Eye on Evaluation
DATA AND ACCOUNTABILITY DEPARTMENT

Project Enlightenment Evaluation, 2011-12

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Abstract

Project Enlightenment, part of the Wake County Public School System (WCPSS), has been providing services to children ages birth through 5 years, their parents, and teachers in childcare and preschool settings since 1969. With a local and grant funded budget of just over 2 million dollars, staff members served about 2,400 children in 2011-12. The number of children impacted increases considerably when siblings and students of the teachers served are included. The overall goal of Project Enlightenment is to prepare children to be successful in kindergarten.

The prevention and intervention services available through Project Enlightenment are more comprehensive than those identified within other large school systems. All the districts that were contacted provide developmental screenings. Beyond this, Project Enlightenment provides teacher parent consultations and workshops, parent training via home visits, kindergarten readiness activities, and parent counseling. It also has an onsite parent teacher resource center and two preschool classrooms, one of which is a WCPSS Title I Pre-K classroom.

Survey results show that parents and teachers are highly satisfied with the services provided. Analyses on small samples of children served suggest some short-term improvements in children's areas of need. The findings, which cannot be generalized due to the limited samples, also show some positive impact on their kindergarten success. Further evaluation is needed on the long-term success of the service components. Recommendations to staff include strengthening goal setting, adjusting data management systems, modifying service delivery as appropriate, and exploring new public outreach and screening opportunities.

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Acknowledgements

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WAKE COUNTY
PUBLIC SCHOOL SYSTEM

Summary

Project Enlightenment was initiated in 1969 by the Wake County Board of Education, the Wake County Mental Health Department, and Dorothea Dix Hospital to address the large numbers of children who were entering school with significant problems. Based on the emerging research at that time on the positive impact of early intervention on kindergarten outcomes, the services at Project Enlightenment were designed to provide a comprehensive range of prevention and early intervention services to foster the social and emotional development of young children ages birth through kindergarten (Baenen, Bearfield, Kinney, Bernholc, & Binde, 1999).

The current mission of Project Enlightenment is to "promote the optimal development of young children by providing a unique blend of quality services to the Wake County community." The Project Enlightenment staff includes educators, child development specialists, psychologists, and counselors who believe in building on children's strengths to help them succeed in school. The accomplishment of this mission is promoted through the variety of available services that help identify and serve children at risk for school failure, strengthen parents' and teachers' skills so they might work effectively with their children, and provide resources and training that promote successful schools and children.   In 1974, the American Psychiatric Association recognized Project Enlightenment as one of seven model programs in the nation.

Project Enlightenment Services

Project Enlightenment is part of the Wake County Public School System, yet differs from other WCPSS departments in that it targets children from birth through kindergarten. It offers services to the caregivers of young children and to young children themselves, as shown in Table 1. A comparative analysis of the early childhood services offered elsewhere reveals that Project Enlightenment is similar to other school districts in its early screening activities but unique in its distinct array of prevention and intervention services available at one location.

Through local funds, Project Enlightenment offers indirect services to young children by working with their parents as well as teachers in area childcare centers, preschools, and kindergartens. Such services include consultations with teachers and parents, parent counseling, workshops, and a resource center. Although parents and teachers can access these services, the young children for whom they care are the intended indirect beneficiaries of the resources.

Locally-funded services that directly impact children include developmental screenings and a preschool classroom. Developmental screenings are conducted on young children per parental request, which may be made based on the recommendations of teachers, pediatricians, or other Project Enlightenment staff who are already serving the family. There are also two preschool classrooms housed at Project Enlightenment. The Demonstration Preschool Classroom is a blended classroom for four year old children, half of whom have developmental delays or social/emotional needs and the other half displaying on-time, typical development. The Family Literacy Classroom is one of the district's Title I Pre-K program classrooms. Teachers and other professionals can participate in guided observations of these preschool classrooms for training purposes.

Project Enlightenment also encompasses two Wake County SmartStart grant funded programs: Parents as Teachers (PAT) and Supporting School Readiness (SSR). Both programs are specifically targeted to support low-income families in Wake County. PAT is a program that directly serves children from birth through kindergarten and their parents. SSR offers programs to children who are preparing to enter kindergarten and workshops to parents and childcare center teachers.

Table 1
Project Enlightenment Program Component Descriptions

Component	Description
Teacher Parent Consultants	Teacher Parent Consultants work with teachers and parents to address classroom difficulties related to children's behavior, social development, and learning.
Parent Counseling (contracted service)	Short-term counseling is available to help parents with concerns about their child's development or behavior that may impact school success.
Parent Teacher Resource Center (PTRC)	The PTRC provides a variety of resources to parents and teachers including books, articles, brochures, and videos that address child development and education, parenting, and other related issues.
Parent and Teacher Workshops	Workshops/classes are offered to teachers and parents on topics of interest: positive discipline, communication, early literacy, school readiness, and development.
Demonstration Preschool (DPS)	DPS is a half-day pre-K classroom serving typically developing children and those with developmental or social-emotional delays. It serves as a model inclusive classroom.
Family Literacy Classroom (FLC) (Title I Pre-K Classroom)	FLC is one of the 38 WCPSS Title I pre-K classrooms. It is housed at Project Enlightenment and is part of the statewide consortium of model classrooms.
Developmental Screenings	Screening services are available when concerns arise about a child's speech, language, behavior or development. Screenings are primarily conducted for children ages 3 to 5 years.
Parents as Teachers (PAT) (SmartStart grant funded)	PAT is an internationally acclaimed parenting education program. Parent educators use a research-based curriculum to help families understand child development and encourage their children to become successful. They conduct home visits, group meetings, screenings, and make referrals.
Supporting School Readiness (SSR) (SmartStart grant funded)	SSR programs are offered to help children make a successful transition to kindergarten. • Summer Enrichment Program offered at 10-15 WCPSS elementary schools • Getting Ready for Kindergarten programs and parent workshops • Professional development for teachers • Transition Technical Assistance for care centers and homes

Results

The results presented in this evaluation are based on a mixed methods approach including a descriptive analysis of service participants for 2010-11 and 2011-12 and their short-term outcomes, a survey of Project Enlightenment professional staff, cohort analyses examining the kindergarten outcomes of two separate samples of students served at Project Enlightenment in 2010-11, a comparative analysis of early childhood and pre-K services outside Wake County, and an examination of budgetary documents. Several data issues and the short timeframe in which report completion was requested impacted the type of analyses we could conduct. A lack of common pre- and post-service measures also inhibited our ability to identify a comparison group, which would have allowed us to measure program success.

In 2011-12, about 2,400 children were directly served by a Project Enlightenment professional staff of about 30 members. The number of children impacted by the services is much greater if we include those children who were indirect beneficiaries of the services provided to their siblings, parents, and teachers (a range of 3,500 to 41,000 children). The subgroup characteristics of the children who were directly served reflect the system demographics. The two grant funded programs, however, specifically target low-income families. According to Wake County SmartStart guidelines, at least 85% of the Parent as Teachers (PAT) participants and at least 90% of the Supporting School Readiness (SSR) participants are expected to be low-income. In 2010-11 and 2011-12, the PAT program served a higher percentage of low-income families than was expected, although SSR did not quite meet their target either year.

