appropriate advocacy work.

-Community member outreach: the partners will engage with community members at least once a month. This will give the community an opportunity to give feedback, learn about both programs, and enroll in the programs. Additionally this will give the partners a way to market their programs and build rapport with the community.

-Quarterly updates; Each quarter updates will be provided to stakeholders informing them of the success and challenges of the program. This will provide a space to keep the program accountable as well as keep the community informed. These updates will be informed by the partnership from DPfC and Head Start collaboration throughout each quarter.

- DPfC and Head Start will work collaboratively to address challenges that arise from community members to ensure that the program is supporting the access to quality early childhood education for minority students in Durham County.

### **Reporting**

Head Start will report monthly the challenges and successes they are hearing from community members.

Head Start in collaboration with DPfC will ensure that areas of opportunities are being addressed by keeping a log of reported issues and action taken to address issues.

DPfC will hold a quarterly meeting for stakeholders that reports the number of students enrolled broken down by demographics, current funding status, and goals for the next quarter.

DPfC will be responsible for informing how many licensed quality early childhood centers have been given a license as well as if any have been revoked due to not meeting standards.

DfFC in collaboration with Head Start will evaluate the effectiveness of the partnership annually by ensuring each partner is completing their goals out-lined in the MOU. During the evaluation the partners will readdress the MOU to make any edits to goals, reporting, and the partnership if needed.

### **Funding**

This MOU is not a commitment of funds by either partner (DPfC and Head Start) but rather a commitment that the parties are responsible for addressing the inequitable access of quality early childhood education in Durham County.

### **Duration**

This MOU is at-will and may be modified by mutual consent of authorized officials from Durham Partnership for Children and Head Start program. This MOU shall become effective upon signature by the authorized officials from the Durham Partnership for Children and the Head Start program will remain in effect until modified or terminated by any one of the partners by mutual consent. In the absence of mutual agreement by the authorized officials from Durham

Partnership for Children and the Head Start Program this MOU shall end on December 31, 2025.

### **Contact Information**

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Partner representative: John Smith

Position: Executive Director

Address: 1201 S Briggs Ave #100, Durham, NC 27703

Telephone: (919) 403-6960

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Partner name: Head Start

Partner representative: Jane Doe

Position: Head Start Coordinator

Address: n/a

Telephone: 1-866-763-6481

Fax: n/a

\_\_\_\_\_  
Date:

(Partner signature)

(John Smith, Durham Partnership for Children, Executive Director)

\_\_\_\_\_  
Date:

(Partner signature)

(Jane Doe, Head Start, Head Start Coordinator)

**Figure C.3.2***Measurement Table: Methods, Timing, and Measures Table*

Engagement Methods	Related Facilitator(s)/ Barrier(s)	Timing	Performance measure		
			Description	Data source	Frequency
1 on 1 meetings	Time	Monthly	# of students not eligible # of students eligible	Record review	Monthly
Community outreach and events	Time, money	Monthly / Bimonthly	# of people who attend # of outreach efforts # of students engaged at event	Records from events review  Review data from outreach logs	Quarterly
Needs assessment	Money, Time,	Yearly	# of students not receiving services  % demographics % zip-code	Records	Yearly

#### Appendix C.4: Individual Presentation Slides and Script



Thank you Sydney and good afternoon, Commissioner Fleming. I will be going over our proposed budget and cost for implementation of a program.

# Program Budget:

## Personnel



Staff-\$108,495  
 Technical Assistance-15,600  
 Total-\$124,095

## Supplies



Supplies-\$10,000  
 Technology-\$3,600  
 Office Space-\$30,000  
 Travel-\$2,000  
 Total-\$45,600

## Funding Resources



Child Care Stabilization Grant-\$3,000 to \$60,000 per quarter

Total Budget: \$169,695

Anthony: The total ask for our proposed budget is \$169,695 which accounts for the program director and assistant, technological support, travel, technology for the staff, office space and supplies. The majority of the budget is in the personnel it will take to support a program followed by the cost of an office space. Additional funding resources are available to early child care providers which support the operations of an early childcare business as well as improving the quality of the child care business including the “Stabilization Grant” offered by North Carolina. This grant ranges from \$3,000-\$60,000 which can be used to pay staff or benefits, repair facilities, buy materials and more. Funding support for a program will rely on public-private partnership.

## Memorandum of Understanding



Anthony- I will give a brief overview of the purpose of a Memorandum of Understanding (MOU) and how it can benefit a program. It is important to note that MOU's are not legally binding documents but rather a document that creates a space for partners to meet and set expectations of how they will work with each other to address a problem. MOU's are helpful when addressing complex issues because the document outlines some background on the problem they are working to address, the purpose of the partnership, and the goals of working together. Additionally, this gives both partners a way to keep each other accountable for their agreed upon duties and is a way for partners to coordinate their responsibilities. An MOU is a great tool to use when partnering with other businesses or organizations. For example, an MOU should be utilized for our priority partners like EPiC, HeadStart, and AOK to name a few.



Anthony: To conclude our presentation, we are suggesting that if a program is going to increase access to quality early childhood education in Durham County the program needs to be geographical accessibility, include non-traditional hours of operation to accommodate unpredictable work schedules, and be affordable. We believe All Our Kin fits that criteria to expand preschool access in Durham County. Additionally, the priority partners we have identified in our presentation will be influential to any program in supporting its success and sustainability. We appreciate you giving us this time to present to you all and welcome any questions!

## **APPENDIX D: SYDNEY SCOTT'S INDIVIDUAL DELIVERABLES**

### **Appendix D.1: Individual Problem Statement**

#### **Social Determinant of Health**

Social determinants of health (SDOH) can be defined as "...the conditions in the environment where people are born, live, learn, work, play, worship, and age that affect a wide range of health, functioning, and quality of-life outcomes and risks" (Health.gov, n.d.-a). One SDOH in particular, access to quality education, is fundamental in building a healthy lifestyle for individuals (Tulane University, 2021). The educational experience that individuals have in general, along with the specified curriculum in which they are taught, supplies them with opportunities to participate in productive activities that both enhance how they support themselves economically, as well as in social situations (WHO, n.d.). Inequitable access to quality education is a very real issue in the United States, and in turn causes disadvantaged populations to be disproportionately affected by the health outcomes that stem from the social determinant of health that is the lack of access to quality education (Grant, 2023). With this being said, accessibility to quality education is of the utmost importance in the overall promotion of the greater good of society as a whole (Berner, 2020; Locatelli, 2018).

A major priority in development within the Healthy People 2030 initiative, is to increase the proportion of children who participate in early childhood education (ECE) programs (Health.gov, n.d.-b). Having opportunities to access quality education in the early stages of an individual's life has both short- and long-term impacts. Studies have shown that some short-term impacts of accessing quality early childhood education include both increased kindergarten readiness and increased test scores in 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade (Hoagland, 2022). In terms of long-term impacts, individuals who lack access to quality education from a young age, are often less likely to graduate high school, decreasing their ability to obtain safe and well-paying jobs, linking them to lower overall income, and putting them at greater risk for developing health issues such as heart disease, diabetes, depression, and obesity (Health.gov, n.d.-c; Pointloma.edu, n.d.; Tulane University, 2021).

#### **Geographic and Historical Context**

Founded in 1881, Durham County is located in the Piedmont region of central North Carolina, and is home to many historical landmarks and sites such as Duke University and the West Point of Eno, a 388-acre park that is well known to its residents (Powell, 2006). Furthermore, located in downtown Durham, a major city within the county, is Parrish Street, known historically as a location for African American entrepreneurial activity, dubbed

as “Black Wall Street” (Powell, 2006). According to the 2021 US Census, Durham County’s population is 332,680, which can be broken down by racial/ethnic demographic as being: 54.5% White alone, 35.9% Black or African American, 1.0% American Indian, 5.6% Asian alone, 0.1% Native Hawaiian/Pacific Islander alone, 2.8% two or more races, 13.8% Hispanic or Latino, and 43.4% White non-Hispanic (U.S. Census Bureau, 2021). The median household income is recorded at \$67,000, with 13.4% persons living in poverty within the county (U.S. Census Bureau, 2021).

Durham County, NC, schools were segregated by race up until 1970, as this year marked the first in which schools within the county were subsequently integrated (Butchiredygar, 2019). Currently, in 2023, there are 36 private schools that serve 6,716 students, and 72 public schools serving nearly 44,754 students in the county (Privateschoolreview.com). However, despite over five decades of integration within its schools, Durham County still sees inequalities in terms of overall access to quality education within distinct neighborhoods in the county, as well as within racial/ethnic minorities (Butchiredygar, 2019; Tan, 2022). These inequities have most recently been discussed within the context of what is being called a “resegregation” of the county’s school system, as a clear contrast between the number of White vs Black/African students attending Private vs Public schools in the county has been identified (Butchiredygar, 2019). Located in Graph D.1.1, is a graph that highlights this “resegregation,” as Private Schools within the county are composed of approximately 63% white students, but only around 18% of Black/African American students.

### **Priority Population**

As African American children enter into the school system, at ages 3-5 years old (pre-K), they are at a distinct disadvantage in accessing quality education in Durham County, NC. Beginning in early childhood, educational accessibility and quality is extremely relevant, as the formative years of a child’s life (ages 0-8) is the time period in which children’s brain and neurological development most rapidly progresses (Li, 2023). It is important to understand that “what happens to a child in these years can affect their physical development, mental development, and success in life” (Li, 2023). However, as noted in Table D.1.2, African American children in Durham County, NC are less likely to be using or have participated in Pre-K, despite their parents having indicated wanting their child(ren) to be enrolled (Eto et al., 2018). Further data that may shed light on this inequity shows that African American children, between the ages of 0 to 8, in Durham County, NC also have a higher likelihood of living below the poverty level, as a great deal of African American families within the county have a household

income of less than \$30,000/year (dci-nc.org, 2021; Eto et al., 2018). By focusing on African American children, ages 3-5 years old, as they are in the midst of this crucial development time period, attention will also be put on creating a more equitable education environment within the county. This allows the county to target time periods that are critical in bridging between developmental periods, such as toddlerhood to pre-K age, as well pre-K to grade-school age. Therefore, by the county preparing these children at the earliest point as possible in which they can be assimilated into the school system, it will also be setting them up for an overall more equitable and successful educational experience, that will help to guide them into bright futures.

### **Measures of Problem Scope:**

In Durham County, NC, Black/African Americans see visible disparities in terms of educational attainment, poverty, and unemployment rates compared to their White counterparts (Table D.1.3). In relation to information, serious questions can be raised regarding equitable access to quality education for this minority population, as “there are six low-income preschool children in Durham for every one currently publicly funded preschool space in NC Pre-K, Durham Public Schools (DPS), and Head Start” (Durhamprek.org, n.d.). Furthermore, the childcare cost burden within the county is higher than both the North Carolina state and national percentage (Table D.1.4), which may be reason to believe that Durham County residents who are members of low-income working families, have difficulty in trying to provide a safe educational/developmental environment for their child(ren) to attend while while they are at work, especially if they cannot depend on sending them to school due to the limited availability of Pre-K spots.

### **Rationale & Importance:**

Through the promotion of and investment in accessible quality education for the young children of Durham County, NC, County Commissioners will also be promoting and investing in a brighter future for the county. By prioritizing the SDOH, access to quality education, in Durham County, NC, County Commissioners will witness an increase in economic stability, as for every \$1 spent on early education in the county could produce an annual return of up to 7-10% (Robinson, 2016). Furthermore, through this economic stability, the county will also witness an overall healthier population of those who reside within it, which will only further improve the county both socially and economically (Givens et al, 2018). Therefore, it should be the county’s mission to focus on those who are extremely vulnerable, such as Black/African American children, regarding this SDOH, as they are currently facing great inequities within the county’s school system. By focusing on this priority population in

regards to this SDOH, the county will be provided with the foundation to make a true difference in the lives and futures of its residents.

### **Disciplinary Critique**

Having access to quality education needs to be of the utmost priority, as accessibility of quality education is critical in promoting a healthier lifestyle for individuals within our society. Public health leaders need to take a stand for those individuals of our society, specifically those of lower income and members of minorities, who have a long history of inequitable access to the standard of education that they so rightfully deserve. By striving to improve the overall availability of high-quality education, for all individuals within society, public health leaders will be equipped to shape equitable health interventions and policy initiatives in a way that will be monumentally impactful to the health and wellbeing of us all.

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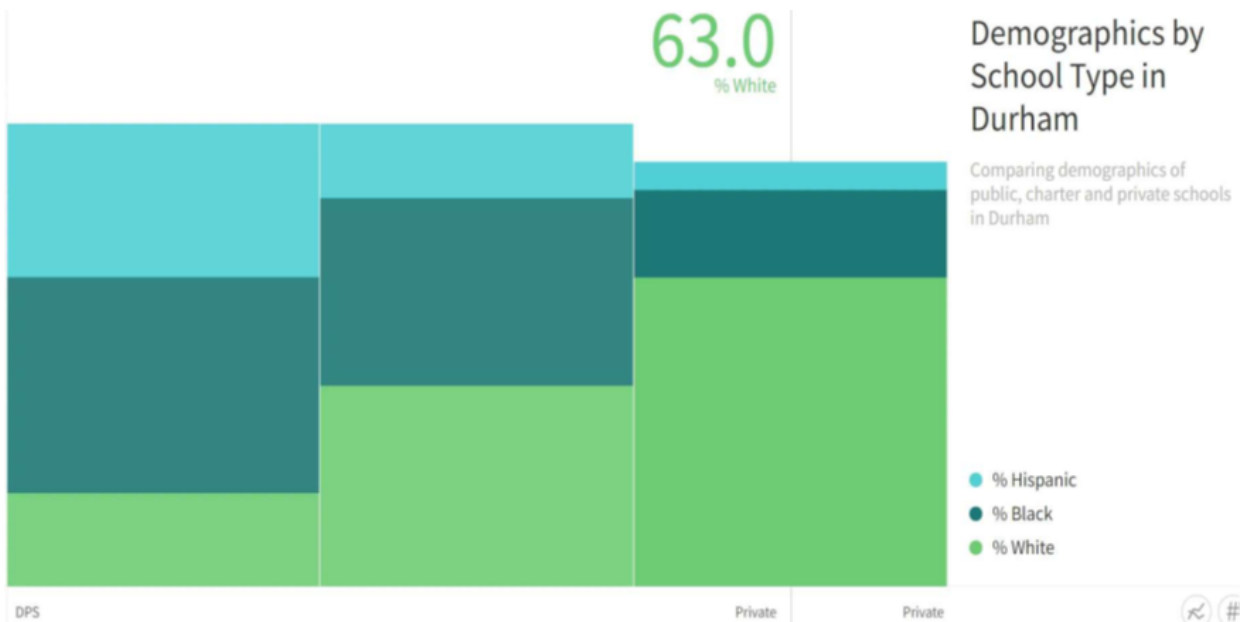
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## Appendix D.1.a: Individual Problem Statement Figures and Tables

**Graph D.1.1:**

*Demographics by School Type in Durham County, NC during Academic Year 2015-2016*



*Note.* Demographic breakdown by school type (Durham County Public School (DPS), Charter School, and Private School) by race/ethnicity, specifically percentage of Hispanics, Blacks, and Whites attending each of these school categories. Graph is from Butchiredygar, L. (2019, April 22). *Part 1: How Durham Public Schools Became Resegregated*. Medium.  
<https://medium.com/race-and-equity-in-durham-public-schools/part-1-how-durham-public-schools-became-resegregated-550a0b19ad8a>

**Table D.1.2:**

*Information regarding the past, present, and project use of preschool by age group and race/ethnicity in Durham County, NC.*

PAST, PRESENT AND PROJECTED USE OF PRESCHOOL BY AGE GROUP AND RACE/ETHNICITY						
		All	White	Black/ African- American	Asian	Latinx
Infant/Toddler	Using preschool already	12%	16%	9%	8%	5%
	Very likely to send to preschool	72%	69%	77%	68%	76%
	Somewhat likely to send to preschool	9%	9%	7%	19%	12%
	Slightly likely to send to preschool	4%	4%	4%	3%	4%
	Not at all likely to send to preschool	3%	2%	3%	3%	3%
Preschool*	Using/used preschool already	53%	59%	50%	62%	28%
	Very likely to send to preschool	25%	25%	27%	16%	42%
	Somewhat likely to send to preschool	4%	3%	6%	5%	3%
	Slightly likely to send to preschool	2%	2%	1%	3%	3%
	Not at all likely to send to preschool	3%	3%	2%	0%	5%
School-Age*	Used preschool already	69%	80%	64%	75%	55%

*\* Percentages do not represent all choices thus do not add to 100%*

*Note.* Data regarding the demographic breakdown by race/ethnicity and age group in Durham County, NC who've enrolled/attended preschool in the past, are currently enrolled/attending presently, or are projected to attend/enroll in the future. This table is used in support of inequities between White students and Black/African American students in past, present, and projected use of preschools within Durham County, NC. Data are from Eto, V., Martin, M., Chappel, L (2018, June). *Durham County Preschool Supply and Demand*. Child Care Services Association.

[https://durhamprek.org/wp-content/uploads/2020/01/CCSA-Durham-Co-Supply-Demand-Study-2018.final\\_.pdf](https://durhamprek.org/wp-content/uploads/2020/01/CCSA-Durham-Co-Supply-Demand-Study-2018.final_.pdf)

**Table D.1.2:**

*Educational Attainment Rate (Highschool Diploma or Equivalent or Higher, Bachelor's Degree or Higher), Poverty Rate, and Unemployment Rate for the purposes of comparing White vs Black/African American Individuals socioeconomic status (SES) in Durham County, NC in the year 2020.*

Race/Ethnicity	White – non-Hispanic, alone	Black/African American, alone
<b>Educational Attainment Rate</b>		
➤ <b>Highschool Diploma/ Equivalent or Higher</b>	<b>97.1%</b>	<b>89.5%</b>
➤ <b>Bachelor's Degree or Higher</b>	<b>67.6%</b>	<b>36.9%</b>
<b>Poverty Rate</b>	<b>7.10%</b>	<b>16.7%</b>
<b>Unemployment Rate</b>	<b>3.40%</b>	<b>7.20%</b>

*Note.* Data regarding demographic breakdown by race/ethnicity, White vs Black/African American Individuals in Durham County, NC, to compare educational attainment rates, poverty rates, and unemployment rates. Data are from U.S. Census Bureau - QuickFacts: Durham County, North Carolina. (2021). Census Bureau QuickFacts. <https://www.census.gov/quickfacts/durhamcountynorthcarolina>

**Tabel D.1.3:**

*The percentage of Child Care Cost Burden comparing Durham County, NC, the state of North Carolina, and the National percentage for households with two children as a percent of median household income.*

Child Care Cost Burden % for 2021/2022		
Durham County, NC	North Carolina	National
38%	32%	27%

*Note.* Data intended to highlight the differences in percentage of Child Care Cost Burden when comparing county level (Durham County, NC, state level (North Carolina), and National percentages for households with two children as a percent of median household income. Data shows that the percentage spent at the county level (Durham County, NC) is higher than both the state and national percentage for childcare cost burden. Data are from University of Wisconsin Population of Health Institute. (2022). *County Health Rankings & Roadmaps*. County Health Rankings [https://www.countyhealthrankings.org/sites/default/files/media/document/CHR2022\\_NC\\_0.pdf](https://www.countyhealthrankings.org/sites/default/files/media/document/CHR2022_NC_0.pdf)

## **Appendix D.2: Community Partner Analysis**

### **Introduction & Program Overview**

Access to quality education is a social determinant of health (SDoH), that is crucial in providing opportunities for individuals to live healthy, productive, and economically stable lifestyles (Health.gov, n.d.; Tulane University, 2021; WHO, n.d.). A major priority of the Healthy People 2030 initiative strives to address this SDoH, and in doing so, has set an objective to increase the proportion of children who participate in early childhood education (ECE) programs (Health.gov, n.d.). Inequitable access to quality education disproportionately affects minority populations, specifically in terms of economic stability and health outcomes (Grant, 2023). Durham County, NC is no exception to this fact, as minority populations, particularly those of low socioeconomic status (SES) within the county, have been shown to be at a distinct disadvantage regarding equitable access to quality ECE Programs (Butchireddugari, 2019; Durhamprek.org, n.d.).