Project Enlightenment staff members typically hold more than one job responsibility and therefore serve children in a variety of ways. Conducting developmental screenings, which may indicate a need for a referral to WCPSS Preschool Special Education Services, is the most common way that staff contribute to the Child Find efforts authorized by the Individuals with Disabilities Education Act (IDEA). Most recently, in 2011-12, about one third of the children served at Project Enlightenment received a developmental screening. Based on staff survey results, they do not feel that they could serve a larger monthly caseload of children. Staff have considered shortening the screening process, though they are concerned about jeopardizing the quality and effectiveness of this service.

In terms of short-term outcomes, survey data reveal that parents and teachers are highly satisfied with the services delivered by Project Enlightenment staff. Additionally, annual evaluations conducted of the PAT and SSR programs offer some evidence of an impact during the year of service. PAT implementation levels were strong in 2010-11 and 2011-12. For example, over 90% of parents appeared to gain knowledge related to parenting and slightly less than the targeted 80% gained parenting skills. PAT also has a strong national research base that shows positive long-term results among elementary students. The short-term results for the years in which SSR services were delivered at Project Enlightenment were quite positive. Results indicate that most of the parents involved in the various SSR initiatives increased their knowledge and skills in the areas addressed. SSR is a local program and offers no empirical evidence of long-term benefits.

We examined the kindergarten outcomes of two cohorts of children served by Project Enlightenment. The first cohort was served in 2010-11 by either teacher parent consultants, developmental screeners, or parent counselors. The second cohort was comprised of children in Demonstration Preschool Classroom for the 2010-11 school year. Our analyses, which were limited by small sample sizes and no available pre- and post-service assessments, did reveal some positive kindergarten outcomes. There were no retentions in grade and only one suspension among both sample cohorts. Based on Kindergarten Initial Assessment (KIA) results, students in each cohort were able to perform basic oral language tasks without adult support. Students served by the Demonstration Preschool had the greatest positive personal and social outcomes as measured by the KIA compared to students in the other cohort and to WCPSS kindergarten students districtwide.

Considering the pre-K programs that are available in other large school systems, Project Enlightenment appears to be rather unique in its triangular service model directed to children, parents, and teachers. The teacher and parent consultations, parent counseling, and resource center are distinct services as well as the extensive workshops offered to parents and teachers throughout the school year. Similar to the other large school systems analyzed in this report, WCPSS adheres to IDEA Child Find legislation. Project Enlightenment contributes to this effort through its developmental screening services. Like other districts, WCPSS has a Title I Pre-K program. The preschool classrooms at Project Enlightenment are unique, however, because they offer an observation component that is a teaching tool for teachers as well as parents. Within Wake County, preschool services and family counseling services may be available through other organizations, yet the focus, intensity, duration, cost, and target population of these services differ from those available at Project Enlightenment.

Project Enlightenment offers this wide array of services to young children, and their caregivers (parents and teachers) at an annual cost of slightly over two million dollars ($2,220,000). In 2011-12, about $1.5 million of the budget was funded by WCPSS and the remainder was deferred by grant sources and self-support funds. It cost WCPSS a little under $1,000 to provide direct prevention and intervention services to each of the 2,400 children served at Project Enlightenment in 2011-12. There is a considerable reduction in the cost expended per child served when siblings are included in the pool of service beneficiaries. Including these children reduces the cost to approximately $600 per child. The cost per child drops to under $400 when the children of the additional parents served by parent workshops and the Parent Teacher Resource Center are included. If we also consider the tens of thousands of children who may have been impacted by the thousands of teachers who attended workshops, then the cost is about $50 per child.

Recommendations

We suggest several improvements to Project Enlightenment that may increase the fidelity of implementation and program accountability. General recommendations to Project Enlightenment staff are discussed below. Table 2 provides recommendations specific to each service component.

1. **Strengthen goal setting to facilitate better monitoring and evaluation of program success.**

Many WCPSS programs could strengthen their goal setting efforts, Project Enlightenment being one of them. In setting appropriate goals, staff must consider what realistic outcomes can be expected based on the intensity and duration of their service. Most Project Enlightenment services are short-term in nature. Two in particular are more intensive and long term. The goals selected for each service must be Specific, Measurable, Attainable, Relevant, and Time-bound (SMART). Additionally, staff should begin to establish more specific child, parent, or family goals, document progress made, and report outcomes.

Goals for short-term services: Teacher parent consultations (TPC), parent counseling, parent teacher workshops, and developmental screenings are short-term services. Because these services may be received in one to nine sessions, Project Enlightenment should set realistic goals that could be met during a short timeframe. We suggest that TPCs and parent counselors use a common file or form created by Project Enlightenment staff to document specific goals for the child, family, and/or teacher at the start and end of the intervention. In cases where referrals are made, staff should consistently document whether clients have sought out the referrals. Staff could then set a goal to increase (or maintain) the percentage of clients who follow through on referrals.

Goals for long-term services: The Demonstration Preschool and Parents as Teachers (PAT) are two service components that are more intensive and long-term. Children attend the preschool for one school year and PAT participation can last 24 months. We recommend that Project Enlightenment initiate a longitudinal study (through kindergarten or beyond) for students in the Demonstration Preschool. Multiple cohorts of Demonstration Preschool students should be combined to reach an adequate sample size. Data and Accountability staff may be available to collaborate with the Office of Early Learning and Project Enlightenment staff to design and conduct the study, if it is considered a district priority. Similar to the recommendations for the WCPSS Title I Pre-K Program made by the Data and Accountability Department (Baenen, 2011), students in the Demonstration Preschool could be compared to students in the Title I or special education pre-K classrooms or to those children on the waitlist for these services. Appropriate pre- and post-service measures should be made for both groups on academic, social, and emotional measures, perhaps using BRIGANCE assessments. If positive outcomes are found, staff could continue to annually monitor the overall fidelity of program implementation and review pre- and post-assessments for participants without conducting additional studies. The evaluation of PAT is less of a concern since ongoing evaluation occurs at the national level. That being said, Project Enlightenment might want to explore how PAT outcomes within Wake County compare to those found within PAT programs available in other North Carolina counties or across the U.S.

2. **Improve data management systems.**

Staff currently use several different databases to maintain program records. Although separate databases are required for Wake County SmartStart funded programs and may be useful for data entry, they present a challenge to data analysis. Staff are encouraged to record pertinent

information in a single data management system. This would greatly facilitate obtaining counts of children and families served each year and should reduce duplicate or discrepant information for families who utilize more than one service. Staff could create a common file or form for data elements such as the length of service and pre- and post-measures of success based on the presenting problem, articulation of goals, attainment of goals, and any assessment data for analytical purposes. Maintaining a common data management system would make analyses more efficient.

3. **Review Project Enlightenment service components and consider whether changes are appropriate.**

An analysis of program cost effectiveness is typically included in the evaluations conducted by Data and Accountability. Because we were unable to measure whether Project Enlightenment was effective in meeting its longer-term goals, a cost effectiveness ratio could not be calculated. The information we provide on overall costs, comparisons of services provided elsewhere, and short-term outcomes can help to inform WCPSS staff about the value of all Project Enlightenment components. We encourage this review as part of a continuous improvement process. Project Enlightenment provides some services that are not commonly provided in other large systems for children ages birth through five years. Other than the federal mandate to conduct Child Find screenings, the services that Project Enlightenment offers to young children are not compulsory in a K-12 school system. This gives WCPSS staff flexibility in determining whether any changes are appropriate.

4. **Continue to explore new opportunities for providing public outreach and screenings throughout the community**

Project Enlightenment has numerous public outreach efforts. Staff advertise within different media sources, host or are visible at community events, and are frequently engaged with other agencies. As the county's population continues to grow and shift, it may be necessary for Project Enlightenment to initiate alternative and/or additional public outreach efforts, especially targeting diverse populations and low income families who would benefit from the free services they offer. Currently, Parents as Teachers and Supporting School Readiness programs serve a high percentage of low-income families, considerably higher than the other service components. Determining effective ways to bring services to families in need may be an ongoing effort for staff. Increasing the public's awareness and opportunities for developmental screenings may be a particular priority since this is such an important service. The newly formed WCPSS Office of Early Learning, which includes Preschool Special Education, Title I Pre-K, Project Enlightenment and the Ready to Learn Centers, is exploring ways to collaborate in their efforts to provide more screening opportunities throughout the Wake County community. Project Enlightenment staff reported that increasing the volume of monthly screenings might be difficult while also maintaining the quality of this service, so interdepartmental collaboration and support might be beneficial.

Table 2
Recommendations Specific to Project Enlightenment Components

Component	Recommendations
Teacher Parent Consultants	In a database, record: • Needs and goals for each case and whether they were attained • Whether a referral was made and whether parent followed through with referral • Provide annual summaries and highlight goal attainment
Parent Counseling (contracted service)	In a database, record: • Needs and goals for each case and whether they were attained • Whether a referral was made and whether parent followed through with the referral
Parent and Teacher Workshops	• In a database, record overall satisfaction results with workshops for key items on effectiveness • Follow-up with a sample of parents about use of strategies • Follow-up with teachers on use of strategies in classroom using eSchool surveys
Demonstration Preschool	• In a database, record specific goals for students and whether they are attained • Summarize student progress for each preschool cohort • Conduct pre- and post-assessments for students in areas of need (academic, behavioral, emotional) • Explore the impact on kindergarten success by establishing a comparison group with common pre-post assessment information (Data and Accountability Department will offer support as needed)
Developmental Screenings	• Increase the number of screenings completed by using the Ages and Stages Questionnaire as the initial assessment • Offer off-site screenings within the community and advertise more actively • Check on whether parents access referral resources
Parents as Teachers (PAT) (SmartStart grant funded)	• Work with national PAT center or Data and Accountability to establish long-term impact study for local PAT program • Set an annual target level of at least 10 home visits per family. Likewise, the percentage of families receiving this service should be set above 50%
Supporting School Readiness (SSR) (SmartStart grant funded)	• Create one common measure of success across SSR components • Rate children initially on key skills, select two goals for improvement, and record post-serve status • Follow up with a sample of parents and children about whether activities/strategies were used and what progress was made • Consider following a sample of children served by long-term services such as the Summer Enrichment Program

Note: The Parent Teacher Resource Center and The Family Literacy Title I Pre-K Classroom are not included.

Introduction

In the late spring of 2012, the WCPSS Superintendent requested that Data and Accountability staff conduct a program evaluation of Project Enlightenment to be completed in the early fall of 2012. We have produced a lengthy report, which stems from our desire to communicate to our readers the comprehensive nature and complex web of interconnected services at Project Enlightenment. For convenience purposes, we have structured this report to allow readers to access the sections that are of interest to them. The report organization is shown in Table 3.

Table 3
Report Organization

Section	Purpose
Program Overview	Briefly describes each program component and related goals as well as Project Enlightenment staffing and their outreach efforts
Methodology	Provides information about how we collected and analyzed data for this report and discusses the evaluation limitations
Services Counts	Presents service data for the Project Enlightenment program components
Services in WCPSS and Other Districts	Offers information about Child Find and related activities at Project Enlightenment such as development screenings Compares the early childhood and preschool initiatives, including Child Find efforts, within other large school districts to the services available at Project Enlightenment and within WCPSS in general
Service Delivery Perceptions	Presents results from a survey of the Project Enlightenment professional staff
Short-Term Results	Details each program component and presents data on the success of service delivery and other short-term results when available
Long-Term Results	Presents the findings of immediate and kindergarten outcomes for two cohorts of children served by Project Enlightenment
Cost Analysis	Offers a cost analysis of Project Enlightenment

Program Overview

This section provides important background information on the wide range of services offered at Project Enlightenment; the profession staff who provide these services to children, parents, and teachers; and the support staff who assist in the daily operations of the site. An overview of the outreach efforts staff use to promote public awareness and invite service recipients is also included.

Project Enlightenment Components

Project Enlightenment is part of WCPSS and serves the entire Wake County area. Because the purpose of Project Enlightenment is to target the needs of preschool-age children and meet those needs prior to kindergarten entry, most of the children served are not yet WCPSS students. It is expected that the services intended to directly or indirectly impact children will benefit WCPSS by better preparing those children who will eventually enter our district as kindergarten students. To this end, Project Enlightenment provides an array of services to young children, parents, and teachers. Tables 4-6 provide a description of the service components, the need the service is meeting, the target population, area served, and method of enrollment. Services that are provided to teachers and parents, and therefore, indirectly serve young children are summarized in Table 4. These services include: Teacher Parent Consultants, Parent Counseling, a Parent Teacher Resource Center, and Parent and Teacher Workshops. Other services that directly impact young children are shown in Table 5. These include the following components:

- The Demonstration Preschool Classroom: a half-day preschool which accepts Wake County applicants and charges a moderate monthly tuition for those able to pay.
- The Family Literacy Classroom: a Title I pre-K classroom that is housed on the Project Enlightenment campus but is governed by WCPSS Title I Pre-K. This report includes some description of the Title I preschool because it is located at Project Enlightenment, but since it is not a part of their program, we do not analyze its effectiveness as part of this evaluation.
- Developmental screenings: for preschool-age children within Wake County. Those who are identified as possibly having a special education need are referred to WCPSS Preschool Special Education Services for further evaluation.

Project Enlightenment SmartStart funded programs which serve both parents and their children are described in Table 6. These grant subsidized programs include:

- Parents as Teachers: parent educators conduct home visits, screenings, and workshops to develop children's social-emotional skills and enhance the parental role in building their child's success.
- Supporting School Readiness: offers four types of programs that help children with no preschool experience prepare for kindergarten and supports parents and teachers in helping them make this transition successfully.