The formative years of a child's life (ages 0-8) is the time period in which children's brain and neurological development most rapidly progress (Li, 2023). Children within Durham County, NC can begin to assimilate into the county's school system in the midst of these formative years, at ages 3-5 years old (preschool age). However, in Durham County, NC, children of color, such as African American/Black and Latinx children within this age range, are significantly less likely to be using or have participated in Pre-K despite their parents' desire to have their child(ren) enrolled (Eto et al., 2018). What takes place during the formative years can have a dramatic impact on a child's future, as it can affect their physical, mental, and social development starting in infancy, following them into adulthood (Li, 2023). Therefore, providing children with access to high quality ECE as soon as possible is of the utmost importance. Due to the inequitable access of quality ECE programs for children of color within Durham County, NC, along with the implications that this SDoH has for these minority populations in the county, attention from Durham County Commissioners should be placed on initiatives that promote equitable access to quality ECE for the county's minority children.

A nonprofit organization titled "All Our Kin" originating from Connecticut, offers valuable insights regarding an evidence-based tool kit and program that can be implemented in Durham County, NC to address this SDoH. The "Tool Kit Licensing Program" developed by this organization aids unlicensed child care givers in achieving state licensing requirements, meeting required health and safety standards, and ultimately integrating into the community of childcare professionals (Nelson et al, 2016). Additionally, the "All Our Kin's Family Child Care

Network” is a program that was created to further the professional development of already licensed family child care providers, through educational mentorships, advocacy and leadership opportunities, as well as networking opportunities with other childcare professionals, all of which strive to enhance professional teaching strategies and increase the quality of professional childcare providers (Nelson et al, 2016). Research on both the tool kit and program has shown that “All Our Kin” initiatives have increased the supply of family child care professionals in the communities it serves (Nelson et al, 2016). Furthermore, participation in “All Our Kin” initiatives allow childcare providers to develop a better understanding of child developmental principles, and in turn provides them with the skill set and knowledge to improve the quality of the childcare programs they administer (Nelson et al. 2016).

### **Community Partner Mapping**

Community partners, also known as stakeholders, can be defined as individuals, organizations, and/or groups who are or have been impacted, positively or negatively, by a particular issue within a community, and in turn, work together collaboratively to form partnerships between one another in efforts to understand and address the issue (AASHE, 2022; CDC, 2022). When addressing social determinants of health, it is critical to have a diverse group of community partners, as various perspectives are crucial in opening the lines of communication between program initiatives to address the particular SDoH, and those who are affected by it in the community (Child Care Technical Assistance Network, 2021). Community partners were selected utilizing the STE(E)P tool (Table D.2.1), which evaluates key aspects of the community in relation to social, technical, and economic (environmental), and political factors that are pertinent in identifying key individuals and/or groups to bring to the table.

Once the STE(E)P tool was used to evaluate community partners and their respective external factors related to the SDoH, a Stakeholder Analysis Matrix (Table D.2.2) was created to further recruit community partners and gain a better understanding of the role each can play in implementing this program into Durham County, NC. This tool was chosen for its ability to comprehensively explore each community partners’ interests in addressing the SDoH through program change, their level of influence/impact over program execution and implementation, what they have to contribute to the transformation, any concerns they may have that could potentially halt the initiative, as well as how each can be effectively engaged in the initiative. The comprehensive list of community partners created, (Table D.2.2) includes, but is not limited to, individuals and groups local to Durham County, NC, such as parents of preschoolers, government and political figures, advocacy groups, ECE and Technical Program

Administrators, Durham County Board of Education, Pre-K educators, childcare business owners, and faith-based organizations. While all community partners on this list play a vital role in addressing this SDoH, four major stakeholders should be prioritized in the creation of a transformation taskforce that is aimed at increasing access to quality ECE for children of color in the county. The major community partners to be prioritized include: Parents of Preschoolers in Durham County, NC (and their children); Empowered Parents in Community (EPiC); Childcare Business Owners (licensed and unlicensed) in Durham County, NC; and Durham's Partnership for Children Community Awareness Committee. These community partners should be prioritized due to their levels of influence/impact and interest, as well as for the unique perspectives that each brings in supporting the initiative. A more in-depth rationale as to why these community partners should be prioritized can be located in Table D.2.3.

While assessing community partner involvement, it is also critical to examine any barriers or facilitators that may influence the equitable representation/participation of community partners in this transformation effort. While this initiative aims to increase access to quality ECE for all children in Durham County, NC, the primary concern is to ensure preschoolers who are members of minority populations are receiving equitable access to ECE programs. Parents who are members of a minority population may face barriers in being equitably represented in this transformation effort. This is likely due to their lack of awareness and/or limited power surrounding the issue, as this SDoH's roots are held within systemic racism. Systemic racism in the educational system has a transgenerational effect on minority families, leading to disparities in educational, health, and socioeconomic status that impacts both their social standing and power within society (Goosby & Heidbrink, 2013). Therefore, making it extremely difficult for minority families' to be influential/visible in transforming a system that is so deeply set in its ways. Furthermore, competing political priorities and budgetary constraints at the county level may make the initiative's presence limited within areas of the county that have the most need. A limited presence of the initiative will also contribute to limiting the visibility of the initiative within the county. This would result in the continuation of a lack of awareness of the SDoH by parents of color and their children within the county, subsequently resulting in the inequitable engagement of these individuals in the transformation effort.

### **Worldview**

The CATWOE tool, which evaluates a stakeholder's individual perspective in relation to the context of the issue explores who are the Customers and Actors that benefit from and drive the system, what is the Transformation they wish to accomplish, their broader Worldview, who is the Owner of the system, any

Environmental factors they believe may put constraints on the system, was utilized to make distinctions between two main stakeholders. The first CATWOE that was performed (Table D.2.4), explores the perspective of an individual with lived experience (i.e., a parent who has a preschooler) in relation to this SDOH. This exercise highlights the Worldview and Root Definition of this stakeholder as being one which focuses on increased access to high quality, safe, and affordable education and developmental opportunities for their child(ren) that allow them a foundation to thrive. However, the second CATWOE performed (Table D.2.5) evaluates the Worldview and Root Definition of a stakeholder who does not necessarily have lived experience and may have reasonable concern/opposition to the implementation of the All Our Kin Initiative in the county (i.e., Head Start Admin). While this stakeholder is also invested in providing access to quality ECE in the county, concerns stemming from a new program encroaching on their resources and funding, may be cause to believe this stakeholder would be opposed to the proposed initiative. Although both stakeholders are interested in providing access to quality ECE Programs in the county, understanding their individual concerns and expectations in the context of the All Our Kin Program is necessary, as they collaboratively look forward to the common goal of addressing the SDOH.

## **Conclusion**

Now that stakeholders have been identified and preliminarily evaluated, stakeholder engagement is the next step. This engagement will take place through conversations between initiative leaders and stakeholders to address clarifying questions regarding stakeholders' interest in participating, what resources each can bring, the expectations each stakeholder has, as well as their thoughts on equity and how it can be embedded into the initiative. One major strength of this analysis can be seen in the three tools that were utilized to identify and evaluate various components of stakeholders' perspectives. While a major limitation of the analysis is that budgetary and resource contributions by stakeholders were not extensively assessed as adequate funding will be a major priority in ensuring the initiative's execution.

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## Appendix D.2.a: Community Partner Analysis Figures and Tables

**Table D.2.1:**

*STE(E)P Community Partner Scan to Identify Key Stakeholders to be Involved in the All Our Kin Initiative in Durham County, NC*

### STE(E)P COMMUNITY PARTNERS SCAN

<p><i>Social</i></p> <ul style="list-style-type: none"> <li>• Culture: <b>Providers of Color</b></li> <li>• Community: <b>Preschoolers, Families, Family Childcare Providers, Durham Pre-K</b></li> <li>• Faith: <b>local faith-based organizations in Durham County, NC</b></li> </ul>	<p><i>Technical</i></p> <ul style="list-style-type: none"> <li>• Professionals: <b>Trainers, School District Admin., Smart Start Admin, Durham County NC Board of Education and Superintendent, Durham County, NC Preschool staff/educators, The Hunt Institute</b></li> </ul>
<p><i>Economic (Environmental)</i></p> <ul style="list-style-type: none"> <li>• Funders: <b>Smart Start, Durham's Partnership for Children Community Awareness Committee, Durham Allocation's Committee</b></li> <li>• Suppliers (Spaces/Places): <b>All Our Kin Program Directors appointed locations - local faith-based organizations</b></li> </ul>	<p><i>Political</i></p> <ul style="list-style-type: none"> <li>• Government: <b>Commissioners, Mayor of Durham County, NC</b></li> <li>• Advocates: <b>Empowered Parents in Community (EPiC), Durham's Partnership for Children Community Awareness Committee, The Hunt Institute</b></li> </ul>

Access to high quality preschools for children of color in Durham County, NC

**Table D.2.2:**

*Stakeholder Analysis Matrix for the Promotion of Access to High Quality Early Childhood Education in Durham County, NC through All Our Kin Program Initiatives*

**Stakeholder Analysis Matrix**

<b>Stakeholder Name:</b>	<b>Impact/Interest: (How much does the program impact them? (Low, Medium, High))</b>	<b>Influence: How much influence do they have over the program? (Low, Medium, High)</b>	<b>What is important to the stakeholder?</b>	<b>How could the stakeholder contribute to the program?</b>	<b>How could the stakeholder block the program?</b>	<b>Strategy for engaging the stakeholder</b>
Parents of Preschoolers	High	Low	Providing safe educational and developmental experiences for their children at limited cost	Can participate in the program themselves if interested, will send their child to childcare centers that have providers who have participated in the program	Those who act as unlicensed childcare providers don't participate in the program, be unwilling to let child(ren) go to school at young age	Focus groups with parents on what they most need out a childcare/child education program for their children and themselves

Preschool age children	High	Low	Safe educational and developmental experiences that will follow them into adulthood	Receive education from participants in the program	Not attend Preschool or any other ECE program	Allow children to attend support groups with their parents (they are who this is all about- promoting their successful futures)
Faith-based organizations	Medium	Medium	Assist in initiatives that will better the county	Can act as training site locations, promote the program to members of their congregations	Not allow program to hold training sessions at these locations, not promote the message to the community	Participate in discussions with faith-based organization leaders on the importance of the program and how they can contribute to the cause, ask for their input on what they see needs to be addressed in the community
Smart Start Admin	High	Medium	Helps working parents pay for childcare, improving ECE Programs in the county, promotion of child welfare from birth onward	Technical assistance, funding for ECE Programs, parent education and support groups	Not provide support and/or funding to the initiative, not promote the initiative in the county	Participate in discussions with Smart Start Admin on the benefits of the program, as well as what they see needs to be addressed in terms of technical assistance in getting the program up and running

Head Start Admin	Medium	Medium	Providing ECE for children, while maintaining Head Start presence in the county	Have educators within the Head Start program utilize All Our Kin Program to enhance their knowledge and skills set (participate to enhance quality)	Disagree with implementation of the program as it may compete with their funding resources and pool of childcare professional providers	Participate in discussions with Head Start Admin to address any concerns that they may have due to the program possibly being seen as “competition” to find middle group (we all have a common goal of providing accessible high quality ECE)
The Hunt Institute	Medium	Medium	Advocacy for equitable quality education for every child	Advocate for equitable implementation of the program	Not promote and/or provide support for the initiative	Discuss what their ideas of advocacy are and how they can contribute to advocating for the program’s implementation
Childcare business owners in Durham County, NC	High	Medium	Provide educational and developmental experiences for children, while also earning a living	Can participate in the program to achieve licensure or expand on their knowledge if already licensed	By not participating in the program	Focus groups with already practicing childcare providers (licensed and unlicensed) on the benefits of the program

Mayor of Durham County, NC	Medium	High	Acting as a public servant to the county to promote initiatives that are politically feasible, but also worthwhile to better the county	Set the agenda for implantation of the program into the county, approve or veto the program	Veto the program being implemented in the community/county, not prioritize the program due to competing priorities	Provide evidence-based findings on the benefits of the program and how it can positively impact the lives of those in the community now and in the future
Durham County NC Board of Education and Superintendent	Medium	High	Embrace, educate, and empower students in the county through educational and developmental opportunities	Prompt pre-k staff and teachers to participate in the program, help with setting the curriculum that is provided to students once participation by childcare professionals is completed	Not support/promote the program due to limited knowledge, competing priorities, or belief that there is not a need for the program	Provide evidence-based findings on the benefits of the program and how it can positively impact the lives of those in the community now and in the future

Empowered Parents in Community (EPiC)	High	Medium	Advocacy efforts that limit the “achievement gap” between black and white students in the county, by using parents as their voice of need	Advocate for racial equity within the program, ensure that program is being promoted in areas of the community that will promote racial equity	Not support or promote the program due to competing initiatives/priorities already in place within the county	Participate in discussion with group leaders and parents who are a part of the advocacy group on what they can contribute to the program, emphasize the program’s aim to enhance quality of education and promote accessibility in an equitable fashion within the county
All Our Kin Training Staff	High	Medium	Train and support childcare providers and professionals	Provide quality training to program participants	Not provide sufficient training to participants (participants do not receive licensing, participants do not learn from curriculum in a way that enhances their quality as child educators)	These individuals will be at the forefront of the program to ensure its success, they will also act as advocates speaking to other stakeholders about the importance of the program and its benefits

Durham County, NC Preschool staff/ Educators	High	Medium	To provide educational and developmental experiences for preschoolers in the county	Participate in program to enhance their skill set and knowledge (participate to enhance quality)	By not participating in the program to enhance their skill set and knowledge	Focus group with stakeholders provide them information on the program and its benefits, aim to gain a better understanding from their perspective what it is like to provide ECE in the county
Durham's Partnership for Children (DPfC) Community Awareness Committee	High	Medium	To increase community knowledge/awareness on early childhood issues, their economic importance for the future of the community, and the value of the public and private sectors collaboration to address such issues	Advocate within the community about the importance of the program and how it will increase access to high quality ECE program for the county's children	Not support or promote the program within the county, competing priorities with already established programs/initiatives	Participate in discussion with group leaders who are a part of the advocacy group on what they can contribute to the program, emphasize the program's aim to enhance quality of education and promote accessibility in an equitable fashion within the county

**Table D.2.3:**

*Community Partners to be prioritized in the Durham County, NC Early Childhood Education Task Force and their respective rationale as to why each should be prioritized.*

<b>Community Partners to Prioritize and Why</b>	
<b>Community Partner</b>	<b>Rationale for Prioritization</b>
<b>Parents of Preschoolers in Durham County, NC (and their children):</b>	Although this stakeholder group is shown to have low influence on driving this program initiative, they have extremely high interest and can be greatly impacted in a positive manner by the initiative's implementation. This group is the gatekeeper between the main "customers" of the initiative (preschool children), and will act as their voice throughout the process of deliberating on and advocating for the benefits of the initiative. This initiative was created for the purposes of assisting this stakeholder group, and therefore, they have an exclusive right to be a part of the transformation.
<b>Empowered Parents in Community (EPiC)</b>	This stakeholder group has high impact/interest and medium influence on driving this initiative. This group "empowers" one of the primary stakeholder groups, parents, on how to best advocate for their children in the education system. Most importantly, this group places racial equity in education at the forefront of their mission, which is a key driver that is needed for sustained transformation in relation to this SDoH.
<b>Childcare Business Owners (licensed and unlicensed) in Durham County, NC</b>	This stakeholder group also has high impact/interest and medium influence over this initiative. However, they will be key stakeholders, as they are the group which will be directly participating in the program in efforts to increase access to high quality ECE in the county.
<b>Durham's Partnership for Children Community Awareness Committee</b>	This stakeholder group has high impact/interest and medium influence in driving this initiative. This stakeholder group is interested in advocating to increase the community's knowledge/awareness on early childhood issues, making them a vital group to be a part of the taskforce, not only due to their knowledge on how limited access to quality education can affect the futures of the county's children, but also their understanding of the economic impact that this SDoH can have for the county in the long-term. Furthermore, this stakeholder group emphasizes the need for collaboration amongst all stakeholders, in the public and private sectors, to create sustainable transformation.

**Table D.2.4:**

*CATWOE: of Stakeholder with Lived Experience who will play a role in transforming the SDOH in Durham County, NC*

**Stakeholder CATWOE**

<b>Parent of a Preschooler in Durham County, NC</b>	<b>Customer</b>	Preschool age children in Durham County, NC
	<b>Actor</b>	All Our Kin program leaders and participants, County Commissioners, Durham County Board of Education
	<b>Transformation</b>	To increase accessibility to quality Early Childhood Education and have a safe educational and developmental environment for children to thrive
	<b>Worldview</b>	If there was more availability of affordable high quality Early Childhood Education resources, as well as more availability of resources to provide safe educational and developmental environments for our children, my child would have more opportunities to grow and develop into a well-rounded individual, also I would be able to go to work so I can provide for my family and not have to worry about childcare
	<b>Owner</b>	County Commissioners, Durham County, NC Board of Education, Mayor of Durham County, NC
	<b>Environment</b>	Funding, county's priorities, policy agenda, county's education system's priorities
	<b>Root Definition:</b> <b>This Community Partner is seeking a system that can...</b> <b>(P): provide access to high quality early childhood education and developmental opportunities for the county's children</b> <b>(Q): through the design and implementation of ECE programs and services that are responsive to the expressed needs/interests of families who have limited access to ECE programs</b> <b>(R): in order to promote a strong foundation for children in Durham County, NC, who have not had equitable opportunities to access to high quality ECE Programs, that will support their growth into successful well-rounded futures</b>	

**Table D.2.5:**

*CATWOE: of Stakeholder without lived experience who will play a role in the transforming the SDoH in Durham County, NC*

**Stakeholder CATWOE**

<b>Head Start Program Admin</b>	<b>Customer</b>	Preschool age children in Durham County, NC
	<b>Actor</b>	Head Start Admin, Durham County Commissioners, Durham County Board of Education, Mayor of Durham County
	<b>Transformation</b>	To maintain or even increase the funding and presence that we have available in the county to provide greater access to high quality ECE through the Head Start Program for children in Durham County, NC
	<b>Worldview</b>	We provide high quality ECE for 4-year-olds in Durham County, NC and depend on a steady source of support and funding from the county to continue our program. If a competing program moves into the county, it could jeopardize the resources that we have. We want to provide accessible high-quality education to children in the county, but we think our program is sufficient enough to do so, and no additional programs are necessary.
	<b>Owner</b>	County Commissioners, Durham County, NC Board of Education, Mayor of Durham County, NC
	<b>Environment</b>	Funding, county's priorities, political agendas, competing programs
	<b>Root Definition:</b>  <b>(P): To increase funding sources, support, and presence of the Head Start Program in Durham County, NC</b>  <b>(Q): through continued program evaluation and development</b>  <b>(R): in order to provide more accessible high quality ECE in Durham County, NC, without additional external programs being implemented into the county</b>	

### **Appendix D.3: Engagement and Accountability Plan**

#### **Statement of Purpose**

Durham County, NC, the geographic area of focus for this Engagement & Accountability Plan, has first handedly witnessed stark inequities in relation to the social determinant of health (SDOH), access to quality education. The existence of this inequity can be seen within the county's subsystem of this SDOH, known as access to high quality early childhood education (ECE). When compared to their White counterparts, children of color, ages 3-5 years old (Pre-K), are significantly less likely to use or have past participation in county's Pre-K programs, despite their parents' wish to have them enrolled (Eto et al., 2018). What takes place in terms of developmental and educational opportunities during these early years of a child's life is crucial in setting a solid foundation for their future (Li, 2023). However, children of color in Durham County, NC are at a distinct disadvantage in receiving equitable educational and development opportunities to assist them in laying a strong foundation for success. Therefore, a call to action has been placed for Durham County Commissioners to collaborate with community partners in the county who aim to address these inequities through broad systemic transformation.