Table 4
Description of Project Enlightenment Components—Indirect Services to Children

	Teacher Parent Consultants (TPC)	Parent Counseling (contracted)	Parent Teacher Resource Center (PTRC)	Parent and Teacher Workshops
Description	Teacher Parent Consultants work with teachers and parents to address classroom difficulties related to children's behavior, social development, and learning.	Short-term counseling is available to help parents with concerns about their child's development or behavior that may impact school success.	PTRC provides a variety of resources to parents and teachers including books, articles, brochures, and videos that address child development and education, parenting, and other related issues.	Workshops/classes are offered to teachers and parents on topics of interest: positive discipline, communication, early literacy, school readiness, and development.
Need	1. Help children develop the social-emotional skills that relate to school success 2. Identify development and behavioral issues that impact learning 3. Increase the capacity of childcare, preschool, and kindergarten teachers to provide appropriate activities/strategies in the classroom 4. Increase the capacity of parents to provide appropriate activities/strategies at home	1. Increase capacity of parents to create a safe and stimulating home to promote school success 2. Help parents take an active role in child's education	Provide resources on sensitive subjects such as divorce, new baby, grief, diversity, and inclusion to all who parent, teach, and care for young children	1. Increase the capacity of childcare, preschool, and kindergarten teachers to provide appropriate activities/strategies in the classroom 2. Increase the capacity of parents to provide appropriate activities/strategies at home
Target Population	Birth through kindergarten	Parents of children ages two through kindergarten	• Parents of children ages birth through kindergarten • Teachers and administrators of childcares, preschools, and kindergarten	• Parents of children ages birth through kindergarten • Teachers and administrators of childcares, preschools, and kindergarten
Area Served	Any WCPSS kindergarten class, childcare, or preschool	All Wake County	All Wake County	All Wake County
Enrollment	Parent or teacher request	Self referral of parents	• Self-referral • Referral by Project Enlightenment staff and others	• Teachers register and may receive credit • Parents register and pay for workshops

Table 5
Description of Project Enlightenment Components—Direct Services to Children

	Demonstration Preschool (DPS)	The Family Literacy Classroom (FLC)	Developmental Screenings
Description	DPS is a half-day pre-K classroom serving typically developing children and those with developmental or social-emotional delays. It serves as a model inclusive classroom.	FLC is a full-day pre-K classroom funded by Title 1 and NC Pre-K. It serves as a NCDPI model classroom for early childhood literacy and inquiry-based teaching.	Screening services are available when concerns arise about a child's speech, language, or learning development. Initial screenings needed for rising kindergarten students are also conducted.
Need	1. Help children develop the social-emotional skills that relate to school success 2. Identify development and behavioral issues that impact learning. 3. Increase the capacity of childcare, preschool, and kindergarten teachers to provide appropriate activities/strategies in the classroom (guided observations of the classroom) 4. Increase the capacity of parents to provide appropriate activities/strategies at home (via guided observations of the classroom and parent workshops)	1. Provides developmentally appropriate experiences for at-risk four year old children 2. Emphasizes a child-centered environment that promotes learning through exploration and discovery	1. Identify children's needs early 2. Refer children to WCPSS Preschool Special Education Services or other community resources as necessary 3. Increase the capacity of parents to provide appropriate activities/strategies at home
Target Population	Eighteen preschool students age four (year prior to kindergarten) • Nine referred based on social-emotional needs • Nine on-time development	Eighteen preschool students age four (year prior to kindergarten) with no prior preschool experience and who demonstrate a need for education experience as identified by WCPSS Title I Pre-K	Ages three through kindergarten
Area Served	All Wake County	All Wake County	All Wake County
Enrollment	Parent application Tuition is $250 per month and assistance is available depending on need	Parent application	Parent request

Table 6
Description of Project Enlightenment Wake County SmartStart Funded Programs
Indirect and Direct Services to Children

	Parents as Teachers (PAT)	Supporting School Readiness (SSR)
Description	PAT is an internationally acclaimed parenting education program. Parent educators use a research-based curriculum to help families understand child development and encourage their children to become successful. They conduct home visits, group meetings, screenings, and make referrals.	Programs are offered to help children make a successful transition to kindergarten. • Summer Enrichment Program offered at 10-15 WCPSS elementary schools • Getting Ready for Kindergarten programs and parent workshops • Professional development for teachers • Transition Technical Assistance for care centers and homes
Need	1. Help children develop the social-emotional skills that relate to school success 2. Increase the capacity of parents to be their child's nurturer, teacher, and advocate	1. Help children with no preschool experience prepare for kindergarten 2. Provide support to parents and training to child care providers for transitioning children to kindergarten
Target Population	Newborn through kindergarten and their parents who are typically low income and have risk factors	• 4 year old children and their parents • Low income children with no preschool attendance • Childcare center teachers
Area Served	Wake County low income families	Wake County low income families
Enrollment	Referrals from community services in Wake County	Referrals from community services in Wake County

Project Enlightenment Service Goals

Project Enlightenment staff have articulated several short-term goals for the service components they deliver. These goals are typically structured to ensure that the immediate needs of the children, parents, or teachers are met. Since Project Enlightenment is a collaborative effort, each service component is expected to work towards meeting the overall goal which is to provide an array of services to help build the social and emotional skills that children need to be successful in kindergarten. Most of the goals are not SMART goals, which are expected to be Specific, Measurable, Attainable, Relevant, and Time-bound. Although, interestingly, parent and teacher workshop facilitators are expected to create workshop objectives that are SMART. Omitting these characteristics from most program goals, particularly the articulation of measures and targets, pose several limitations for evaluating the impact of Project Enlightenment. These limitations are discussed in the Methodology section of this report.

Table 7 shows the short-term goals for the different service components that have been articulated by staff (excluding the Parent Teacher Resource Center and The Family Literacy Title I Pre-K Classroom). Also shown is the long-term goal of Project Enlightenment which all components work toward. The available data reviewed in this evaluation are also listed.

Table 7
Project Enlightenment Components with Goals and Available Data

Component	Short-Term Goals	Data Available
Teacher Parent Consultants	• Children are progressing in their area of identified need	• Narrative record summary of observations, interventions, and outcomes • Teacher surveys

Parent Counseling	• Parents understand their child's behavior and are able to establish a positive and safe home that fosters social emotional development
	• Parents implement consistent routines, set limits, and provide cognitively stimulating activities
		• Parent survey
		  ○ *I have gained knowledge and skills that I have used to help my child*
		  ○ *I have seen improvement in the problem area I identified for my child*

Parent and Teacher Workshops	• Teachers gain new knowledge and implement new teaching strategies in their classrooms • Parents gain new knowledge and implement new strategies at home	• Workshop survey of teacher and parent participants
Demonstration Preschool	• Students demonstrate improvement in using appropriate social skills and gain readiness skills that are related to school success.	• BRIGANCE data • Parent Surveys
Developmental Screenings	• Children are screened and needs are identified and communicated • Children have been referred to WCPSS Preschool Special Education as necessary	• Screening reports available • Parent Surveys • Number of referrals made
Parents as Teachers	• Increase parent knowledge of child development • Improve parenting practices and relations • Detect developmental delays • Improve family health and functioning • Increase school readiness and success	• Home visit data • Keys to Interactive Parenting Scale • Idaho Parenting Ladder
Supporting School Readiness	• Help children develop the social-emotional skills that relate to school success • Help children improve their ability to care for personal needs and belongings, to follow school schedules and routines, and to engage in conversation • Increase the capacity of parents to provide appropriate activities/strategies at home to enhance literacy development • Increase the capacity of childcare teachers to provide appropriate activities/strategies in the classroom	• Summer Enrichment Program inventory • Second Step Transfer survey • Educator survey • Transition to Kindergarten plans
Component	**Long-Term Goals**	**Data Available**
Project Enlightenment Overall Goal	• Students demonstrate developmentally appropriate Kindergarten Initial Assessment (KIA) outcomes • Students are not retained in kindergarten • Students are not suspended in kindergarten	• Kindergarten Initial Assessment data • Retention and Suspension data

Note: The Parent Teacher Resource Center and The Family Literacy Title I Pre-K Classroom are not included.