The All Our Kin Initiative, the proposed program for this Engagement and Accountability Plan, can serve as an exemplary model for the county as it begins to address this SDOH through broad systemic transformation. In efforts to address both accessibility and quality concerns of ECE programming, the purpose of the All Our Kin Initiative strives to offer licensing and networking programs that support the increase of a community workforce of licensed ECE providers, while also enhancing the knowledge, professional development, and necessary skill set for licensed ECE providers as they work to refine the quality of ECE programming (Nelson et al., 2016). Furthermore, this program allows for sustainable transformation to be made within the educational system, specifically in regards to creating equitable educational and developmental opportunities that are flexible, affordable, and available during non-traditional hours in an attempt to assist working class families and their children (Nelson et al., 2016).

This Engagement and Accountability Plan was created in an attempt to build foundational expectations on how to best prioritize and engage each of the community partners who are affected by this SDOH and its transformation in Durham County, NC. A major goal of this plan is to ensure opportunities for the development of collaborative and trusting relationships among all partners can naturally and positively occur, as these

relationships will be crucial in achieving true transformational change. Therefore, it is crucial to understand the uniqueness of each community partner, as their various perspectives, experiences, and needs effectively allows for genuine engagement efforts that inspire the commitment and positive/meaningful contributions needed for transformation to not only be possible, but also sustainable (Anderson & Anderson, 2016). The engagement and involvement of community partners in transformation planning, design, and implementation ensures that the complexity of transforming this SDoH is recognized, while also providing valuable insights into specific community needs that must be prioritized and any systemic barriers that may halt the transformation effort.

### **Priority Partner**

Utilizing a RASCI matrix, (Table D.3.1), key community partners were identified as responsible, accountable, supportive, consulted, or informed in relation to the transformation initiative. This matrix helps to provide a better understanding of the roles, responsibilities, and appropriate engagement strategies necessary to garner commitment from each community partner as they collectively push for transformational change. To effectively streamline this systemic transformation, a non-profit advocacy organization set in Durham, NC, Empowered Parents in Community (EPiC), has been chosen as a priority community partner in the transformation effort. EPiC, identified as a supportive partner in the RASCI Matrix (Table D.3.1), was selected for prioritization due to the extensive knowledge, understanding, and experience that this agency holds in regards to dismantling systemic racial inequities within the county's education system (2021). Through intentional and collective community engagement, EPiC places African American parents at the forefront of striving for systemic change that aims to increase equitable educational opportunities and distribution of resources that assist children of color in receiving access to high quality educational programming in Durham County, NC (EPiC, 2021). This organization works diligently to include the voices of parents, teachers, and students who have lived experiences with inequities in the educational system (EPiC, 2021) This genuine inclusivity of the voices of those with lived experience sets the stage for collective construction of solutions, cultivation of parent leadership, and ultimately, the allowance for EPiC and those who are most impacted by the SDoH to act as the vehicle for broader systemic transformation (EPiC, 2021). Therefore, it will be of the utmost importance that this community partner group be involved and engaged with the design, implementation, and evaluation of the proposed program, as they are vital in raising the voices of the families and children who are most affected by the SDoH in Durham County, NC.

## **Engagement Barriers & Facilitators**

In working to engage the advocacy organization, EPiC, in this transformational change, it is extremely relevant to scan for any anticipated facilitators or barriers that could influence the genuine engagement and participation of this community partner in the transformation effort. One example of a facilitator that could potentially positively influence EPiC's participation is the shared goal and values that EPiC and the All Our Kin Initiative have, as both aim to increase access to high quality educational programming to those who are most directly impacted by this SDOH. An additional facilitator that may positively influence EPiC's engagement with the initiative, is the strong working relationships and prior collaborative efforts that the organization has previously established with powerful community partners in the county's education system, such as district administrators, superintendents, deputy superintendents, as well as directors of a numerous district programs that have worked to address equity concerns surrounding the SDOH (EPiC, 2021). These established relationships with powerful community partners elevate EPiC in terms of power dynamics in the county, therefore, making it likely that the organization will be willing and able to engage with efforts that aim to support transformational change. However, a barrier that may negatively influence EPiC's participation in the transformation could be a mistrust that the organization has for outsider initiatives who claim to promote and provide means for equitable educational opportunities which center around those who face disparities in relation to the prioritized SDOH. The EPiC organization came into establishment and is carried out by African American professionals and supporting parents who have first handedly witnessed inequities in the educational system that disproportionately affects children of color. Therefore, it is completely possible that this organization and its constituents may be wary of accepting an educational initiative into the county that they have not interacted with before.

## **Engagement Methods:**

Three engagement strategies that can be used to successfully engage EPiC in the transformation effort, are the facilitation of focus groups, Appreciative Inquiry Interviews, and the creation of an EPiC lead committee whose sole purpose is to interface with the All Our Kin Initiative (Table D.3.2). Each of these engagement strategies set out to collaborate, consult, and involve EPiC in and throughout various stages of the transformation effort. Furthermore, these strategies take into account the best ways to address the above stated barriers and/or facilitators as to ensure the engagement process is conducted efficiently and effectively.

The facilitation of quarterly focus groups held among EPiC personnel, specifically African American parents affiliated with the organization, will take place during the design and improvement phases of the transformation effort. Research has shown that the utilization of focus groups during these phases are an extremely effective way to gather a diverse range of information from community partners which help to establish programs and continue their refinement (Drexel University, 2015). The utilization of focus groups is a valuable engagement tool, specifically due their ability to generate a broad range of perspectives, encourage group dynamics, as well as allow for diversity and enrichment in participants profiles and responses that are not necessarily available in one-on-one interviews (Schwab, 2020). This engagement strategy aims to address any mistrust that may be present between EPiC members and the All Our Kin Initiative, as it provides an avenue for participants to collectively come together to voice their shared thoughts, opinions, experiences, and emotions in relation to the transformative process. The facilitation of focus groups, especially when working with individuals to transform a system which they feel has inequitably involved them, is absolutely vital in the creation of an inclusive environment that centers equity, counters oppression, enables understanding, promotes healing, and drives inclusive decision making (Kikhai et al, 2022). These focus groups will provide the opportunity for individuals, with lived experiences in relation to the SDOH, to supply the All Our Kin Initiative, as well as other involved community partners, with the necessary insight to understand where, when, and how to prioritize parents of color and their children as they fight for equitable access to quality ECE programming in the county.

The second engagement strategy to be utilized is the bi-annual conduction of Appreciative Inquiry one-on-one interviews with EPiC affiliated parents (Smith, 2020). This engagement strategy will take place during the improvement phase of the transformation effort, and will continue to work towards overcoming the barrier of mistrust between EPiC and the All Our Kin Initiative. Although similar to focus groups in that these interviews will be collecting qualitative data from those with lived experiences, these interviews will allow for a more in-depth analysis of individual perspectives (MTD, 2023). Additionally, this engagement strategy will aid in avoiding potential bias that may take place during focus groups, as parents may feel they are not able to openly express their thoughts/opinions in a group setting. Appreciative Inquiry Interviews are positive at the core of their design, as they focus on the strengths of the transformation effort, as opposed to its weaknesses (MTD, 2023). Due to Appreciative Inquiry Interviews' focus on the positive aspects of program execution and implementation, this engagement strategy is beneficial in lifting up specific aspects of a given program that are working well (Smith,

2020). Therefore, the positive aspects of this strategy make it an ideal approach for the improvement phase of addressing the SDoH through transformational programmatic change, as it places a high-level of context around the constructive elements of a program that may not be visible via the focus group engagement strategy described above (MTD, 2023). Additionally, this engagement tool's appreciation for strengths, helps to boost morale of those involved as it values each individual's own personal experiences and contributions to the initiative (Smith, 2020). In turn, this increase in morale will charge EPiC parents to seek additional engagement opportunities in the initiative, further strengthening the transformation effort as a whole (Smith, 2020).

Finally, the creation of an EPiC lead committee, whose sole purpose is to interface with the All Our Kin Initiative, will act as an engagement strategy that focuses on the design, continuous improvement and sustainability of community partner engagement and transformational change. An example framework of this committee can be modeled after is what is known in the workforce as an "Employee Engagement Committee" (Chu, 2022). This type of committee bands together a group of company employees to act as leaders in improving employer's engagement with their employees and also serves as a "symbolic commitment on the part of the employer to listen to employee feedback and improve the employee experience" (Chu, 2022). By utilizing the framework of an Employee Engagement Committee, the EPiC lead committee can establish genuine engagement with the All Our Kin Program and ensure that each group's perspectives are accounted for, heard, and recognized (Chu, 2022). This engagement strategy will be possible due to the engagement facilitator identified as EPiC's influence within Durham County, NC, which is supported by the organization's established relationships with powerful educational community partners in the county. At the onset of the design phase, this committee will begin to meet monthly, as a means to emphasize the organization's exclusive role in making transformation possible. The creation of this committee will not only make evident EPiC's commitment to engaging with the transformation, but will also highlight the All Our Kin Initiative's desire to have EPiC involved throughout each and all steps of the transformation process.

### **Engagement Leadership**

At the forefront of this Engagement and Accountability Plan will be the community partner group, Durham's Partnership for Children (DPfC), who will act as the engagement leader of the transformation. DPfC, deemed as a responsible community partner in the RASCI Matrix (Table D.3.1), is in charge of convening and facilitating Durham's early childhood system (DPfC, 2019). Therefore, it is likely that the All Our Kin Initiative

will operate under the guidance of DPfC, making this community partner an ideal candidate to lead the engagement plan for this transformational change. The decision to select DPfC as the engagement leader of this transformation is further emphasized by the group's mission, which sets out to strategically mobilize their fellow community partners in ensuring that all children from birth to age five have access to the developmental and learning opportunities needed for successful assimilation into the county's school system (DPfC, 2019).

A duty of DPfC, as the engagement leader, will be to monitor, evaluate, and improve upon engagement efforts in real time. DPfC, will work closely with Durham County Commissioners, a priority accountable party in the RASCI matrix (Table D.3.1), to ensure that engagement activities are meeting the standards necessary for genuine community partner engagement. As DPfC and County Commissioners attempt to oversee engagement efforts, the utilization of data collected from each of the proposed engagement strategies (Table D.3.2), will be vital. This data will provide DPfC the foundational knowledge necessary in their understanding of how and where engagement efforts can be refined, and therefore, allow engagement with the priority partner, as well as other involved community partners, to be sustained throughout the transformative process.

### **Disciplinary Critique**

In order to uphold accountability standards between the engagement leading community partner, Durham's Partnership for Children, and the selected priority partner, Empowered Parents in Community (EPiC), a Memorandum of Understanding (MOU) was drafted (Figure D.3.3). The purpose and scope of this MOU is to ensure that an established and agreed upon relationship between these two community partners is soundly identified as they work collaboratively towards transforming the prioritized SDoH in the county. The MOU acts as a valuable tool in the creation of an alliance between these two community partners, as it not only shows each partners' commitment to the transformation, but also acts as a written document that provides each partner with a strong understanding of their specific roles and responsibilities as they collectively interface with the proposed All Our Kin Initiative. Furthermore, the MOU delivers each partner the contextual background they will need in terms of their expected contribution of material, financial, and labor resources to the development and implementation of All Our Kin Initiative in the county. Finally, the MOU will also set the guidelines for each partners' commitment to their partnership, as it outlines the mutual responsibilities each agrees to uphold to one another, while also establishing agreements surrounding the termination of the partnership.

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### Appendix D.3.a: Engagement and Accountability Plan Figures and Tables

**Table D.3.1:**

*Table which indicates Community Partners' roles who are to be prioritized in the All Our Kin Initiative in Durham County, NC. This table is indicative of the Community Partners who are Responsible, Accountable, Supportive, Consuler, or Informed (RASCI).*

RASCI Table		
<p style="text-align: center;"><b><u>Policy/Program</u></b></p> <p>Increasing access to preschool and high-quality early childhood experiences through increasing community workforce of ECE educators who provide care during non-traditional work hours as well as increasing quality of acting licensed ECE educators and programming</p>		
RASCI Levels Who is...	Community Partners	Rationale
<b>Responsible=owns the challenge/ project</b>	<ul style="list-style-type: none"> <li>Durham Partnership for Children (DPfC)</li> </ul>	Responsible stakeholders have the power/capacity to direct the program given the depth of their experience, resources, funding, and influence in early childhood education. DPfC will aid in the mobilization of community partners to build capacity to implement and execute on the piloting and expansion of AOK.

<p><b>Accountable=ultimately answerable for the correct and thorough completion of the deliverable or task, and the one who delegates the work to those <i>responsible</i></b></p>	<ul style="list-style-type: none"> <li>• Durham County Commissioners</li> <li>• NC State Division of Child Development and Early Education</li> <li>• Durham County School Admin</li> <li>• Durham County Mayors</li> <li>• Family and Childcare Providers (All Our Kin Licensed*)</li> <li>• All Our Kin Admin (local branch)</li> </ul>	<p>Accountable stakeholders are liable for the success (or failure) of the program/task and have broad oversight over all community partners.</p> <p>The County Commissioners will decide if/when the proposal will be accepted, authorize and fund the responsible agency, DPfC to lead the program, and are ultimately responsible for the quality and outcomes of early childhood education in the county.</p> <p>All stakeholders listed have specific goals/duty related to ensuring quality early childhood education to their community</p>
<p><b>Supportive=can provide resources or can play a supporting role in implementation</b></p>	<ul style="list-style-type: none"> <li>• Empowered Parents in Community (EPiC)</li> <li>• Durham’s Partnership for Children Community Awareness Committee</li> <li>• Parents of Preschoolers in Durham County, NC</li> <li>• Smart Start Admin</li> <li>• NCEI (NC Early Intervention)</li> <li>• DCONC</li> </ul>	<p>Supportive stakeholders (including all stakeholders listed) have important advocacy, experiences/perspectives/knowledge, and resources on the implementation of robust and equitable early childhood education.</p>
<p><b>Consulted=has information and/or capability necessary to complete the work</b></p>	<ul style="list-style-type: none"> <li>• Faith-based organizations</li> <li>• GO Durham Transit</li> <li>• Head Start Admin</li> </ul>	<p>Consulting stakeholders can provide supplemental resources and perspectives: transportation (GO Durham Transit), venues (FBOs), opposing viewpoints/risk-mitigation strategies (Head Start).</p>

<p><b>Informed=must be notified of results, process, and methods, but need not be consulted</b></p>	<ul style="list-style-type: none"> <li>● Durham County community members</li> <li>● Parents of homeschooled children</li> </ul>	<p>Informed stakeholders (including all stakeholders listed) will be given appropriate updates and information in order to increase awareness and potentially support subsequent decision-making regarding early childhood education within their circles of influence.</p>
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**Table D.3.2:**

*Measurement table summarizing engagement strategies for the priority community partner Empowered Parents in Community (EPiC). This table provides a summary of the engagement strategies, related facilitators and/or barriers identified for engaging this community partner, the format of the engagement strategy, the anticipated level of participation, as well as the timing, description of performance measures, data sources, and the frequency in which engagement will occur.*

**Engagement Methods Summary Table: Methods, Timing and Measurement**

<b>Engagement Method</b>	<b>Related Facilitator(s)/Barrier(s)</b>	<b>Format</b>	<b>Performance Measures</b>				
			<b>Level of Participation</b>	<b>Timing</b>	<b>Description</b>	<b>Data Source</b>	<b>Frequency</b>
Focus groups held with EPiC personnel and priority constituents (parents affiliated with the organization)	<p>Facilitator – goal to increase access to high quality educational programming in the county</p> <p>Barrier – mistrust and concerns with outsider educational programming/educational system in general</p>	group	<p>Collaborate;</p> <p>Consult;</p> <p>Involve</p>	Design; Improve	# of participants who attend the focus group meetings; % of individuals who indicate satisfaction/dissatisfaction with meeting facilitation; # of individuals who agree to participate in future meetings	Participant log; participant survey; email sign up	Quarterly

Appreciative Inquiry Interviews conducted with EPiC affiliated parents	<p>Facilitator – goal to increase access to high quality educational programming in the county</p> <p>Barrier – mistrust and concerns with outsider educational programming/educational system in general</p>	Individual/one-on-one	Collaborate; Consult; Involve	Improve	# of individuals interviewed; qualitative data collected from interviews; # of individuals satisfied/dissatisfied with the interview experience, as well as how their qualitative data contributions will be utilized	Interview transcripts, surveys	Bi-annually
Creation of a committee within the EPiC organization whose sole purpose is to interface with the All Our Kin Initiative	<p>Facilitator – goal to increase access to high quality educational programming in the county</p> <p>Facilitator – prior established relationships and collaborative efforts between EPiC and powerful community partners in the county's education system</p> <p>Barrier – mistrust and concerns with outsider educational programming/educational system in general</p>	group	Collaborate; Consult; Involve	Design; Improve; Sustain/Scale	# of baseline participants; # of new participants who join; # of participants who leave the committee; # of participants who feel satisfied/dissatisfied with their participation and engagement within the committee	Participant log of attendance; Retention Rates within the committee; Community Engagement Measurement Tool/Survey	Monthly committee meetings

**Figure D.3.3:**

*Memorandum of Understanding (MOU) between the Durham's Partnership for Children (Engagement Leader) and Empowered Parents in Community (EPiC) (Priority Community Partner) to address the SDoH of increasing equitable access to high quality early childhood education (ECE) programming for minority populations in Durham County, NC.*

**Memorandum of Understanding (MOU)**

**between**

**Durham's Partnership for Children (the Partnership) ("Party 1")**

**and**

**Empowered Parents in Community (EPiC) ("Party 2")**

This Memorandum of Understanding (MOU) is created and joined into on June 26, 2023 ("Effective Date") by and between: Durham's Partnership for Children (the Partnership); located at Jim & Carolyn Hunt Child Care Resource Center 1201 S. Briggs Ave., Suite 100 Durham, NC 27703 ("Party 1") and Empowered Parents in Community (EPiC); mailing address PO Box 51431 Durham, NC 27717 ("Party 2"), both of which are known collectively as the "Parties."

**RECITALS:**

**WHEREAS:** "Party 1" and "Party 2" aim to enter into an exclusive agreement in which they will work together collectively and collaboratively to meet/achieve the various goals and objectives regarding the "All Our Kin" Program initiative (the "Initiative").

**WHEREAS:** The "Parties" strive to enter into this agreement through the completion of this MOU. Each "party" will agree to carry out specific tasks/roles/responsibilities in which each of the two deem necessary in the implementation and execution of the "Initiative."

**WHEREAS:** the focus of the "Initiative" is to assist in providing equitable access to high quality early childhood education (ECE) to children who are members of minority populations in Durham County, NC through raising awareness on the Social Determinant of Health (SDoH) that is access to quality education, in support of the Health People 2030 initiative.

**NOW, THEREFORE:** in consideration of the foregoing premises and the mutual covenants contained herein, and further good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the "Parties" agree on the following:

**PURPOSE OF THE MOU:** The main purpose of this MOU is to provide a strong foundational understanding of the scope of each "party's" roles and responsibilities to the "Initiative" in terms of how each "Party" will be involved in addressing the SDoH in Durham County, NC. Furthermore, this MOU outlines the terms and conditions each "Party" must abide by to participate in a genuine collaborative partnership with one another. Finally, this MOU will act as a safeguard for each of the "Parties" in understanding their contribution of resources, financial or otherwise to the "Initiative" as it pertains to their agreed upon commitments.

**Each of Parties' General Understanding:**

1. The purpose of this MOU is to act as a guide in which directs the "Parties" in respecting their affiliation and working relationship between one another, specifically to provide support to the "Initiative" that targets the SDoH in Durham County, NC that is increasing equitable access to high quality early childhood education (ECE) programming the county.
2. The "Parties" will work together collaboratively to engage other community partners through relationship building and maintenance, as well as other facilitation methods in efforts to identify and remove barriers to equitable access for ECE programs in Durham County, NC. Information collected through collaborative efforts will be used to inform Durham County Commissioners on potential resources and support for the "Initiative."

**("Party 1) - Durham's Partnership for Children (the Partnership) RESPONSIBILITIES:**

1. Communicate with Community Partners outside of this MOU in which this "Party" has an established relationship with that will support the "Initiative." These Community Partners include, but are not limited to, the Smart Start initiative, NC Pre-K, Early Head Start, and other affiliate community based-programs that aim to promote the healthy development and well being of children in Durham County, NC through enhanced access to ECE programming.
2. Mobilize existing training partners within the Partnership to assist in helping the "Initiative" understand the county's needs in terms of resource allocation of professionals who are currently working with the county's families and their young children to promote access to ECE programming.

**("Party 2") - Empowered Parents in Community (EPiC) RESPONSIBILITIES:**

1. Collaborate with "Party 1" to promote the best possible understanding of racial disparities in education in Durham County, NC and how to address the SDoH in an effective way that promotes equitable access to high quality ECE programming for minority children in the county.
2. Mobilize and empower Community Partners who the EPiC group works with exclusively outside of this MOU, such as parents who are members of minority groups and their children in an attempt to promote the "Initiative" to those who may be interested in participating.
3. Facilitate focus groups and workshops with parents who are members of minority groups in the county aiming at raising awareness among these individuals on how they can be the voices that drive and spearhead the "Initiative."

**MUTUAL RESPONSIBILITIES & TERMINATION OF AGREEMENT:**

1. The "Parties" agree to abide by all the terms and conditions set forth in this MOU.
2. Unless sooner terminated as provided herein, the term of this Agreement shall be a period of one (1) year, commencing June 26, 2024. Thereafter, this Agreement shall automatically renew for future successive one (1) year terms, unless one or both "Parties" notify in writing at least sixty (60) days prior to the expiration of the then-current term of its intent to not renew the Agreement.

***This Agreement may be terminated by either/any "Party" upon the occurrence of any of the following:***

1. At any time, and without any cause, any "Party" may terminate this Agreement upon no less than a sixty (60) day written notice to the other "Party."
2. Upon mutual consent of termination between the two "Parties."

***Notices to be given to this Agreement shall be provide through the following:***

**To Durham's Partnership for Children (the Partnership):**

- Jim & Carolyn Hunt Child Care Resource Center 1201 S. Briggs Ave., Suite 100 Durham, NC 27703

**To Empowered Parents in Community (EPiC):**

- PO Box 51431 Durham, NC 27717

**RESOURCES:** The “Parties” will ultimately have final say and responsibility of securing any resources necessary (financial or otherwise) in which they need to uphold their responsibilities agreed upon between themselves and the “Initiative.” Each party agrees to contribute the decided upon material, financial, and labor resources in regards to the “Initiative” which include:

- **“Party 1” agrees to contribute:**
  - Participation in focus group and team meetings
  - Continuous scanning for financial resources and contributions through grant opportunities
  - When necessary, provide facilitators for focus group and team meetings (if an EPiC facilitator is not available)
  - Training resources that complement the “Initiative” that have been utilized for the Durham Pre-K and Early Head Start
  - Continue their funding for literacy initiatives that aim to provide children with books that they can enjoy with their families where each “Party” feels it is appropriate in supporting the mission of the “Initiative.”
- **“Party 2” agrees to contribute:**
  - Facilitators for focus groups and team meetings
  - Venue for focus groups and team meetings
  - Framework for culturally sensitive parental interactions to support the “Initiative’s” objective of equity in education access in the county
  - Distribution of monthly newsletters that update parents who are involved in the “Initiative” and are also affiliated with this “Party”
  - Continuous scanning for financial resources and contributions through grant opportunities
  - Data collection tools related to minority populations and equitable access to education in the county that can help inform the “Initiative’s” progress
  - Guide parental involvement with the “Initiative” through continuous communication and feedback loops

**DISPUTE RESOLUTION:** Each of the “Parties” held in this Agreement agree to address any dispute that arises in relation to the Agreement and its contents. These “Parties” will come together to discuss any disputes extensively until a resolution is found. If the “Parties” are unable to resolve the dispute/issue, then an independent mediator appointed by the “Initiative” will be called upon in an attempt to resolve the dispute.

**GOVERNING LAW:** This MOU shall be maintained and conducted in accordance with North Carolina State Laws, as well as Durham County, NC ordinances.

**ASSIGNMENT:** Neither “Party” within this MOU shall transfer and/or reassign responsibility in which was stated in any of the following sections “Party 1”; “Party 2”; “Mutual Responsibilities & Termination”; and/or “Resources” without prior written consent between the two “Parties.”

#### **UNDERSTANDING AND COMMITMENT:**

In signing this MOU, both “Parties” make the mutual and exclusive agreement to abide by the MOU in its entirety. Furthermore, each “Party” agrees to take their responsibilities set forth in the MOU seriously and with respect to the goals, objectives, and mission of the “Initiative.”

This relationship agreed upon in this MOU is intended solely for the mutual benefit of the “Parties” and there is no intention, express or otherwise, to create any rights or interests for any “Party” or person other than the Durham’s Partnership for Children and Empowered Parents in Community.

Neither “Party” is an agent, employee, or servant of another. In the performance of this Agreement, it is understood between the two “Parties” and their respective personnel performing under this Agreement are at all times acting as independent contractors and as employees, joint ventures, agents, or lessees of the other “Party.”

Each “Party” shall maintain the confidentiality of any information provided to it by the disclosing “Party” that is identified as confidential or can reasonably be regarded as confidential and shall take precautions that are at least as protective as receiving “Party” uses to protect its own information from unauthorized disclosure or use (“Confidential Information”).

There shall be no discrimination on the basis of race, national origin, religion, creed, sex, age, disability or veteran’s status in either the administration of the “Initiative” or between the “Parties.”

Each “Party” shall be responsible for any and all claims, liabilities, damages or judgment which may arise as a result of its own negligence or intentional wrongdoing to the extent permitted by and in accordance with North Carolina law.

Each Party shall assign a staff representative to act as a liaison between the Parties. Should a Party’s staff representative change, the other Parties shall be promptly notified of the same in writing

This Agreement supersedes all prior agreements and understandings between the “Parties” and constitute the entire agreement of the “Parties” on this matter. This Agreement cannot be amended unless done so in a writing signed by both “Parties.”

IN WITNESS WHEREOF, the Parties hereto have caused their duly authorized representatives to execute this Agreement on the day and year first above written.

***Durham’s Partnership for Children and Representative***

By: \_\_\_\_\_

Date: \_\_\_\_\_

Name: \_\_\_\_\_

Title: \_\_\_\_\_

***Empowered Parents in Community and Representative***

By: \_\_\_\_\_

Date: \_\_\_\_\_

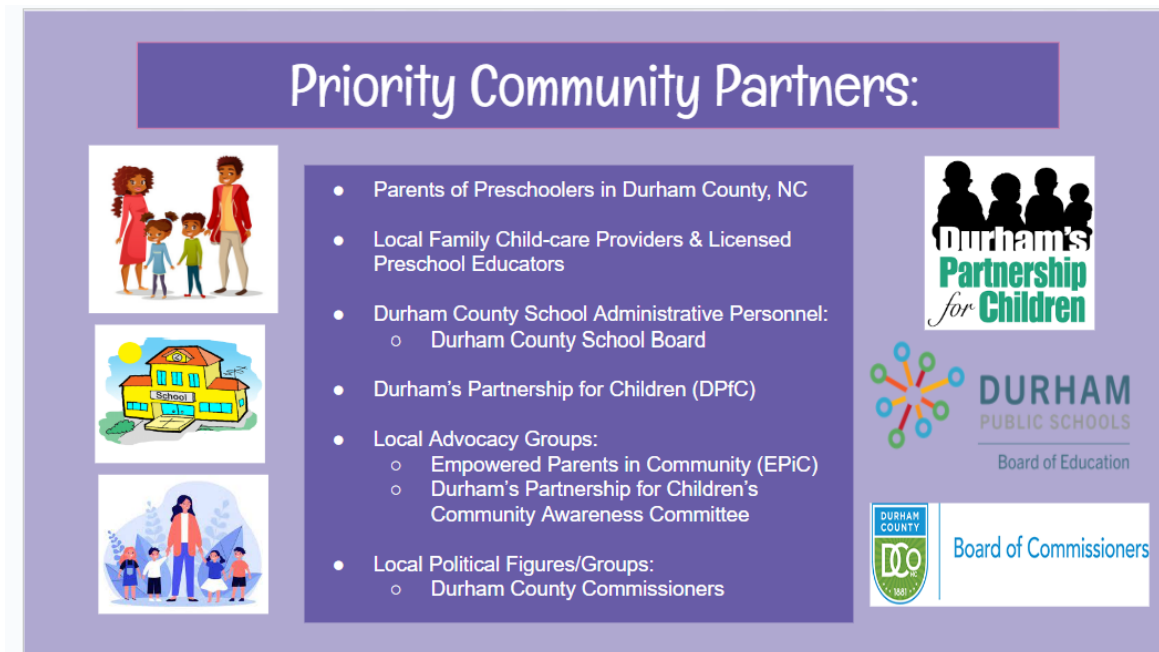
Name: \_\_\_\_\_

Title: \_\_\_\_\_

#### Appendix D.4: Individual Presentation Slides and Script



Sydney: Thank you Sherry! Now we will transition into introducing the key community partners.



Sydney: Although this is not an exhaustive list, there are 6 key community partner groups that will need to be prioritized as we aim to make our transformation initiative both possible and sustainable.

The first community partner group to be prioritized, will of course be, parents of preschool aged children in the county. Parents of preschoolers in the county have the most exclusive perspectives to offer in relation to the SDoH in the county, specifically due to their day-to-day lived experiences. These lived experiences will be vital to the transformation effort, as they will supply us and other involved community partners with the knowledge we need to know where and how transformation needs to occur.

The next community partner group to prioritize are family-child care providers who are local to the county. These child-care providers will be targeted participants in the All Our Kin Program, specifically as participants in the proposed program's licensing and developmental initiatives. This community partner group will also offer extensive knowledge and skill sets to the initiative in relation to curating and supporting successful early childhood developmental opportunities.

The Durham County School Board will also be a critical community partner group to prioritize. This community partner group will provide both administrative and leadership perspectives to aid in the transformation effort, ensuring that the county can effectively and efficiently implement the All Our Kin program into the county's education system.

Durham's Partnership for Children will play a key role in our transformation initiative, as this community partner group is responsible for facilitating and administering various early childhood education programs in the county, such as the Smart Start initiative, NC Pre-K and Early Head Start. Furthermore, this community partner group also is in charge of other community-based programs that promote healthy development and learning and enhance access to high quality care, making them an ideal backbone agency to support the implementation of the All Our Kin Program in Durham County.

Advocacy groups are also important community partners to consider in our transformation initiative. The Empowered Parents in Community (EPiC) group as well as the Durham's Partnership for Children's Community Awareness Committee will play a salient role in transforming the SDoH, access to quality early childhood education in the county. These groups help to increase the county's awareness of early childhood issues, as well as strive to elevate the voices of those most impacted by the SDoH in Durham..

Last, but certainly not least, we ask you, County Commissioners to act as essential community partners in our

transformation efforts, as your collective influence, power, and authority in the county will be necessary to enact policy change, allocate county resources to our proposed program, and allow for this initiative to be prioritized in Durham County, NC.

## **APPENDIX E: ELIZABETH STROMBERG SHUMATE’S INDIVIDUAL DELIVERABLES**

### **Appendix E.1: Individual Problem Statement**

#### **Social Determinant of Health (SDOH)**

Social determinants of health (SDOH) are defined by the U.S Department of Health and Human Services as “the conditions in the environments where people are born, live, learn, work, play, worship, and age that affect a wide range of health, functioning, and quality-of-life outcomes and risks” (*Social Determinants of Health*, n.d). There are five categories, or domains, within the SDOH that include economic stability, education access and quality, health care access and quality, neighborhood and built environment, and social and community context (*Social Determinants of Health*, n.d). According to the World Health Organization, research has shown these domains can “account for between 30-55% of health outcomes” (*Social Determinants of Health*, n.d) and can influence health more than lifestyle choices or healthcare (*Social Determinants of Health*, n.d).

The SDOH inequality to be addressed in Durham County is education quality and access, specifically an increase of early childhood education centers for preschool-aged children of color. In the short term, access to quality early childhood education can help children struggle less with reading and mathematics and have a lower likelihood of being a victim of bullying (*Education Access and Quality*, n.d.). In the long term access to quality early childhood education can provide benefits such as reduced risk of chronic diseases such as diabetes, kidney disease, and prostate cancer (*Long-term effects of early childhood education*, 2021), and a higher likelihood of pursuing continuing education (*Long-term effects of early childhood education*, 2021). Studies show that this is due to early education leads to jobs with higher incomes which provides greater healthcare access and less stress (Zajacova, 2018).

#### **Geographic and Historical Context**

As of 2023 there are 326,126 residents of Durham County, 19.9% of which are children (County Health Rankings & Roadmaps, n.d.). The population is 34.6% non-Hispanic Black and 43.4% non-Hispanic white (County Health Rankings & Roadmaps, n.d.). Durham has a rich history with Black culture, such as Black Wall Street, and the founding of North Carolina Central University, which was the first state-supported liberal arts college for Black students in the country (*African-American History*, n.d.). Unfortunately, Black residents of Durham County face inequities in regards to health such as living below the poverty line, lower high school graduation rates (and higher suspension rates), and have diseases such as diabetes, kidney disease, and prostate

cancer (County Health Rankings & Roadmaps, n.d.). The unemployment rate for Black residents is also double the rate than for white residents (County Health Rankings & Roadmaps, n.d.).

This lack of health equity has also extended to the schools themselves. Historically, public schools were not integrated until 1970 (Butchiredygar, 2019), and even today Durham schools have a disproportionate amount of white children choosing to leave their assigned district for private and charter schools (Butchiredygar, 2019). The demographic breakdown for enrollment for public schools for the 2022-2023 school year was 38.5% Black, 34.3% Hispanic/Latino, and 19.4% white (Butchiredygar, 2019).

Durham County has made great strides to increase public early childhood education by introducing a Pre-K program for four year olds that is free for most (some programs have a sliding scale fee depending on the family's income) to positive response (*Durham Prek Annual Report*, 2021). This will be a great base for a larger scale program to meet the demand and the target demographic, however as it currently stands it does not completely meet demand, nor does it account for the full three to five year old age range (*Durham Prek Annual Report*, 2021).

### **Priority Population**

Children of color experience the greatest inequity to childcare in Durham County due to residents of color in Durham County being twice as likely to be unemployed as white residents and live below the poverty line (County Health Rankings & Roadmaps, n.d.). Additionally, Black children are shown to be less likely to enroll in preschool, despite the parents wanting them to be enrolled (Eto, 2018). As such, the priority population is preschool-aged children of color.

### **Measures of SDOH**

One way to measure the SDOH is by analyzing how Durham County's access to quality early childhood education compares to surrounding counties in North Carolina. Private preschool enrollment is much higher in Durham than neighboring Orange and Wake Counties, which can be seen in Graph E.1.1. Additionally, in the state as a whole, only 32% of Black children were considered to be grade level proficient, as shown in Graph E.1.2. An additional way to measure is to analyze how early childhood education affects both short and long term health. Appendix C shows a comparison of the effect of education level on health by race.

**Rationale/Importance**

Improving early childhood education for Black children aged three through five will not only make a difference in the lives of the three to five year old children who need it the most, but it will also positively impact Durham County as a whole. Children who receive early childhood education are more likely to pursue continuing education and have fewer chronic diseases and overall better general health. As residents of color in Durham County are disproportionately affected by the lack of public preschool, that is the population that should be focused on. Better schools will also make Durham County a more desirable place to live, which will increase property values and property tax, which the county can use to invest back into the community (*Why education matters to health*, n.d.).

**Disciplinary Critique**

Public health leaders have a duty to address inequities across the social determinants of health, as the social determinants of health affect a person or community's overall health (*Social Determinants of Health*, n.d.). Education has been said to be the "ultimate equalizer" as it is something that can never be taken away from a person and can also improve their life. Education can affect socioeconomic mobility, increase income, and have a positive effect on a person's general health, risk of long-term disease, such as heart disease, depression, and diabetes (*Education Access and Quality*, n.d.). This is especially true when talking about marginalized groups that can have a bias against them. Public early education can help decrease the early childhood education inequity that is frequently experienced by the residents of color in Durham County, which will in turn help Durham County's economic health and make it a more desirable place to live. Public health leaders need to address this inequity in early childhood education to help shape a marginalized group for a better future for Durham County.