Project Enlightenment Staff

In 2011-12, 36 WCPSS staff members worked at Project Enlightenment. This figure includes 34 Project Enlightenment staff comprised of 28 full-time and six part-time employees. Also included are two full-time, Title I teaching positions for the Title I preschool that is housed onsite. In February of 2010, Project Enlightenment lost three full-time and six part-time positions, largely devoted to providing parent counseling services, during the WCPSS Reduction in Force (RIF) and subsequent district reorganization. Three additional full-time staff were reassigned during the district's reorganization. Project Enlightenment currently contracts with Wake County Parent Consultants to provide parent counseling. As shown in Table 8, some Project Enlightenment staff work within more than one service component.

Several staff members, including developmental screeners, teacher parent consultants, and the Resource Center parent educator facilitate parent or teacher workshops. The Parents as Teachers parent educator/trainer also conducts parent workshops and the three half-time staff members for Supporting School Readiness help facilitate teacher workshops. The training coordinator's responsibilities include planning and database duties, not workshop presentations.

Developmental screenings, based on a wide variety of preschool and kindergarten instruments, are primarily provided by two full-time and two half-time developmental screeners. Additionally, the six parent educators for Parents as Teachers also conduct screenings as well as home visits. Teacher parent consultants also conduct developmental screenings and screen kindergarten students as needed.

Table 8
WCPSS Staff at Project Enlightenment, N=36

Title/Area	Personnel
Administration	Director: 1 Assistant Director: 1 Secretary: 1 Technician: 1 Graphics/Publication Technician: 1 at 60%
Teacher Parent Consultants (also serve as developmental screeners)	8
Parent Teacher Resource Center (PTRC)	Coordinator/Teacher Trainer/ Parent Educator: 1 PTRC Technical Assistant: 1 at 100% and 1 at 40% PTRC Resource Technician: 1 at 40%
Hispanic Outreach Coordinator	1 at 45% (is also employed as an SSR specialist at 30%): total 75%
Training Coordinator	1 at 85%
Demonstration Preschool Classroom (DPS)	Coordinator: 1 at 60% Co-Teachers: 2 at 60% Teacher Assistant: 1 at 60%
The Family Literacy Classroom: Title I Pre-K *These are Title I funded positions	Teacher: 1 Teacher Assistant: 1
Developmental Screeners	Developmental Screening Coordinator: 1 at 40% Developmental Screener: 1 at 40% (is also employed as the DPS coordinator at 60%) Psychologist: 1 Speech/Language Pathologist: 1
Parents as Teachers (PAT) (SmartStart Grant Funded)	Parent Educator/Trainer: 1 Parent Educators: 6
Supporting School Readiness (SSR) (SmartStart Grant Funded)	Coordinator: 1 at 50% Specialist: 1 at 50% and 1 at 30%

Note: 36 staff includes 34 Project Enlightenment staff and 2 Title I funded positions for the Family Literacy Title I Pre-K Classroom.

Outreach Efforts

Information about the services provided at Project Enlightenment is disseminated through a variety of media. The Project Enlightenment Web site provides information about all the service components. Additionally, people who access the site can download materials and register for workshops. Project Enlightenment information can be found under other Web sites as well:

- The Coming Together for Young Children and Families Wake County Local Interagency Council (LICC) Web site (http://wakelicc.org/) which is a collaborative partnership among parents, caregivers, public agencies, private and non-profit organizations, and interested community members or organizations to promote a coordinated and effective Early Intervention (EI) system in Wake County.

- The TelAbility Web site (http://www.telability.org/index.pl) which is a program from the UNC Department of Physical Medicine and Rehabilitation that uses telecommunications to improve the lives of children with disabilities.

Every year, each WCPSS elementary school is assigned to one of the teacher parent consultants. At the beginning of the school year, the consultant visits the school and provides a packet of information about Project Enlightenment. Upon invitation, staff also attend area childcare, preschool, and kindergarten open-houses and orientations to share program information. A brief overview of Project Enlightenment's service components is also given at the workshops held throughout the year. Workshops are scheduled at elementary schools, childcare centers, and local churches when requested and when staff are available. Workshops have been provided at the Raleigh Rescue Mission and Head Start Centers. Additionally, the parent workshops are listed in the calendar section of *Carolina Parent* magazine. The Project Enlightenment Foundation, started in 2006 by community members who valued its services, use fundraising efforts to promote the services in the community, local businesses, and organizations. The foundation sends out over 2,000 letters to supporters annually. Information about Project Enlightenment, including special topics and events, is distributed through other media as well.

- Monthly e-newsletter sent to approximately 4,000 subscribers including teachers, parents, and professionals
- Monthly meetings of the LICC, The Young Child Mental Health Collaborative, The Wake County Subsidy Advisory Committee, the Wake County NC-PreK Community Advisory Committee, Safe Kids Community Group, and the Network of Spanish Speaking Therapists and Counselors
- WATCH (Wake Area Telehealth Collaborative) listserv that is distributed to over 350 practitioners and parents of children with special needs
- Television advertisements on La Univision and Telefutura and in print in La Conexion
- WRAL's blog *Go Ask Mom*

Each year, staff send information about Project Enlightenment to the following groups:

- All WCPSS preschool and kindergarten teachers and teacher assistants, elementary school principals and guidance counselors, and Preschool Special Education case managers

- Wake County Libraries
- Wake County Health Clinics and Wake County Human Services
- Licensed childcare centers and family home centers
- Non-licensed private preschools
- Pediatrician offices
- Agencies that serve children and families such as Head Start programs, YMCAs, OB/GYN offices, Catholic Social Ministries, child psychiatrists and psychologists, Safe Child, Raleigh Rescue Mission, the Wake County Children's Developmental Service Agency (CDSA).
- Childcare and preschool teachers who have taken workshops and have requested to receive this information

Project Enlightenment hosts an annual Book Drive and distributes thousands of books to agencies that serve families in need including:
- Habitat for Humanity
- Boys and Girls Clubs
- The Salvation Army
- Raleigh Rescue Mission
- Step Up Ministry
- NC Pre-K classrooms
- Head Start Centers
- Clinics at Wake Med and Wake County Human Services
- Communities in Schools
- Wake County CDSA

Staff participate in the WCPSS Magnet Fair, Head Start information fairs, and the LICC's Parent Resource fairs and events. They also collaborate with Marbles Kids Museum to provide the countywide Kick Off to Kindergarten event and they are currently working together to design a new kindergarten readiness program. Project Enlightenment is discussing the possibility of providing screenings for this program.

The Ready to Learn Centers (RTL), which are located in six WCPSS elementary schools, are another major source of outreach to populations that may benefit from Project Enlightenment services. Children ages 18 months to four years and their parents may enroll in one of the six centers. The goals of the program are to encourage children's healthy development and educational success and to increase the capacity of families to nurture their children. The RTL centers offer creative play groups, pre-kindergarten activities, and collaboration with Project Enlightenment and other agencies. The centers make referrals to Project Enlightenment to provide developmental screenings, teacher consultations, and parent counseling and workshops to the child participants and their families.   In 2011-12, the Project Enlightenment Director provided guidance to RTL staff, although the RTL centers are currently not considered part of Project Enlightenment.

Methodology

We used several analytical methods to evaluate Project Enlightenment.

1. A descriptive analysis which shows who was served in 2010-11 and 2011-12, in what capacity, and what, if any, outcomes were evident in relation to documented goals.
2. Cohort analyses which describe the long-term, i.e., kindergarten outcomes, for two separate samples of students served at Project Enlightenment in 2010-11.
3. A comparative analysis of early childhood and pre-K services within Wake County, other large school systems in North Carolina, and surrounding states that provides context for the services offered within WCPSS by Project Enlightenment.
4. A survey conducted of Project Enlightenment professional staff.
5. An examination of budgetary documents.

Databases

The data utilized for this evaluation were obtained from a variety of primary and secondary sources. The first two analyses noted above required data from Project Enlightenment child-service records. These data are maintained on paper and electronically. The staff preserve paper service records such as applications, consent forms, service reports, and assessment results in locked filing cabinets. Some service data are maintained electronically; however, four different databases are used.

The first Project Enlightenment database is what we will refer to in this report as the primary database. Development of the database began in 2007. Basic information such as the child's name, ethnicity, gender, family information, and type and date of service are entered into the database by a Project Enlightenment clerical staff member. The database can produce reports for a specified timeframe that reflect:

- the number of children and families served by each component,
- the counts of children by the number of services received,
- the ethnic breakdown of students served, and
- the number of preschool screenings and referrals to Wake County Children's Developmental Service Agency, WCPSS Preschool Special Education Services, or the base school.

Beginning in the 2011-12 fiscal year, parent counseling data were no longer captured in the primary database. Since that time, service records for parent counseling have been kept in a database owned by the Wake County Parent Consultants (WCPC). This licensed, professional counseling group has contracted with Project Enlightenment to provide parent counseling services since 2011. The Project Enlightenment clerical staff member is also responsible for data entry into this database. Paper records are stored at Project Enlightenment.

Project Enlightenment staff maintain separate databases for each of the programs funded by Wake County SmartStart: Parents as Teachers (PAT) and Supporting School Readiness (SSR). PAT uses a sophisticated database that is standard for the states across the country that are implementing this initiative. An Excel spreadsheet is used to maintain SSR data. These

databases are accessible to the Project Enlightenment Director and staff who work within each program. Paper records can be retrieved from the on-site file cabinets.

Goal Attainment Data

Available short-term and long-term indicators of success were analyzed to examine the success of each program component in meeting its service goal and the overall Project Enlightenment goal.

Short-Term Indicators of Success

Generally, staff articulated short-term program goals only, which were typically not written as SMART goals. In terms of data measuring short-term outcomes, staff collect survey data which measure the service delivery satisfaction of each component. The completed surveys are maintained electronically and frequently reviewed by staff as a progress monitoring tool. Within this report, we analyze a sample of the surveys collected from each program component. The samples include a set of surveys collected during a specific timeframe, for a specific workshop, or for a certain cohort of children. The samples were purposely chosen from a set of 2011-12 surveys provided by Project Enlightenment staff. Most of the surveys included at least a few items related to the effectiveness of short-term goal attainment. We also review the 2011 and 2012 annual reports for Parents as Teachers and Supporting School Readiness that Project Enlightenment provided to Wake County SmartStart.

Long-Term Indicators of Success

The long-term goal of each program component is to build children's social and emotional skills to promote kindergarten success. When asked to conceptualize the social and emotional skills that would be important for school success, staff referred to an inventory borrowed from an article published by NC Cooperative Extension which supports the development of the following skills in children to prepare them for school ("Children Need Social and Emotional Skills," 2012):

- Ability to follow directions and a schedule
- Ability to focus attention
- Ability to take turns
- Ability to control themselves and care for personal needs (age appropriate)
- Ability to solve problems with words rather than through aggression
- Ability to work well independently and in a group setting
- Age-appropriate social skills and ability to make friends
- Skills communicating with other children and adults

When asked to describe what success in kindergarten would look like, Project Enlightenment staff mentioned that preschool children would possess the aforementioned skills, as well as age-appropriate problem solving, literacy, and mathematics skills. Kindergarten students who had not been suspended or retained in grade would also be considered successful.

In WCPSS, teachers administer a Kindergarten Initial Assessment (KIA), which captures many of the skills described above, to all kindergarten students during the first week of school. We obtained these assessment results for two samples of students served at Project Enlightenment in 2010-11, as well as kindergarten suspension and retention data. In this report, we review and compare the sample data to kindergarten results districtwide as one method of exploring the possible long-term outcomes of Project Enlightenment services.

Comparative Early Childhood and Pre-K Initiative Data

Personal communications with school district personnel based on a series of questions and a review of pertinent Web sites generated information about the early childhood and pre-K services available within several large public school systems—Charlotte-Mecklenburg Schools, Guilford County Schools, Fairfax County Public Schools, Montgomery County Public Schools, and the District of Columbia Public Schools. A content analysis of the information was then used to create a tabular representation of the efforts that are similar to those available within WCPSS and Project Enlightenment.

Survey Data

An online survey of Project Enlightenment professional staff was conducted for the purpose of gathering information on job responsibilities and professional contributions to various Project Enlightenment components. We also collected data on staff's monthly caseloads and inquired about ways their work might be more efficient. Staff who provide direct services to students, parents, and teachers were invited to participate.

Budget Records

Project Enlightenment budget records for 2011-12 were reviewed to conduct a simple cost analysis. The monetary allocations from each funding source were compared to participant data including 1) actual counts of Project Enlightenment program participants, 2) actual and estimated counts of siblings who may indirectly benefit from the services received by the participating child, and 3) extrapolated numbers of children whose parents might have only enrolled in parent workshops or used the Parent Teacher Resource Center (PTRC) and of students whose teachers might have attended a workshop or guided observation. These comparisons allowed us to compute several examples of costs per child served.