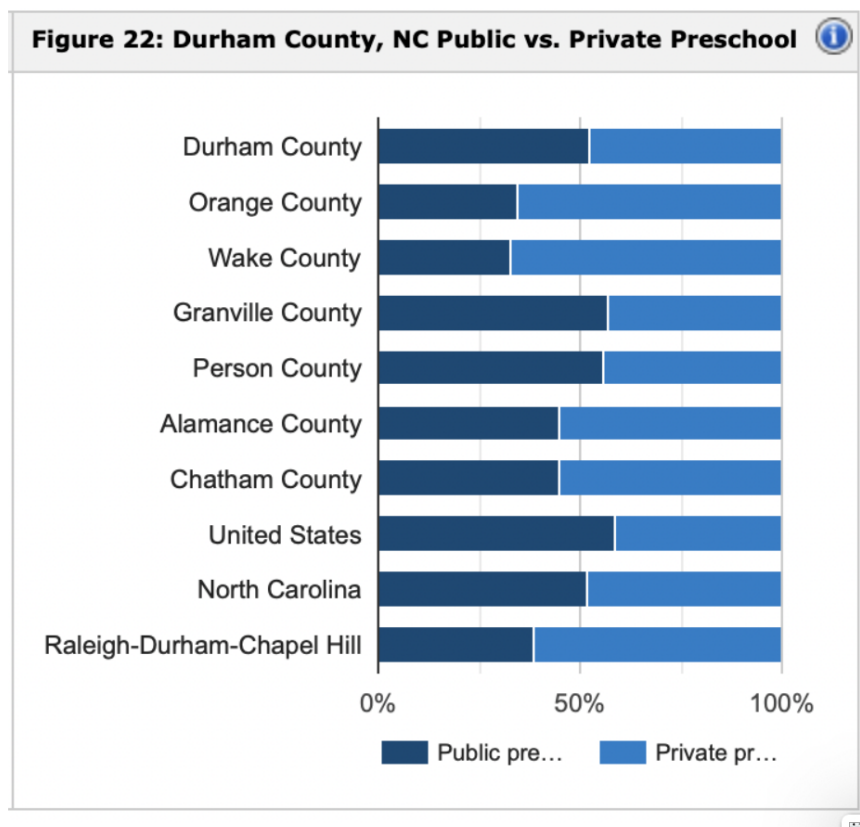
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## Appendix E.1.a: Individual Problem Statement Figures and Tables

**Graph E.1.1:**

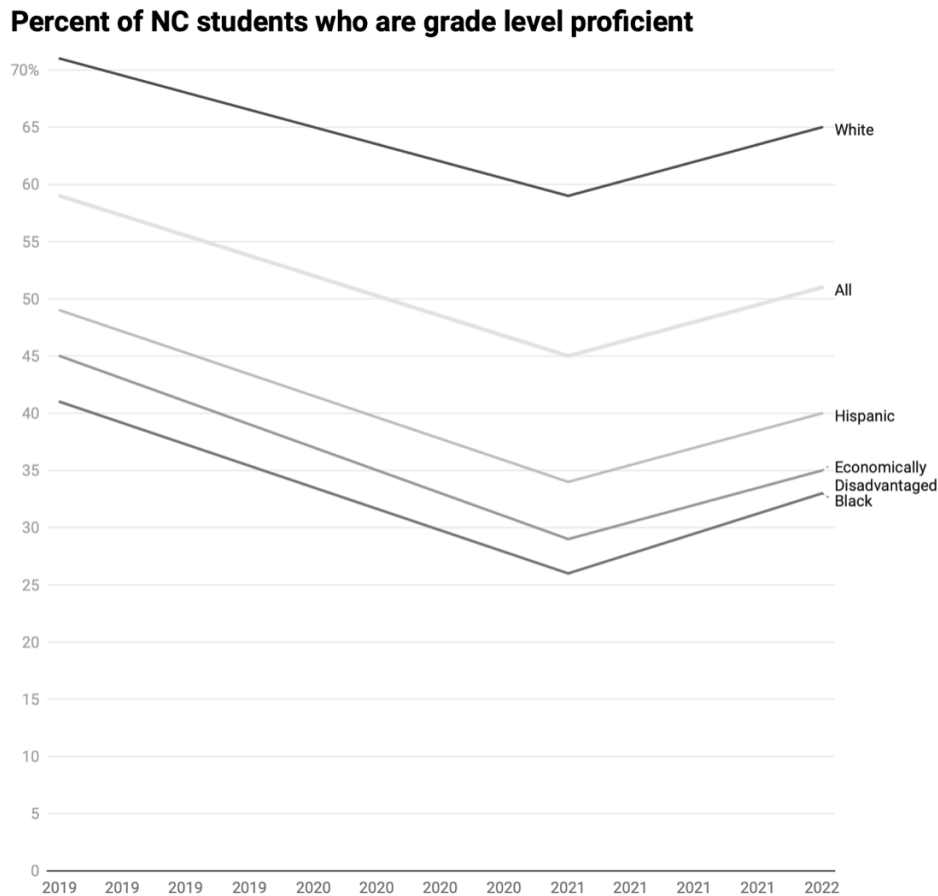
*Durham County Public vs Private Preschool Statistics Compared to Surrounding Counties, North Carolina, and United States*



(Durham, North Carolina Education Data,  
<https://www.towncharts.com/North-Carolina/Education/Durham-city-NC-Education-data.html#Figure22>)

**Graph E.1.2:**

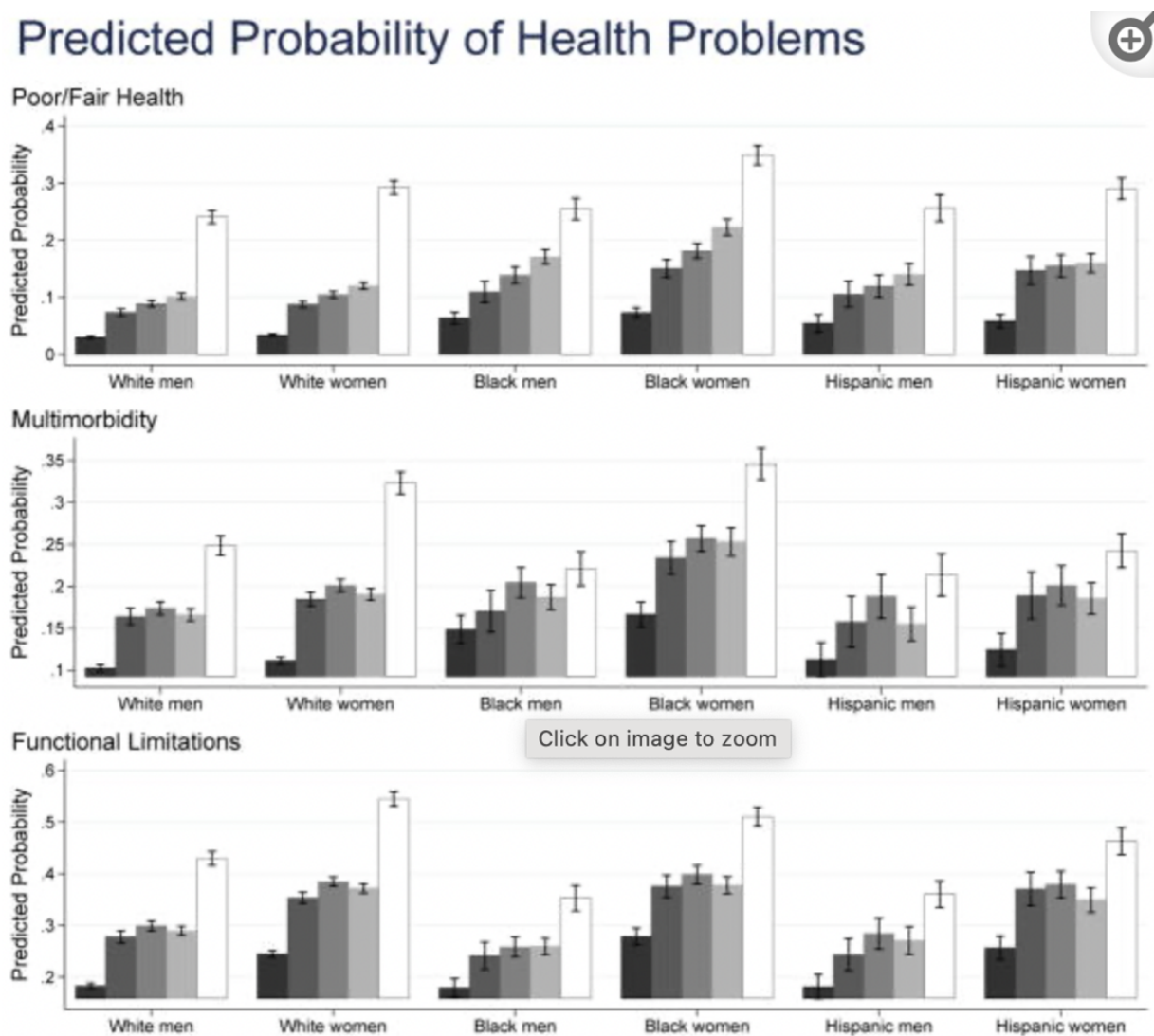
*Graph of Percent of North Carolina Students Who are Grade Level Proficient by Race*



(Kummer, Samantha Latest student testing data reveals widening gaps in disparities  
<https://abc11.com/education-disparities-gap-student-testing-data-students/12190647/>)

**Graph E.1.3:**

*Comparison of Effect of Education Level on Health by Race*



Predicted Probability of Health Problems  
 (2002–2016 NHIS Survey, Adults Age 25–64,  
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5880718/figure/F1/>)

## **Appendix E.2: Community Partner Analysis**

### **Program Introduction**

Access to quality early education is a health inequity in Durham County that has an opportunity to be addressed. Access to early education programs provides numerous benefits. In the short term, it can help children struggle less with reading and mathematics and have a lower likelihood of being a victim of bullying (Healthy People, 2023). In the long term it can provide benefits such as fewer chronic diseases such as diabetes, kidney disease, and prostate cancer, and a higher likelihood of pursuing continuing education (GFPAC, 2021). Studies show that this is due to early education leading to jobs with higher incomes which provides greater healthcare access and less stress (Zajacova, 2018). The priority population for this program are preschool-aged children of color as they experience the greatest inequity to childcare in Durham County and are more likely to live below the poverty line (County health Ranking and Roadmaps). The demographic breakdown for students enrolled in Durham County Public Schools for the 2022-2023 school year were 38.5% Black, 34.3% Hispanic/Latino, and 19.4% white (Butchiredygar, 2019).

A relevant program option that would fit the needs of Durham County is the Connecticut-based Program All our Kin. All Our Kin is a nonprofit that aims to transform the child care system in the United States by helping train and support child care providers (All Our Kin). Past evaluations have shown that All Our Kin increases the amount of quality early childhood education in the areas in which they work, and that the program improves childcare quality (Porter, 2016). They have already done some work in North Carolina and their training support could be used to help expand early education options in Durham County Public Schools. The framework of this program could be used to expand preschool options. The goal is to increase access to preschool and high quality early childhood experiences through increasing community workforce of early childhood educators who provide care during non-traditional work hours as well as increasing the quality of acting licensed early childhood educators and programming.

### **Community Partner Mapping**

There are a variety of community partners that would be involved in this transformation. These partners can be broken into various categories, the first of which are policy makers, which includes Durham County School Board members, the Mayor of Durham, and the Durham County Board of Education. This group has an interest in improving Durham County Public Schools, but may need help convincing that expanding early education is worth

the resources it would take. The second group are the school staff that would be involved, such as preschool teachers, school administrators, and teacher associations. Like policymakers, this group wants better schools in Durham County, but may have concerns about an additional workload. The third group are the users of preschool program in Durham County, which includes parents of the priority population, as well as the students themselves to get insight on their lived experiences and what they would need to utilize an early education program. Further partners include advocacy groups, such as the Durham Special Needs Advisory Council (D-SNAC) which focuses on education programs for students with special needs, existing adjacent programs such as Head Start, faith-based organizations, transportation, and local business owners.

A stakeholder power grid analysis (Table E.2.1) determined prioritization for engagement. It was determined that the stakeholders in the “high interest and high influence” category should be the first group prioritized, followed by the “low interest and high influence” category due to the fact that while all stakeholders should eventually be brought in, being able to make a large impact is essential.

A potential barrier that may influence the equitable representation and participation is the history of segregated schools in Durham County. Black residents of Durham County also face health inequities beyond early childhood education, such as living below the poverty line, lower high school graduation rates (and higher suspension rates), and have higher incidences of diseases such as diabetes, kidney disease, and prostate cancer (County Rankings and Roadmaps, 2023). The unemployment rate for Black residents in Durham County is also double the unemployment rate for white residents (County Rankings and Roadmaps, 2023). This may lead to parents of Black children feeling as though their viewpoint does not matter, or possibly even be distrustful or pessimistic about sharing their opinions and experience as they may already feel failed by the county due to the inequities they face. A second potential facilitator or barrier that may influence equitable representation are the number of prioritized stakeholders who have lived experience struggling to access quality early education for their own children. If a number of policy makers have lived experience it may be easier for them to see the need than if they do not, and without being able to see the need they may choose to prioritize other programs with their budget.

### **Worldview Exploration**

There are two community partners that will be focused on to get a greater sense for their worldview. The first is someone who has lived experience with the issue, a parent of a preschooler. The CATWOE analysis (Figure E.2.2) shows that this partner wants to set their child up for success with a quality early education

program, but feels as though current public preschool options in Durham County are limited and private options are too cost-prohibitive. The root definition for this partner is to decrease inequities caused by lack of early education by expanding the ability to access quality, affordable early childhood education.

The second community partner focused on is a member of the Durham County School Board without lived experience. The CATWOE analysis (Figure E.2.2) shows that this partner wants to increase school rankings and perception to be competitive with neighboring Wake and Orange Counties with minimal cost to the school system. Their root definition is to increase school test scores and student performance to neighboring counties by expanding the ability to access quality early childhood education at an affordable cost to Durham Public Schools.

Ultimately, while both parties want students to perform better academically as a result of expanded quality early childhood education programs, an important difference is that school board members are more acutely aware of a potential opportunity cost with funding and may be less willing to support an expanded early education program that comes with a high cost to the county.

## **Conclusions**

Arguably one of the most important community partners to involve at the beginning is the parents of the priority population to know their definition of what an accessible preschool program would look like for them, such as locations and hours. Another question is seeing how many in other stakeholder groups besides parents, such as policymakers, also have lived experience with the inequity being faced. This could affect how they prioritize the issue. I would also want to ensure there is an equitable representation of stakeholders. A strength of this analysis is a comprehensive list of stakeholders and prioritization, however a limitation is that additional stakeholders may need to be identified and brought in once interviews with existing stakeholders occurs.

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## Appendix E.2.a: Community Partner Analysis Figures and Tables

**Table E.2.1:**

*Power Grid Stakeholder Analysis - A power grid analysis helps categorize community partners by interest and influence to help determine prioritization for engagement.*

<b>Low Interest/High Influence</b> <ul style="list-style-type: none"><li>• Faith-based organizations</li></ul>	<b>High Interest/High Influence</b> <ul style="list-style-type: none"><li>• Durham County School Board members</li><li>• Durham County Board of Education</li><li>• Durham City Mayor</li><li>• Durham Association of Educators</li><li>• Parents of preschoolers</li></ul>
<b>Low Interest/Low Influence</b> <ul style="list-style-type: none"><li>• Transportation systems-Durham bus lines</li><li>• Small business owners</li></ul>	<b>High Interest/Low Influence</b> <ul style="list-style-type: none"><li>• Head Start</li><li>• Local Advocacy Groups</li><li>• All Our Kin</li></ul>

**Figure E.2.2:**

*CATWOE Analysis—System to promote early childhood development in Durham, NC*

**Community Partner: Parents of preschooler in Durham County**

Root definition: System to decrease inequities caused by a lack of early childhood education (P) by expanding current early childhood education programs (Q) in order to have greater ability to access quality, affordable childhood education (R).

Customer	Children of color 3-5 years of age (preschool age) in Durham County
Actor	Parent of a preschooler of color in Durham County
Trasnformation	Want a free public preschool option that will set their child up for success, or more quality preschool options in general
Worldview	Current public preschool options in Durham County are limited, and private preschool options are cost-prohibitive
Owner	Durham County Commissioners
Environment	Difficulty gaining access to affordable preschool for their child

**Community Partner: Durham County School Board Member**

Root definition: A system to increase school test scores and student performance at an affordable cost to Durham Public Schools (P) by implementing a program similar to All Our Kin (Q) in order to expand access to quality early childhood education (R).

Customer	Children of color 3-5 years of age (preschool age) in Durham County
Actor	Durham County School Board Member
Trasnformation	Want better test scores and school rankings while minimizing cost to school budget, want children to experience quality early childhood education
Worldview	Trying to raise school test scores and performance to levels of neighboring Wake and Orange Counties
Owner	Durham County Commissioners
Environment	Overall lower test scores than neighboring counties

### **Appendix E.3: Engagement and Accountability Plan**

#### **Purpose**

The purpose of the proposed program is to address the Social Determinant of Health inequality of education quality and access by increasing access to preschool and high quality early childhood experiences in Durham, North Carolina. This will be done through increasing community workforce of early childhood educators who provide care during non-traditional work hours as well as increasing quality of acting licensed early childhood educators and programming. This program will especially target the children of color in the community as residents of color in Durham County face inequities in regards to health such as a higher prevalence of poverty compared to white residents, lower high school graduation rates (and higher suspension rates), and residents of color have a greater risk of diabetes, kidney disease, and prostate cancer (County Health Rankings and Roadmaps, n.d.). Access to quality early childhood education can provide short-term benefits such as struggling less with reading and mathematics, as well a lower likelihood of being a victim of bullying (*Education Access and Quality*, 2021). It also has long-term benefits such as fewer chronic diseases such as diabetes, kidney disease, and prostate cancer, and a higher likelihood of pursuing continuing education (Beyond Academics, 2021). As early education leads to pursuing continuing education, it can lead to jobs with higher incomes which provides greater healthcare access and less stress which lessens the risk of chronic diseases (Zajacova, 2018).

Community engagement is vital in the long-term success of this proposed program and improving quality early education in Durham County. It is important to know what resources are available to launch the project, and that the partner's needs are being met as well, along with getting program approval passed (*Building Community Relationships*, n.d.). It is also important to engage with the users and potential users to hear their voices and make sure this program would be implemented in a way that is usable to them (*Building Community Relationships*, n.d.). A selection of key community partners have been broken down into a RASCI analysis (Appendix A) which describes their roles in relation to the proposed program.

#### **Priority Partner**

The Durham Public Schools Board of Education has a crucial role in engagement and implementation that makes them a priority partner. School board members are in a unique and incredibly involved position within the education social determinant of health. They are connected with teachers and school administrators through their work, pass policy, while also being public servants themselves who serve four year terms (Durham Public

Schools, n.d.). The Durham Public Schools Board of Education also keeps a legislative agenda, both internally and with the North Carolina State Legislature, as well as collecting community input on their legislative agenda (Durham Public Schools, n.d.). They also have experience with the early childhood education in Durham Public Schools through the existing program Durham PreK (*Pre-K Programs*, n.d.).

### **Engagement Barriers and Facilitators**

Perhaps the biggest specific factor that is likely to facilitate the Durham Public Schools Board of Education's participation effort is the desire to improve test scores to match or exceed neighboring Wake and Orange County schools. In addition to the school board wanting the children in Durham to succeed, improved schools also will make Durham County a more desirable place to live, which will increase property values and property tax, the revenue of which can be used to invest back into the community (Center on Society and Health, n.d.). The increased property values that come with improved schools make the program more likely to be supported. As the Durham Public School Board are elected officials, the widespread support of this program is likely to make the school board facilitate the engagement effort.

A potentially negative influencing factor is a limited budget for Durham Public Schools. Money that goes towards this program is money that cannot go towards other programs and it is possible that school board members, or their districts, have different priorities for the budget. Another potentially negative influencing factor is the proposed program affects preschool programs in Durham County outside of Durham Public Schools, in addition to the Durham Public School options. School board members may be reluctant to spend their resources facilitating engagement for a program that affects outside preschools.

### **Engagement Methods**

During the design phase, our team will host engagement sessions with the Durham Public Schools Board of Education, first with the chairperson to give an overview, and then monthly meetings with the entire board. Engagement sessions are a strategic way to facilitate participation from a key partner and make sure they feel their opinions are included and validated (Yuan, M, 2021). These meetings will be to discuss strategies for deciding the best way to implement the program as well as how to do it. During these meetings our team will also answer questions and try to absolve any hesitation school board members may have about the program. We will also bring in key representatives from other community partners as needed. This will address the potentially negative influencing factor of reluctance to spend resources on a program that also has an effect outside the Durham Public

School system, and also the facilitating factor of the desire to improve test scores and schools within the Durham Public School System. The performance measure for this phase will be the number of school board members who are both supportive and engaged.

The improve phase will consist of creating systems flow diagrams of the program, which is a useful tool to see if there are any redundancies, blockers, or other room for improvement (*Flowchart*, n.d). The information of this will come from documentation created about how the system will work during the design phase using engagement from school board members and other design leaders, as well as using data gained from individual interviews with program participants about how they are actually using the program. After the creation of the systems flow diagram, a meeting will be set with the school board to discuss the findings. This will ensure that the program has been designed effectively and usefully and that the priority population is receiving improved quality early childhood education. Additionally, this will address the engagement barrier of potential budget concerns, as it will show areas of improvement and possibly areas where the budget can be reduced due to redundancies in the system. This will be done once after the first year of implementation, and again when any major program changes are made. The performance measures for this phase are the number of areas for improvement found, as well as any budget reductions that are able to be made due to the findings.

Finally, the sustain/scale phase will include annual in-person surveys of individual school board members to determine if school board members are still personally satisfied with the program and if they feel it is still adequately addressing the social determinant of health. Surveys are a useful tool that allows the collection of empirical data in a short time frame and standardized way (National Institutes of Health, n.d). This will also be a successful tactic in engaging new school board members who were not in office at the time of design, as well as getting another viewpoint for how the program is working in each district. These will be conducted individually, and either take place in-person or virtually in order for the surveys to be more engaging and give school board members the option to give additional feedback they might not give in a written survey (National Institutes of Health, n.d). These surveys will address the engagement facilitator of the school board's desire to improve test scores/schools in Durham Public Schools, and the performance measure for this phase will be the number of satisfied surveys. These engagement methods are further summarized in Table E.3.2.

## **Engagement Leadership**

The partner that should lead the engagement for the county effort, is the Durham Partnership for Children (DPfC). The DPfC is an organization that aims to expand quality early education in Durham County, and currently leads relevant initiatives such as Smart Start, Durham Pre-K, Head Start, and other community-based programs (DPfC, n.d.). In the RASCI analysis Table E.3.1, they were determined to be a “Responsible” community partner, which means they own the challenge, as they will aid in the mobilization of community partners to build capacity to implement and execute on the piloting and expansion of the All Our Kin program this proposed program is based on.

## **Disciplinary Critique**

A Memorandum of Understanding (MOU) is a written agreement between parties that expresses the parties are aligned with mutual goals (Memorandum of Understanding, n.d.). While an MOU is not a legally binding contract, it is still pertinent to have one very strong agreement that both parties are willing to work towards the project’s goals together, and that they are in agreement of what those goals are. The value in creating a MOU is that goals, roles, and expectations are clearly aligned.

In the context of this proposal, the two parties that would benefit from a MOU are the priority partner, the Durham Public School Board of Education, and the engagement leader, the Durham Partnership for Children. The scope and purpose of the MOU would an agreement between the Durham Public School Board of Education and the Durham Partnership for Children in order to advance and implement the goal of increasing access to quality early childhood education for minority children in Durham County, North Carolina. The leadership would be the Chairperson of the Durham Public School Board of Education along with the Executive Director of DPfC, and the team would be the rest of the school board members along with outreach and community awareness coordinators of the DPfC. The methods and commitment outlined would include scheduling of bi-monthly meetings along with an outline of responsibilities of which party is responsible for what. The review and endorsement goals section would outline steps to take in any potential conflict or misalignment. Finally, the publication and dissemination plan section would describe the implementation timeline as well as how the post-implementation data (see Table E.3.2 for details) will be collected and used.

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### Appendix E.3.a: Engagement and Accountability Plan Figures and Tables

Table E.3.1:

#### *RASCI Analysis*

<b>RASCI Table</b>		
<b><u>Policy/Program</u></b> <ul style="list-style-type: none"> <li>Increasing access to preschool and high quality early childhood experiences through increasing community workforce of ECE educators who provide care during non-traditional work hours as well as increasing quality of acting licensed ECE educators and programming</li> </ul>		
<b>RASCI Levels</b> Who is...	<b>Community Partners</b>	<b>Rationale</b>
<b>Responsible</b> =owns the challenge/ project	<ul style="list-style-type: none"> <li>Durham Partnership for Children (DPFC)</li> </ul>	Responsible stakeholders have the power/capacity to direct the program given the depth of their experience, resources, funding, and influence in early childhood education. For example, DPFC will aid in the mobilization of community partners to build capacity to implement and execute on the piloting and expansion
<b>Accountable</b> =ultimately answerable for the correct and thorough completion of the deliverable or task, and the one who delegates the work to those <i>responsible</i>	<ul style="list-style-type: none"> <li>Durham County Commissioners</li> <li>Durham County School Admin</li> <li>Durham County Mayors</li> <li>Family and Childcare Providers (All Our Kin Licensed*)</li> <li>All Our Kin Admin (local branch)</li> </ul>	Accountable stakeholders are liable for the success (or failure) of the program/ task and have broad oversight over all community partners. All stakeholders listed have specific goals/duty related to ensuring quality early childhood education to their community.
<b>Supportive</b> =can provide resources or can play a supporting role in implementation	<ul style="list-style-type: none"> <li>Empowered Parents in Community (EPiC)</li> <li>Durham's Partnership for Children Community Awareness Committee</li> <li>Parents of Preschoolers in Durham County, NC</li> <li>Smart Start Admin</li> <li>NCEI (NC Early Intervention)</li> <li>DCONC</li> </ul>	Supportive stakeholders (including all stakeholders listed) have important advocacy, experiences/perspectives/ knowledge, and resources on the implementation of robust and equitable early childhood education.
<b>Consulted</b> =has information and/or capability necessary to complete the work	<ul style="list-style-type: none"> <li>Faith-based organizations</li> <li>GO Durham Transit</li> <li>Head Start Admin</li> </ul>	Consulting stakeholders can provide supplemental resources and perspectives: transportation (GO Durham Transit), venues (FBOs), opposing viewpoints/risk-mitigation strategies (Head Start).
<b>Informed</b> =must be notified of results, process, and methods, but need not be consulted	<ul style="list-style-type: none"> <li>Durham County community members</li> <li>Parents of homeschooled children</li> </ul>	Informed stakeholders (including all stakeholders listed) will be given appropriate updates and information in order to increase awareness and potentially support subsequent decision-making regarding early childhood education within their circles of influence.

**Table E.3.2:**

*Measurement Table*

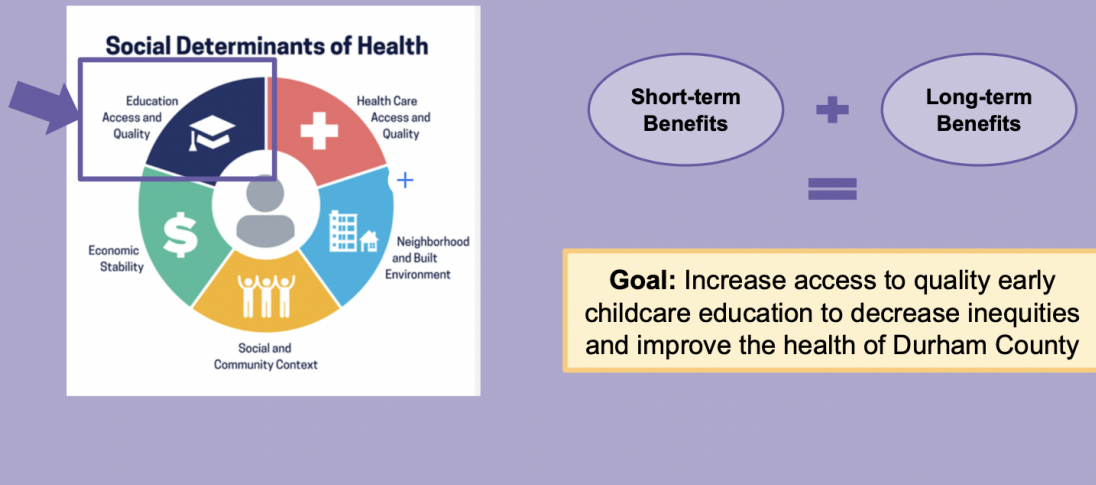
Engagement Method	Related Facilitator(s)/ Barrier(s)	Timing	Performance measure		
			Description	Data Source	Frequency
Community meetings	Reluctance to spend resources; Desire to improve test scores/schools in Durham	Design	Number of supportive and engaged school board members	Attendance	Monthly
Systems Flow Diagram	Concerns about budget	Improve	Number of improvement areas found, amount of cost able to be reduced	Interviews with participants, data from systems overview	Once initially, and then again any time there's a process change
Surveys	Desire to improve test scores/schools in Durham	Sustain/Scale	Number of satisfied surveys	Participant survey data	Annually

#### Appendix E.4: Individual Presentation Slides and Script



Elizabeth: I will begin with a background on our Social Determinant of Health in Durham County.

## Social Determinant of Health (SDOH): Access to Quality Early Childhood Education in Durham County, NC



Elizabeth: Social determinants of health (SDOH) are defined by the U.S Department of Health and Human Services as “the conditions in the environments where people are born, live, learn, work, play, worship, and age that affect a wide range of health, functioning, and quality-of-life outcomes and risks” (*Social Determinants of Health*, n.d). According to the World Health Organization, research has shown these domains can “account for between 30-55% of health outcomes” (*Social Determinants of Health*, n.d) and can influence health more than lifestyle choices or healthcare. Focusing on the education category, short term effects include increased readiness for kindergarten when compared to peers that did not attend preschool and a reduced risk of being bullied (*Education Access and Quality*, n.d.). Long term effects include a much higher chance of pursuing continuing education, which increases the likelihood of them obtaining well-paying jobs with better healthcare, which in turn puts them at less of a risk of developing some chronic diseases (*Education Access and Quality*, n.d.). The goal of the proposed program is to increase access to quality early childhood education in Durham County in order to decrease inequities and improve the health of Durham County. Not only would improved early childhood education give the children of Durham a brighter future, it would also increase property values, the taxes from which can be invested back into the community improving the health of Durham as a whole.

## Priority Population: Minority Preschool-Aged Children in Durham, NC

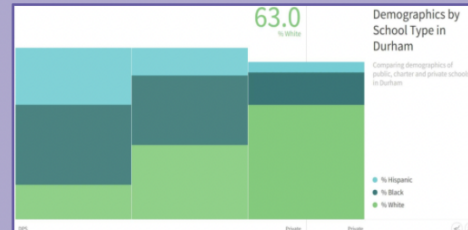


### DURHAM COUNTY DEMOGRAPHICS

332,860 residents

54.5 White, 35.9% Black/African American, 13.8% Hispanic

19,628 are children under 5 in Durham County



Elizabeth: Durham County (as shown in the left hand picture) has a population of 332,860, 54.5% of whom identify as White, 35.9% identify as Black/African American, and 13.8% identify as Hispanic (County Health Rankings & Roadmaps, n.d.). Of that population, 19,628 are children under 5 years old who would benefit from expanded access to quality early childhood education. Minority residents of Durham County have lower high school graduation rates and are more likely to live below the poverty line. Further inequities in regards to education in Durham County can be seen by the chart on the right, with a majority of the White population attending private schools while the majority of Black and Hispanic populations attending Durham Public Schools (Butchiredygar, 2019). For these reasons, our priority population is minority preschool-aged children in Durham, NC. There is an existing public preschool program within Durham Public Schools called Durham Pre-K, however available slots do not meet demand, especially for minority residents (*Report to the Community Durham-Pre-k*, n.d). One way to address this SDOH and reduce racial inequities is to implement a pre-k program that meets the demand. Next I will be passing it over to Sherry who will go into more detail about preschool supply and demand in Durham County as well as our programmatic recommendation.

## **APPENDIX F: AISHWARYA VENKATESH'S INDIVIDUAL DELIVERABLES**

### **Appendix F.1: Individual Problem Statement**

#### **Social Determinant of Health Summary**

Social determinants of health (SDOH) are the circumstances in which people are born, grow, work, live, and age. These include income, education, housing, employment, and access to healthcare. SDOH have a significant impact on health outcomes, including life expectancy, chronic disease rates, and mental health (CDC, 2023). Early childhood education (ECE) is an SDOH which refers to the period of learning that takes place from birth to eight years old, with a particular emphasis on the preschool or "Pre-K" years. It encompasses both formal and informal educational experiences that play a crucial role in a child's cognitive, physical, and emotional development. During these early years, children have the opportunity to learn, discover, and play in a safe and nurturing environment outside of their homes. In ECE classrooms, children are encouraged to explore a wide range of topics, including colors, letters, numbers, sounds, nature, and art; by which they develop a sense of curiosity and acquire essential motor and social skills. The field of ECE offers various program formats and teaching methods, ranging from play-based approaches to more structured regimes. Programs can be age-specific, such as preschool, or multi-age settings resembling daycare. They can be privately run, operated by school systems, or funded by government programs. (Goodwin University, 2019)

The short-term impacts of ECE include cognitive development, as children engage in learning and discovery activities that lay the foundation for future academic success. They also develop motor skills through hands-on play and refine their social skills by interacting with peers. In the long term, ECE can contribute to academic achievement by providing a solid educational foundation and fostering an appreciation for learning. It also supports socio-emotional development, helping children develop emotional intelligence, self-regulation, and positive relationships with others. Additionally, ECE programs aim to prepare children for the transition to formal schooling, ensuring they have the necessary skills and readiness to succeed in a classroom environment (Guevera, 2022). Investing in high-quality early childhood education (ECE) can lead to increased educational attainment, higher earning potential, and sustained economic productivity (Heckman et al., 2010).

#### **Geographic and Historical Context**

Durham County, located in North Carolina, has a population of approximately 332,680 residents and is known for its rich culture and lively community (Census Bureau, 2023). Black history in Durham County has “led

to pathways of possibility as exemplary Black minds contemplate and build new legacies” (Discover Durham, n.d.). Durham is home to numerous Black-owned businesses, and Black and African American cultural centers commemorative artwork. The racial and ethnic composition of Durham County's population has evolved over the past decade, most notably in the slight decrease of the Black population, as seen in Figure F1.1. The arrival of wealthier individuals in Durham, attracted by town revitalization and technological growth, has led to an increase in housing costs and property taxes. As a result of this gentrification, working-class people of color faced challenges leading to displacement (The Chronicle). Despite this change, African Americans make up a significant (35.9%) portion of the population (Census Bureau, 2022).

Durham County faces inequities in early childhood education due to limited access to quality programs and funding disparities. The county has valuable assets and resources to address these inequities through collaborative partnerships. The presence of research and educational institutions like Duke University and North Carolina Central University provides opportunities for expertise, research, and resources to inform and support initiatives in ECE. Non-profit organizations like Durham's Partnership for Children, Durham PreK, and Durham Children's Initiative play a vital role in advocating for equitable access to quality programs and provide resources, services, and support for children and families in the county (Durham Partnership for Children, 2023; Durham PreK, 2023). Nevertheless, there is still a need to close the gap to ensure adequate and sustained early education for Black children in Durham.

### **Priority Population**

According to local and state statistics, Black children in Durham County tend to experience lower rates of school readiness compared to their white counterparts. This discrepancy is reflected in measures such as language and literacy skills, social-emotional development, and math abilities. The reasons for these disparities are multifaceted and can be influenced by factors such as socioeconomic status, access to quality ECE, and systemic inequities (North Carolina Poverty Research Fund, 2018). Black children often face the unfortunate byproducts of the racial and socioeconomic inequities within their communities, which include, disparities in educational outcomes. One way to address these disparities is by tackling the issue earlier in childhood development. A study by the Center for American Progress found that children who attend high-quality preschool are more likely to graduate from high school and attend college. The priority population selected is Black children aged 3-5 years old (Fiddiman, B., & Partelow, L., 2017).

## **Measures of SDOH**

The child poverty rate in Durham, North Carolina in 2018 was 27% compared to the 16.2% national average. Durham Public Schools (DPS) implemented a five-year strategic plan in 2018 with the following priorities: enhancing academic achievement, fostering a safe and supportive school environment, attracting, and retaining excellent educators, promoting school-family-community engagement, and ensuring responsible fiscal and operational management. The strategic plan has shown positive advancements, as graduation rates and academic progress indicators improved from 2017 to 2019 as shown in Figure F1.2 in the Appendix. However, the impact of school closures in March 2020 due to COVID-19 on the plan's timeline for 2023 remains uncertain. Key achievements under the strategic plan include providing racial equity training for all DPS instructional and administrative staff, adopting a standardized curriculum for K-12 literacy and K-5 math across all schools, and establishing a program to support teacher assistants in becoming certified teachers (Community Health Assessment, 2020).

In 2020, the Durham County school enrollment rate for 3- to 5-year-olds was 55%. 5-year-olds had a higher enrollment rate of 84%, while 3- to 4-year-olds had a lower rate of 40%. Both age groups saw declines in enrollment compared to 2019, see Figure F1.3. Enrollment rates among young children showed few differences by racial/ethnic group or sex in 2020. Among 3- to 4-year-olds, two or more races (47%) and White children (43%) had higher enrollment rates compared to Hispanic children (33%). Enrollment rates did not significantly vary across other racial/ethnic groups. (National Center for Education Statistics, 2020). These statistics highlight the broad need to boost school enrollment across all children aged 3-5 years in Durham County.

## **Rationale/Importance**

Early childhood education for young Black children should continue to be a strategic priority and become a public health priority in Durham County due to its potential to improve a wide range of educational and well-being outcomes. ECE supports children's cognitive, social-emotional, and physical development, helping them succeed academically and reducing various disparities. Research has shown that high-quality preschool programs lead to better academic performance, decreased rates of suspension or expulsion, and improved access to preventive healthcare services for Black children. It facilitates positive relationships with adults and peers, providing a sense of belonging and support that contributes to overall well-being (Tanner J.C. et. al., 2015). By

promoting these skills and relationships, ECE helps young Black children build self-esteem, reduce stress and anxiety, and increase their chances of success in school and life. The potential positive impacts of ECE on young Black children are extensive, including improved academic achievement, reduced disparities in health and well-being, enhanced social-emotional skills, stronger relationships, increased self-esteem, reduced stress, and greater opportunities for success. Research has shown that high-quality early education leads to increased educational attainment, which translates into higher earning potential and economic productivity in the long run (Heckman et al., 2010). By investing in ECE, the county can develop a skilled workforce, attract businesses, and promote economic growth.