Study Limitations

There were issues with data collection and maintenance, standardized goal setting for students, and progress monitoring for students over time that limited this evaluation of Project Enlightenment. These issues are discussed below. In addition, the short timeframe in which report completion was requested necessitated our use of existing data and restricted our methods. We also faced challenges that are commonly faced by researchers studying the long-term outcomes of early childhood initiatives and preschool experiences. Some of these challenges include difficultly finding an appropriate comparison group and a lack of common pre- and post-

service measures which would help identify academic, social, and emotional growth. All of these issues restricted the type of analyses that we could employ in our evaluation of Project Enlightenment; therefore, we caution readers in relying solely on this report to make judgments about Project Enlightenment. The evaluation findings are more indicative of some modifications that program staff may consider to coordinate efforts and improve program implementation and progress monitoring.

Data Collection and Maintenance

As previously mentioned, Project Enlightenment staff use several different databases to collect and maintain data. We found this to be challenge when we tried to obtain accurate summary data for this evaluation. Additionally, during this evaluation process, Data and Accountability and Project Enlightenment staff identified some issues in the way the data are outputted. Project Enlightenment staff are working to resolve these issues. We have itemized the challenges presented by the use of multiple databases and some of the output reports.

- The separate databases are exclusive based on the type of service provided, but not necessarily mutually exclusive in terms of the children who were served. The potential for duplication made it difficult for staff to retrieve accurate counts of the numbers of children served and in what capacity. We have noted where counts of children served differ in this report. Although the discrepancies are minimal, maintaining accurate service data is fundamental to program monitoring and evaluation. Additionally, the separate databases posed a problem in obtaining unduplicated counts of children served overall and by service component.
- Basic race and ethnicity data are not collected similarly across the databases. For example, Supporting School Readiness collected these data in a slightly different way than the primary database and the Parents as Teachers database. The parent counselors contracted with Project Enlightenment did not collect these data at all. As such, a racial disaggregation of all students served is not available for Project Enlightenment.
- Developmental screening data are not systematically compiled. The primary database and Parents as Teachers database maintain separate counts of the developmental screenings conducted. Consequently, the total number of screenings may be underestimated if data are reported from the primary database only. Screenings for kindergarten students are not recorded in the primary database or in any other database.
- There is a report showing the number of elementary schools and private preschools and child care centers served by teacher parent consultants; however, the number of teachers who were consulted at each school and center are not captured in the database.
- There is no report that will produce a list of all students served by their name or other background and service data. Additionally, because most of the children served are not WCPSS students, they are not assigned WCPSS identification numbers. Without a retrievable list of program participants for a given year, we were limited in the type of analysis we could conduct. Hence, we conducted descriptive long-term analyses on a small number of participants whose paper service records were obtained and whose WCPSS data were retrieved by searching the school system records under their name, date of birth, and the approximate year they would enter kindergarten.

- The referral report appears to overestimate the number of developmental screenings conducted and referrals made. Staff reported that this issue has been investigated, and it appears that a resolution has been found.

Standardized Goal Setting and Progress Monitoring

Evaluating Project Enlightenment's success in goal attainment was challenging because goals for children are not currently documented in one location, such as a database or Excel spreadsheet, with any standard indicators of progress, such as goal not met; some progress made and will continue to work on goal; or goal met. The teacher parent consultants (TPCs) create a narrative record for each child they observe which summarizes the child's need, observations made, interventions recommended to the teacher and/or parents, and follow-up notes from conversations with the teacher and perhaps the parents to check on whether the interventions are being used and to ask about the child's progress. The Demonstration Preschool (DPS) staff also maintain narrative records on some of the preschool students, typically those with social and emotional developmental delays, which may describe events, interventions, and changes or improvements in their behavior through the year. The data from the TPC and DPS narrative records reflecting the child's need, the interventions used, and any improvements made are collected for staff use rather than in a systematic way that would be more amenable to empirical analysis. Employing a system that would allow staff to follow children as they transition into kindergarten might be useful to staff in monitoring the progress of Project Enlightenment's overall goal – to prepare children to be successful in kindergarten.

Additional data collection for goal attainment is minimal with the exception of the SmartStart grant supported programs, Parents as Teachers and Supporting School Readiness. Project Enlightenment staff are required to submit annual evaluations of these programs to SmartStart. Hence, they produce evaluation plans with annual targets and measurable goals, quarterly reports, and annual progress reports based on empirical evidence which we reviewed and present in subsequent sections.

Service Counts

In this section, we provide service counts for the various Project Enlightenment program components. There are several factors that make determining the number of children that are impacted by the services a challenge:

- the different groups who may receive direct services such as parents, families, and teachers and who indirectly impact children;
- the multiple components that sometimes serve the same children;
- the complex nature of the program service delivery that also offers parent counseling services through a contract agency, two programs funded by SmartStart (Parents as Teachers being a statewide initiative), and a WCPSS Title I preschool that is housed onsite; and
- the various databases that maintain the counts and service records of the children served.

As such, we present service counts in a variety of ways. First, we show duplicated counts of children, parents, families, and teachers served by each component based on data provided directly by Project Enlightenment staff. Second, we provide unduplicated counts of children served to the extent possible. These counts of children and families served are based on data from the various sources: the primary database, the parent counseling database, the Parents as Teachers database, and the Supporting School Readiness database.   Although the primary database has the ability to show unduplicated counts of children served via teacher parent consultations, developmental screenings, and the Demonstration Preschool classroom, if these children were also served by a parent counselor, Parents as Teachers, or Supporting School Readiness, then they are included in those databases as well.

Indirect beneficiaries such as the siblings of children served, the children of parents served, and the students of teachers served are included in the Cost Analysis section at the end of this report.

Service Counts by Component

Table 9 presents the duplicated counts of children, parents, families, and teachers who were served by each Project Enlightenment component across three fiscal years. These counts show the number of children, parents, families, and teachers who received each service. Sometimes these populations are served in more than one program area and those counts are reflected here.

The numbers of children who were served by teacher parent consultants and Parents as Teachers declined slightly between 2009-10 and 2011-12 . Staff have conducted developmental screenings on fewer children over the past three years. In 2011-12, developmental screenings were given to 496 preschool children compared to 587 and 612 in the prior years. These developmental screenings do not include any PAT participants who may have received the Ages and Stages Questionnaire. Inversely, the number of children who were directly or indirectly impacted by parent counselors increased considerably over the same time period.

Table 9
Project Enlightenment Program Data
Based on Duplicated Counts, 2009-10 to 2011-12

	2011-12	2010-11	2009-10
Teacher Parent Classroom Consultations			
• Children	649	669	668
• Families	638	653	653
• WCPSS Elementary Schools	79	66	76
• Private Preschools and Childcare Centers	175	175	183
Contracted Parent Counseling			
• Children	691	238	422
• Families	502	204	376
Workshops			
• Teachers	1,918	1,787	1,247
• Parents	300	271	782
Parent Teacher Resource Center			
• Teachers	1,191	1,411	1,748
• Parents	2,892	2,945	2,569
Developmental Screenings			
• Preschool Children	496	587	612
• Kindergarten Children	35	0	0
• Families	485	561	595
Demonstration Preschool Classroom			
• Children	18	18	19
Family Literacy Title I Classroom*			
• Children	18	18	18
Guided Observations of the Preschool Classrooms			
• Teachers	395	509	304
Parents As Teachers (PAT)			
• Children	308	322	329
• Families	234	247	248
• Home Visits	2,477	2,377	1,981
Supporting School Readiness			
• Children	334	311	342
• Families	268	277	368

Data sources: The primary database, the parent counseling database, the Parents as Teachers database, and the Supporting School Readiness database.
Note1: The number of teachers includes WCPSS teachers as well as teachers from private preschools and childcare centers.
Note2: * The Family Literacy Classroom is one of the 38 Title I Pre-K classrooms across the district. Eighteen children are served in the classroom located at Project Enlightenment.