### **Disciplinary Critique**

Public health leaders play a critical role in addressing the ECE needs of young Black children in Durham County. Their involvement is important because they possess expertise in understanding the social determinants of health (SDOH) and recognizing the significant impact of ECE on health and educational outcomes, and overall well-being. For example, studies have consistently shown that young Black children often experience lower rates of school readiness compared to their white counterparts. Disparities in language and literacy skills, social-emotional development, and math abilities persist among young Black children in Durham County in part due to inadequate early education (North Carolina Poverty Research Fund, 2018). By addressing these disparities through high-quality ECE programs, public health leaders can help narrow the achievement gap and improve health outcomes.

In addition to the health and educational benefits, public health leaders can highlight the secondary advantages of investing in ECE for young Black children, which may appeal to County Commissioners who prioritize economic growth and other systems. In summary, public health leaders' involvement in addressing ECE for young Black children in Durham County is crucial. Public health leaders can also help champion frameworks to address these issues based on their leadership and advocacy expertise, playing a vital role in bolstering a healthier and more equitable future for young Black children in Durham County.

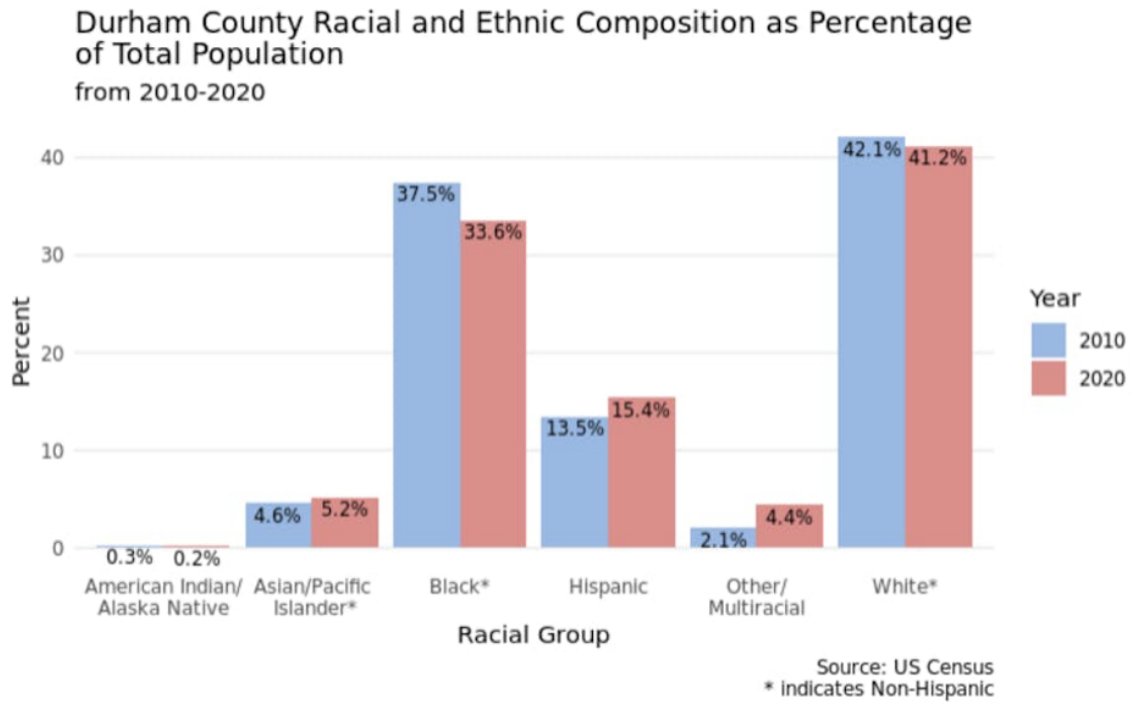
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## Appendix F.1.a: Individual Problem Statement Figures and Tables

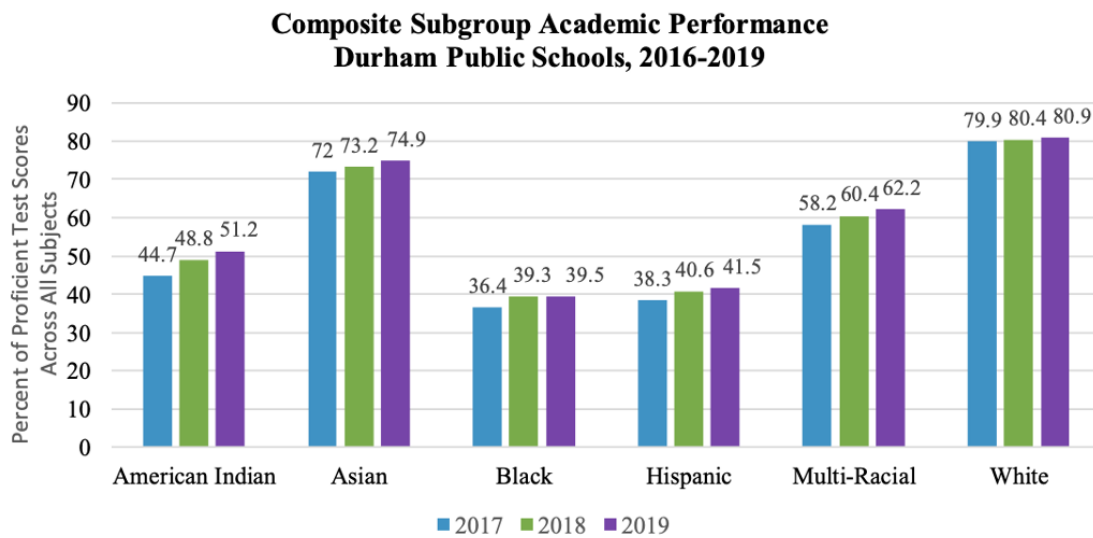
**Figure F.1.1:**

*Durham County Racial and Ethnic Composition*



**Figure F.1.2:**

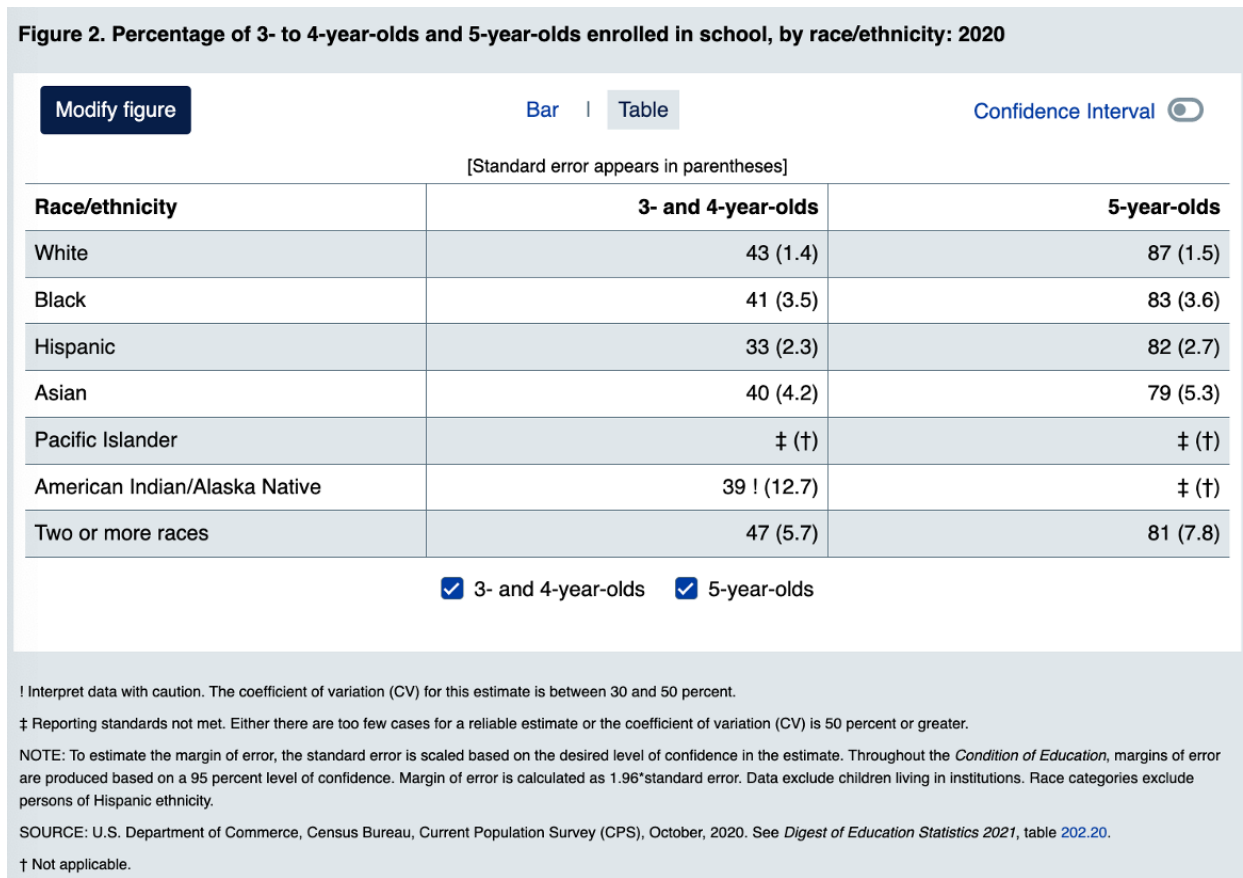
*From Durham County Community Health Assessment, 2020*



*Figure 4.01(a) Composite Subgroup Academic Performance, Durham Public Schools, 2016-19<sup>xi</sup>*

Figure F.1.3

Percentage of 3-4 Year Olds and 5 Year Olds enrolled in School



## **Appendix F.2: Community Partner Analysis**

### **Introduction**

Social determinants of health (SDOH) encompass various factors such as income, education, housing, employment, and access to healthcare, which significantly impact health outcomes (CDC, 2023). Early childhood education (ECE) is a crucial SDOH that focuses on the learning experiences and development of children from birth to eight years old, particularly during the preschool years. ECE programs provide cognitive, physical, and emotional development opportunities for children, leading to short-term benefits like improved cognitive and social skills, and long-term benefits such as academic achievement and socio-emotional development (Goodwin University, 2019). In Durham County, North Carolina, there are disparities in access to quality ECE, particularly affecting Black children aged 3-5 years. By investing in ECE, Durham County can improve educational outcomes, reduce disparities, and promote economic growth (Strategic Priorities Durham County, 2023).

Public health leaders' involvement is crucial in promoting a healthier and more equitable future for young Black children and can also highlight the secondary advantages of investing in ECE, such as economic growth. By championing frameworks and utilizing their leadership and advocacy skills, public health leaders can contribute to addressing these issues and improving the well-being of young Black children in Durham County (Yphantides, N. et. al, 2015). "All Our Kin," a Connecticut-based nonprofit organization, offers valuable insights and evidence-based programs to address SDOH. Their "Tool Kit Licensing Program" assists unlicensed childcare providers in meeting state licensing requirements, health and safety standards, and integrating into the childcare community. Additionally, the "All Our Kin's Family Child Care Network" focuses on the professional development of licensed family child care providers through mentorships, advocacy, leadership opportunities, and networking. Research demonstrates that these initiatives increase the supply of family childcare professionals and improve their understanding of child development principles, enhancing the quality of childcare programs (AOK, n.d.). The program aligns with Durham County's needs by increasing the number of licensed early childhood education providers, supporting small businesses, and offering flexible, affordable options for families.

### **Community Partner Mapping and Analysis**

To facilitate the transformation efforts in ECE and address social determinants of health (SDOH), a community partner mapping exercise can be conducted. Partners can be identified through literary and online research as well as direct feedback from existing community members. One example of this type of exercise is a

power matrix, which organizes identified partners based on their power and interest in the issue (see Table F2.1 in Appendix). Some identified partners include preschoolers, parents of preschoolers, educators (primarily PreK), school administrators, county commissioners/policymakers, community members, SmartStart, non-profits/advocacy organizations, small business owners, and faith-based organizations (Community Health Assessment DCPH, 2020). Preschoolers and their parents are crucial partners as they directly experience the impact of ECE programs and policies. Their insights can provide a unique perspective on the effectiveness of current initiatives and help shape future improvements. Educators, particularly those working in PreK settings, play a vital role in shaping the learning experiences of young children. Their expertise in early childhood development, teaching methodologies, and classroom management can inform the design of evidence-based programs and policies. School administrators bring administrative and leadership perspectives, ensuring that initiatives are effectively implemented and sustained within educational institutions. Their involvement can help align ECE programs with broader educational goals and leverage existing resources and infrastructure. County commissioners/policymakers are influential stakeholders who have the authority to enact policy changes and allocate resources. Their involvement in the task force is crucial for creating an enabling environment and securing the necessary funding and support for ECE programs (Hahn R. A., et. al., 2016).

SmartStart and non-profit/advocacy organizations have extensive experience and expertise in ECE. They can provide support services, resources, and advocacy efforts to improve access and quality of education for young children. Collaborating with SmartStart and non-profit/advocacy organizations can bring valuable insights, best practices, and collaborative opportunities to the task force (Smart Start, 2023). Small business owners and faith-based organizations are important community stakeholders that can contribute resources, networks, and community engagement to support ECE initiatives. Community members represent the broader population and can contribute diverse perspectives, experiences, and local knowledge (Hahn R. A., et. al., 2016).

When considering equitable representation and participation of the identified partners in ECE, it is important to acknowledge the historical and ongoing forces that shape the educational landscape. Disparities in education, socioeconomic status, and systemic discrimination can have a significant impact on the involvement of marginalized communities. For instance, there may be disparities in access to quality ECE programs, leading to unequal participation rates among low-income communities and communities of color. Limited availability, affordability, or transportation to quality programs can act as barriers for families from marginalized communities,

resulting in underrepresentation in decision-making processes. Furthermore, socioeconomic factors can affect active engagement, as families facing economic challenges may have limited time and resources to participate in advocacy or serve on task forces or committees. This can further contribute to the underrepresentation of low-income families in decision-making processes. Communities that have historically faced discrimination may have lower trust in institutions or feel their input is undervalued. The ECE system in Durham County can foster a collaborative environment for making systemic change, by promoting equitable access to resources, addressing historical inequities, and creating culturally inclusive environments, the. (Ali D., et. al., 2021).

### **Worldview Exploration**

The CATWOE analysis (see Tables F2.2 and F2.3) involves two community partners in the implementation of the All Our Kin program in Durham, NC. The first community partner is an individual with lived experience of the program, either as a childcare provider or a family receiving services. Their role in the transformation process is to actively participate in the All Our Kin program and access the necessary support and services. They hold a worldview that recognizes the benefits and impact of the program on childcare and family well-being. As owners of their experiences, they advocate for the expansion and improvement of the program. However, they face environmental constraints such as the limited availability of affordable childcare and potential funding challenges. The second community partner is a county commissioner or policymaker who has a different role and may have concerns or opposition to the All Our Kin program. Their role, as a customer, is to evaluate and approve the implementation of the program and allocate resources accordingly. Their worldview involves balancing budgetary concerns, policy implications, and the needs of the community. They are the owners of the decision-making and funding allocation processes. They face environmental constraints such as budgetary limitations and potential doubts about the program's effectiveness and sustainability.

### **Conclusion**

The implications for participation in the task force and the overall change effort lie in bridging the perspectives and needs of community members with lived experience with the considerations and constraints faced by policymakers and funders. Effective communication, addressing concerns, and fostering collaboration between these partners are crucial to ensure equitable implementation of the All Our Kin program and responsive decision-making. It is crucial to consider how to effectively gather and incorporate the insights and feedback from the community partner with lived experience into the decision-making process. Understanding the mechanisms

and platforms for hearing their voices and valuing their experiences is essential for meaningful engagement and inclusivity. This could involve creating opportunities for community partners to share their stories, conducting surveys or focus groups, and establishing channels for ongoing dialogue.

Additionally, exploring the specific concerns or objections that the county commissioners or policymakers may have about the program is necessary. By engaging in open and transparent communication with them, it becomes possible to address their potential reservations proactively and provide the necessary information or evidence to alleviate any doubts or uncertainties. Identifying ways to leverage their roles and influence to secure the required funding and resources for the program will be vital for successful implementation. This may involve providing data-driven presentations, sharing success stories from similar programs, and involving them in the planning and decision-making processes.

In terms of strengths, the analysis ensures a well-rounded understanding of the different stakeholders involved in the program implementation. Furthermore, by including a partner who may have concerns or opposition to the program, the analysis acknowledges the importance of considering and addressing potential challenges and objections, fostering a more informed decision-making process. However, there are some limitations to consider. Firstly, the analysis does not delve into the detailed concerns that the county commissioners or policymakers may have. Further exploration of these concerns would provide a more nuanced understanding of the potential barriers to implementation. Additionally, it is important to acknowledge that there may be other relevant community partners or organizations whose involvement should also be considered. Identifying and engaging these partners can provide more comprehensive and diverse perspectives.

In summary, the analysis demonstrates inclusivity by considering diverse perspectives and recognizing the need to address concerns. However, further exploration of specific concerns and engagement of additional stakeholders would enhance the analysis and decision-making process for the County Commissioners. By addressing these questions and limitations, the County Commissioners can strengthen their understanding of the community partners and ensure a more effective and inclusive implementation of the All Our Kin program in Durham, NC.

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## Appendix F.2.a: Community Partner Analysis Figures and Tables

**Table F.2.1:**

*Power Matrix*

<b>Low Power/High Interest</b>	<b>High Power/High Interest</b>
Parents Educators School administrators Community members	County commissioner/policymakers SmartStart Nonprofits/advocacy organizations
<b>Low Power/Low Interest</b>	<b>High Power/Low Interest</b>
Preschoolers	Small business owners Faith-based organizations

(Equity Toolkit, 2022)

**Table F.2.2:**

*CATWOE 1*

<b>System to promote early childhood education and development in Durham County, NC</b>	
<b>C</b>	Parents or guardians of preschoolers who have firsthand experience with the ECE system and its impact on their children.
<b>A</b>	Community organization (e.g., local Smart Start) representing parents and children, engaging with the ECE system, and advocating /implementing equitable policies and programs.
<b>T</b>	Effective stakeholder collaboration to address SDOH, raise awareness and advocate for systemic changes that promote equity and improved outcomes in ECE.
<b>W</b>	Working for a system that is inclusive, reduces disparities, and ensures all children have access to high-quality education and support.
<b>O</b>	Policymaker or governing agency responsible for overseeing early childhood education, with the authority to implement changes and support community advocacy efforts.
<b>E</b>	Limited funding/resources, bureaucratic processes, systemic inequities, and social barriers.
Root definition: A system to promote equity in ECE by actively engaging community advocates, policymakers, and stakeholders, collaborating to address SDOH, and mobilizing resources, to ensure access to high-quality education and support for all children.	

(Improvement Service CATWOE, 2022)

**Table F.2.3:**

*CATWOE 2*

System to promote early childhood education and development in Durham County, NC	
<b>C</b>	Preschool teachers/educators are directly/indirectly affected by the implemented policy or program.
<b>A</b>	County commissioner responsible for decision-making and policy implementation.
<b>T</b>	Consistent and effective training for teachers in order to provide consistent, equitable, and robust ECE.
<b>W</b>	Successful early childhood education would promote long-term socioeconomic prosperity within the county and broader political support.
<b>O</b>	Policymaker/local government with the oversight and authority to make critical decisions and approvals in policy and legislative actions.
<b>E</b>	Balancing priorities and resource allocation across many different issues and stakeholders; political considerations, conflicting interests.
Root definition: a system to promote high-quality, reliable ECE by implementing consistent training for preschool educators in order to provide young Black students in Durham County, NC with the early educational tools for success	

(Improvement Service CATWOE, 2022)

### **Appendix F.3: Engagement and Accountability Plan**

#### **Purpose**

Community partner engagement holds significant importance in the context of efforts to address the prioritized social determinant of health (SDOH). By involving community partners, a comprehensive and sustainable approach can be pursued to drive long-term systemic change beyond the scope of the proposed program/policy developed by the team (CDC, 2018). The purpose of the proposed program/policy in this paper is to enhance access to high-quality early childhood experiences and preschool education for young Black children. This includes expanding the community workforce of early childhood education (ECE) educators to provide care during non-traditional work hours and improving the quality of licensed ECE educators and programming. The engagement plan is designed to facilitate collaboration and active involvement of community partners in broader systemic change efforts related to the SDOH that influence community health and well-being. By engaging community partners, their expertise, experiences, and networks can be harnessed to address the underlying factors contributing to health disparities and drive positive changes in the community (ECLKC, 2022). The aim of the engagement plan is to establish sustainable partnerships that will contribute to lasting transformations in ECE and exert a positive influence on the SDOH for young Black children within the community.

#### **Priority Partner**

The Durham County Department of Public Health (DCDPH), as the selected community partner, plays a crucial role in addressing the social determinants of health (SDOH) and holds relevance to program design, implementation, and evaluation in the context of our proposed efforts. The DCDPH has extensive experience and involvement in initiatives focused on ECE, making them a valuable partner in program design. Their collaboration with local educational institutions, such as public schools and community colleges, demonstrates their commitment to enhancing ECE programming and professional development for educators. This experience enables the DCDPH to contribute to the design of effective interventions and policies that address the specific needs of young Black children, who are the primary focus of our proposed program (DCONC (News), 2023).

Moreover, the DCDPH involvement in addressing the SDOH positions them as a key player in program implementation. As a stakeholder with policymaking authority, the DCDPH has the authority to establish regulations and guidelines that promote equitable access to early childhood education. Through its allocation of resources, funding, and support for programs addressing educational disparities, the DCDPH actively contributes

to the implementation of interventions aimed at improving outcomes for young Black children. In terms of program evaluation and commitment to equity, the DCDPH participation in evaluating the effectiveness and impact of interventions enables a comprehensive assessment of the program's outcomes and informs future improvements. Additionally, its access to data and resources facilitates data-driven evaluation efforts, ensuring that the program's success is measured accurately (DCONC (Strategic Plan), 2023). Please refer to Table F3.1 in the Appendix for a RASCI chart, which outlines other various stakeholders and roles in the policy/program.

### **Engagement Barriers and Facilitators**

Engaging the DCDPH as a community partner in enhancing ECE for young Black children may encounter several barriers. Firstly, there might be a lack of awareness and prioritization regarding the transformative impact of early childhood education on the social determinants of health. If key decision-makers are not fully informed about the long-term benefits of investing in early childhood education, they may not prioritize or allocate sufficient resources to support initiatives in this area. Additionally, the DCDPH's existing commitments to other ongoing programs and public health initiatives could pose challenges in dedicating the necessary time and resources to new engagement activities focused on early childhood education. Limited financial resources and staff availability might hinder their ability to commit fully to the collaborative effort (ECLKC, 2022).

Navigating the bureaucratic processes within a government organization like the DCDPH can be complex and time-consuming. Strict approval processes, multiple layers of decision-makers, and rigid protocols may slow down or complicate collaboration efforts, making it difficult to efficiently move forward with the proposed program/policy. The misalignment of priorities within the DCDPH could also impact their willingness to actively engage in efforts outside their primary areas of focus. If other public health issues take precedence, they may not view early childhood education as a top priority, reducing their motivation to participate fully in addressing the specific needs of young Black children. Resistance to change is a common barrier in any organization, and the DCDPH may not be an exception. Implementing new approaches or policies, especially if they involve significant changes to existing practices or resource allocations, can encounter internal resistance from staff or other stakeholders within the DCDPH. This resistance might impede progress and hinder effective engagement in the proposed program/policy (Turin T.C., et al., 2021)

Furthermore, engaging the DCDPH in early childhood education efforts may require coordination with various governmental agencies, community organizations, and educational institutions. If there is inadequate communication and collaboration among these different entities, it may create challenges in aligning efforts and goals, making it difficult for the DCDPH to actively participate. Political factors and funding constraints can also impact the DCDPH's ability to engage in new initiatives. Shifting political landscapes or budget limitations may affect their capacity to commit to engagement efforts over time. Securing funding and garnering political support for the proposed program/policy may require additional advocacy and effort (Turin T.C., et al., 2021).

Lastly, the DCDPH's organizational culture and communication practices could influence their receptiveness to collaboration. A hierarchical or siloed culture might hinder open dialogue and effective partnerships with external organizations like the Durham Partnership for Children (DPfC). Overcoming these barriers necessitates a deliberate effort in clear communication and relationship-building with key stakeholders within the DCDPH. Providing evidence-based data that articulates the significant benefits of early childhood education on public health outcomes and highlighting how the DCDPH's involvement can align with their own organizational goals will be crucial. Building strong relationships and establishing a shared vision for the collaborative partnership can foster a positive and productive engagement process, ultimately leading to improved early childhood education outcomes for young Black children in Durham County (ECLKC, 2022).

### **Engagement Methods**

Engaging the Durham County Department of Public Health (DCDPH) in a successful partnership requires a strategic and thoughtful approach, coupled with open and transparent communication. In the design phase, the program should initiate early contact with DCDPH, aiming to establish a solid foundation for collaboration through community workshops. This early engagement can be achieved through direct communication with key DCDPH staff, such as public health administrators and program managers. Meetings, emails, and phone calls can be employed to convey the program's mission, goals, and intended outcomes. By involving DCDPH from the outset, the program can benefit from their expertise, gain insights into the unique health needs and challenges faced by the community, and ensure that the initiative is closely aligned with DCDPH's strategic priorities (DCONC, 2023). Central to the success of the partnership is demonstrating how the program complements and supports DCDPH's ongoing efforts. By showcasing how the program's objectives align with DCDPH's existing data and evidence-based strategies, the program can reinforce its relevance and credibility.

This alignment should be highlighted during discussions and planning sessions, emphasizing how the program can contribute to broader public health goals and address critical health disparities in the community. Presenting a comprehensive strategy that connects the program's objectives to DCDPH's larger mission will demonstrate a shared commitment to improving public health outcomes in Durham County. (Gordon-Davis, C., 2023).

Iterative reviewing and implementation are paramount in ensuring a strong partnership in the improvement phase. Tools like data collection surveys tap into DCDPH's knowledge and experience. The program can benefit from their insights and ensure that interventions are evidence-based and responsive to community needs. Moreover, involving DCDPH staff in the improvement phase will create a sense of shared ownership and accountability, which is essential for the success of the initiative (DCONC, 2023).

Sustaining the partnership involves regular and transparent data sharing and evaluation. Providing DCDPH with periodic updates on the program's progress, including data collection and analysis, allows for ongoing communication and constructive feedback. This can be done through their participation in community advisory boards. Sharing both successes and challenges will enable DCDPH to offer support where needed and contribute to refining and optimizing program strategies. Moreover, engaging DCDPH in the program's evaluation process ensures that evidence-based practices guide decision-making, leading to continuous improvement and a more impactful approach to early childhood education in Durham County (DCONC, 2023). Please refer to Table F3.2 in the Appendix for a summary of the engagement methods and their corresponding performance measures.

### **Engagement Leadership**

The Durham Partnership for Children (DPfC) is uniquely suited to lead the engagement efforts for addressing the social determinants of health (SDOH) in the county. As a nonprofit organization dedicated to supporting the healthy development of young children and their families, the DPfC brings extensive experience and expertise in early childhood education, which is the prioritized SDOH in this case. Its established relationships with key stakeholders, including parents, educators, community organizations, and policymakers, provide a solid foundation for effective engagement and collaboration. The DPfC's deep understanding of the local context, including the specific challenges and needs related to ECE in Durham County, allows it to tailor engagement strategies and interventions to the unique circumstances of the community (DPfC (Our Impact), 2016).

The DPfC will use data as a valuable tool to assess the current state of early childhood education in Durham County, identify gaps and areas for improvement, and inform evidence-based strategies and interventions. By

analyzing the data, it can gain insights into disparities in access to quality ECE among different communities, enabling targeted efforts to address these inequities and ensure equal opportunities for, not only young Black children but all children. Additionally, armed with this data, the DPfC can effectively communicate the importance and impact of early childhood education to County Commissioners. By presenting evidence of the benefits and specific needs of the community, they can advocate for the allocation of resources and the creation of new administrative policies that support participation, funding, program quality standards, and collaboration among stakeholders (Haldane, et. al., 2019). To maximize the impact of their efforts, Durham County Board of County Commissioners (BOCC) should prioritize funding for early childhood programs, foster partnerships and collaboration among relevant stakeholders, and ensure equitable access to quality early childhood education. By closely working with the DPfC and aligning their policies with the broader goals and priorities of the county, the Durham BOCC can play a vital role in driving sustained and impactful change in early childhood education in Durham County (DPfC (Durham PreK First 5 Classrooms), 2019).

### **Disciplinary Critique**

Articulating accountability through a Memorandum of Understanding (MOU) holds immense value in strengthening the partnership between the Durham Partnership for Children (DPfC), the Durham County Department of Public Health (DCDPH), and early childhood education (ECE) stakeholders. By establishing an MOU, DPfC can clearly outline its role as the engagement leader and articulate its responsibilities in coordinating and facilitating engagement activities with DCDPH. The MOU can specify the commitments of Durham County in providing support and resources to enhance the quality of ECE programming and increase access to preschool experiences for young children. Additionally, the MOU can detail the specific methods and strategies DPfC will employ to engage ECE educators and increase the community workforce, especially during non-traditional work hours. Through measurable goals and regular review processes outlined in the MOU, DPfC and DCDPH can ensure accountability in achieving the desired outcomes of increased access to high-quality ECE experiences and the professional development of licensed ECE educators. By addressing these elements in the MOU, the partners can establish a foundation of trust, clarity, and shared commitment, enabling effective collaboration and sustained impact in improving early childhood education in Durham County (ASTHO MOU Toolkit, 2018). Please refer to Section F3.3 in the Appendix for a detailed example of an MOU between DPfC and DCDPH.

### Appendix F.3.a: Engagement and Accountability Plan Figures and Tables

**Table F3.1:**

RASCI Chart

RASCI Table		
<b>Policy/Program</b> <ul style="list-style-type: none"> <li>Increasing access to preschool and high quality early childhood experiences through increasing community workforce of ECE educators who provide care during non-traditional work hours as well as increasing quality of acting licensed ECE educators and programming</li> </ul>		
RASCI Levels	Community Partners	Rationale
Responsible=owns the challenge/ project	<ul style="list-style-type: none"> <li>Durham Partnership for Children (DPfC)</li> </ul>	Responsible stakeholders have the power/capacity to direct the program given the depth of their experience, resources, funding, and influence in early childhood education. For example, Durham County Commissioners can review and approve local policies and legislation. DPfC will aid in the mobilization of community partners to build capacity to implement and execute on the piloting and expansion of AOK..
Accountable=ultimately answerable for the correct and thorough completion of the deliverable or task, and the one who delegates the work to those <i>responsible</i>	<ul style="list-style-type: none"> <li>Durham County Commissioners</li> <li>Durham County School Admin</li> <li>Durham County Mayors</li> <li>Family and Childcare Providers (All Our Kin Licensed*)</li> <li>All Our Kin Admin (local branch)</li> </ul>	Accountable stakeholders are liable for the success (or failure) of the program/task and have broad oversight over all community partners. All stakeholders listed have specific goals/duty related to ensuring quality early childhood education to their community.
Supportive=can provide resources or can play a supporting role in implementation	<ul style="list-style-type: none"> <li>Empowered Parents in Community (EPiC)</li> <li>Durham's Partnership for Children Community Awareness Committee</li> <li>Parents of Preschoolers in Durham County, NC</li> <li>Smart Start Admin</li> <li>NCEI (NC Early Intervention)</li> <li>DCONC/DCDPH</li> </ul>	Supportive stakeholders (including all stakeholders listed) have important advocacy, experiences/perspectives/knowledge, and resources on the implementation of robust and equitable early childhood education.
Consulted=has information and/or capability necessary to complete the work	<ul style="list-style-type: none"> <li>Faith-based organizations</li> <li>GO Durham Transit</li> <li>Head Start Admin</li> </ul>	Consulting stakeholders can provide supplemental resources and perspectives: transportation (GO Durham Transit), venues (FBOs), opposing viewpoints/risk-mitigation strategies (Head Start).

<p>Informed=must be notified of results, process, and methods, but need not be consulted</p>	<ul style="list-style-type: none"> <li>● Durham County community members</li> <li>● Parents of homeschooled children</li> </ul>	<p>Informed stakeholders (including all stakeholders listed) will be given appropriate updates and information in order to increase awareness and potentially support subsequent decision-making regarding early childhood education within their circles of influence.</p>
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**Table F3.2:***Engagement Plan Measurement Chart*

<b>Engagement Method</b>	<b>Facilitator(s) / Barrier(s)</b>	<b>Timing</b>	<b>Measure Description</b>	<b>Measure Data Source</b>	<b>Measure Frequency</b>
Community Workshops	Facilitator: Stakeholder Collaboration	Design	Number of stakeholders actively participating	Workshop attendance records	After each workshop
	Barrier: Lack of community awareness				
Data Collection Surveys	Facilitator: Community Awareness	Improve	Percentage of respondents indicating increased awareness	Survey responses	After each survey
	Barrier: Insufficient communication				
Community Advisory Board	Facilitator: Policy and Institutional Support	Sustain/ Scale	Number of policy recommendations generated	Advisory board meeting minutes	Ongoing, after each meeting
	Barrier: Inadequate institutional support				

(ECLKC, 2022; Gordon-Davies C., 2023)

### **Section F3.3:**

#### *Memorandum of Understanding for Durham County Department of Public Health and Durham Partnership for Children*

##### **Introduction:**

1.1 This Memorandum of Understanding (MOU) establishes a partnership between the Durham Partnership for Children (DPfC) and the Durham County Department of Public Health (DCDPH) to strengthen access to high-quality early childhood experiences and improve preschool opportunities for children in Durham County, North Carolina.

1.2 The primary focus of this MOU is to enhance the community workforce of early childhood education (ECE) educators, with a specific emphasis on expanding access to care during non-traditional work hours, while concurrently improving the quality of licensed ECE educators and programming.

##### **Scope and Objectives:**

2.1 The partnership's scope encompasses the expansion of preschool programs and early childhood experiences, particularly during non-traditional work hours, to accommodate the needs of working families in Durham County.

2.2 The objectives include increasing the number of ECE educators available to provide care during non-traditional hours, enhancing the quality of licensed ECE educators, and improving the overall programming and educational experiences for children.

##### **Roles and Responsibilities:**

3.1 The DPfC will serve as the lead organization responsible for coordinating and implementing initiatives aimed at increasing the community workforce of ECE educators and improving preschool opportunities.

3.2 The DCDPH will provide support and collaborate with the DPfC to create an enabling environment for the expansion of ECE workforce and the enhancement of preschool programming.

##### **Resources and Contributions:**

4.1 Each partner will contribute resources, including funding, staff, and expertise, to support the implementation of initiatives aimed at increasing access to preschool and improving the quality of early childhood experiences.

4.2 Clear mechanisms for resource allocation, tracking, and reporting will be established to ensure efficient utilization of available resources.

Engagement Strategies:

5.1 The DPfC will develop and implement targeted engagement strategies to recruit and train individuals interested in becoming ECE educators, particularly those willing to provide care during non-traditional work hours.

5.2 Strategies will also focus on improving the professional development opportunities and training for existing licensed ECE educators to enhance their skills and knowledge.

5.3 Community-wide awareness campaigns will be initiated to highlight the benefits of high-quality early childhood experiences and the importance of an expanded ECE workforce.

Data Collection and Evaluation:

6.1 The partners will collaborate on data collection and evaluation to assess the current availability of ECE educators during non-traditional hours and the quality of existing preschool programs.

6.2 Data analysis will inform evidence-based strategies and interventions to address gaps in access and enhance the quality of early childhood experiences, including targeted workforce development efforts.

Communication and Collaboration:

7.1 Effective communication channels, regular meetings, and reporting mechanisms will be established to facilitate ongoing collaboration between the DPfC, the DCDPH, and other stakeholders involved in ECE.

7.2 Collaboration will extend to relevant community organizations, educational institutions, and policymakers to foster a comprehensive approach to increasing access and improving the quality of early childhood experiences.

Review and Endorsement:

8.1 Regular review and evaluation of the partnership's progress will occur to assess achievements, identify challenges, and capitalize on opportunities for improvement.

8.2 Key stakeholders, including County Commissioners, will be engaged in the review process to ensure their endorsement and support for sustained implementation of initiatives.

By adhering to this MOU, the DPfC and the DCDPH will work collaboratively to expand access to preschool and high-quality early childhood experiences, particularly during non-traditional work hours, while simultaneously enhancing the community workforce of ECE educators and improving the overall quality of ECE programming. (ASTHO MOU Toolkit, 2018; DPfC, 2023; DCONC, 2023)

#### **Appendix F.4: Individual Presentation Slides and Script**



Aishwarya: Stakeholder engagement is essential for the successful implementation and sustained improvement of any program. Our All our Kin program will use a comprehensive approach to stakeholder engagement and accountability through various formats.



Aishwarya: Our plan is sectioned into design, improvement, and sustain/scale phases of collaborative approach.

### Design Phase

In the design phase, our first priority is to bring together stakeholders from various sectors via community workshops. These workshops will foster a sense of ownership among the community and increase buy-in for our program.

To further ensure community participation and diverse perspectives, we propose the establishment of a Community Advisory Board. This board will comprise representatives from different stakeholder groups, including parents, educators, community leaders, and policymakers. The Community Advisory Board will provide a platform for constructive discussions, enabling us to build the base and early iteration of our program.

In addition, we will engage with the Durham Public School Board of Education (DPS BoE) to formally outline the vision and objectives of our early childhood education initiative. Following this, we will conduct recurring meetings with the board to ensure involvement and gather valuable insights from education experts. These steps in the design phase will create an important feedback loop from community to leadership.

### Improvement Phase

Moving into the improvement phase, we will conduct data collection surveys across different stakeholder groups, which will highlight stakeholder perceptions and experiences; identify needs and areas for improvement and inform targeted interventions to address specific challenges. A higher response rate will indicate greater stakeholder engagement and a vested interest in shaping early childhood education for our community.

We will also partner with the BoE to offer training sessions during this time to facilitate knowledge sharing and educator readiness.

### Sustain/Scale Phase

As we progress into the sustain/scale phase, we will closely monitor and discuss the continued commitment and collaboration of our partners within our Community Advisory Board.

We will conduct community focus groups and outreach events to widen our scope and identify innovative opportunities to explore. We will facilitate open dialogue and the ideation process will be agile and iterative and build upon learnings from each stage; we aim to collectively create strategies that will significantly improve early childhood education outcomes in Durham county.

I will now hand off to Anthony.