Service Counts across Component

Table 10 presents the total numbers of children and families served at Project Enlightenment in 2010-11 and 2011-12, according to the various databases. The numbers of children and families from the primary database include unduplicated counts. "Unduplicated" means that even if a child or family was served by more than one component, they are counted as being served one time only.

In 2010-11, Project Enlightenment provided at least one service to a total of 1,930 children from 1,740 families. Staff served about 500 more children in 2011-12 (2,403).

Table 10
Counts of Children and Families Served
Based on Project Enlightenment Databases, 2011-12 and 2010-11

	2011-12		2010-11	
	# Children	# Families	# Children	# Families
Primary Database (unduplicated)	1,070	1,044	1,297	1,216
Parent Counseling	691	502	Included above	
Parents as Teachers	308	234	322	247
Supporting School Readiness	334	268	311	277
Total	**2,403**	**2,048**	**1,930**	**1,740**

Data sources: The primary database, the parent counseling database, the Parents as Teachers database, and the Supporting School Readiness database.

Note: In 2010-11, parent counseling data are included in the primary database. In 2011-12, parent counseling data were maintained in a separate database.

Based on unduplicated counts from the Project Enlightenment database only, Table 11 shows that among the 1,297 children who were served at Project Enlightenment in 2010-11, 1,048 (81%) received one service only, 215 received two services, and 34 received three. In 2011-12, 902 of the 1,070 (84%) children served received one service and 168 received two services. The 2011-12 counts most likely are lower than those seen in 2010-11 because the parent counseling data were not included.

Table 11
Unduplicated Count of Children Served based on the Primary Database,
2011-12 and 2010-11

	2011-12	2010-11
	# of Children	# of Children
1 Service	902	1,048
2 Services	168	215
3 Services	0	34
4 Services	0	0
Total	**1,070**	**1,297**

Data source: The primary database
Note1: Parents as Teachers (PAT) and Supporting School Readiness (SSR) excluded.
Note2: In 2010-11, parent counseling data are included in the total. In 2011-12, parent counseling
          data were maintained in a separate database and are not included in totals.

Counts by Demographic Characteristics

Wake County SmartStart mandates that a minimum of 85% of children served by Parents as
Teachers will meet the "greatest needs criteria" as defined by the Wake County SmartStart Board
of Directors. A similar target, a minimum of 90%, was set for the Supporting School Readiness
program. The determination of greatest need is based in part on the family's situation, such as
receiving any of the following services: Medicaid/Heathchoice; Women, Infant, and Children
(WIC); Temporary Assistance for Needy Families (TANF); and child care subsidies. An income
chart used by SmartStart, similar to one used by Wake County Human Services for child subsidy
programs ("State Eligibility Guidelines," 2012), helps to determine financial need as well (see
Table 12). Families are considered low-income if their annual or monthly household income is
less than the amount shown for their family size. This income chart is also similar to the one
used by WCPSS to determine child eligibility to receive free or reduced-price lunches during the
2011-12 school year (see Attachment 1).

Table 12
Low-Income Family Determination Chart

Family Size (# parents + # children)	Annual Income	Gross Monthly Income
1	$26,508.00	$2,209.00
2	$34,668.00	$2,889.00
3	$42,816.00	$3,568.00
4	$50,976.00	$4,248.00
5	$59,136.00	$4,928.00
6	$67,284.00	$5,607.00
7	$68,820.00	$5,735.00
8	$70,344.00	$5,862.00

This method of identifying families in greatest need is also used by Project Enlightenment staff to collect data for families served by components other than PAT and SSR. Parent counselors use a similar method as well. Their recent annual report to Project Enlightenment stated that 36% of their participants were low-income (Wake County Parent Consultants, 2012).

Table 13 provides counts of children considered to be from families in greatest financial need.

- In 2011-12, slightly over half (53.3%) of the 1,722 children served were determined to be in greatest need. This rate is 20 percentage points higher than the districtwide percentage of free and reduced-lunch students (33.3%) for the same year (Vouk, 2012).
- Parents as Teachers participants exceeded the mandated 85% of greatest need children served in both 2010-11 and 2011-12 (89% and 88%, respectively).
- Supporting School Readiness children who were of greatest need fell below the annual 90% target each year.

In 2011-12, all children initially accepted into the Summer Enrichment Program within Supporting School Readiness were from low income families; however, not all of these children participated in the program. When a child did not attend the program, even after several contacts were made, another child was selected from a waiting list based on order of priority ranging from "greatest need and no preschool experience" to "not greatest need, some preschool experience, and other issues" to "anyone else." Due to the short length of this program, openings had to be filled quickly, which often resulted in some children being served who were not identified as low income. Wake County SmartStart staff decided to fill the empty spots with children who may not be of greatest need rather than serving fewer children. This may explain the lower percentage of "greatest need" children within Supporting School Readiness.

Table 13
Counts of Greatest Financial Need Children
Based on Primary, PAT, SSR Databases, 2011-12 and 2010-11

	2011-12			2010-11		
	Greatest Need		**Total**	**Greatest Need**		**Total**
	#	%	#	#	%	#
Primary Database (unduplicated)	358	33.5%	1,070	497	38.3%	1,297
Parents as Teachers	274	89.0%	308	283	87.9%	322
Supporting School Readiness	281	84.1%	334	256	82.3%	311
Total	**913**	**53.3%**	**1,712**	**780**	**40.4%**	**1,930**

Data sources: The primary database, the Parents as Teachers database, and the Supporting School Readiness database.

　　　Note1: In 2010-11, parent counseling data are included in the primary database.
　　　Note2: In 2011-12, parent counseling data were maintained in a separate database and are not included. An annual report indicated that 36% of their participants were low-income.

Table 14 shows race and ethnicity data of the children served, when available.   Data are based on unduplicated counts from the primary database and counts from the Parents as Teachers database. The Supporting School Readiness race and ethnicity data are not captured in a compatible way, and are therefore excluded here. The parent counselors did not collect racial data in 2011-12; however, counts are included in 2010-11 figures. The children served by Project Enlightenment are most frequently identified as being White (46% in 2010-11 and 44% in 2011-12) followed by Black/African American (about 22% in 2010-11 and 2011-12) and Hispanic/Latino (about 17% in 2010-11 and 2011-12). The 2011-12 percentages are very similar to the racial composition of the district: White students (49.3%), Black/African American students (24.7%), and Hispanic/Latino students (15.0%) (Vouk, 2012).

Table 14
Count of Children Served by Race/Ethnicity
Based on the Primary and Parents as Teachers Databases, 2011-12 and 2010-11

	2011-12	2010-11
Race/Ethnicity	**# of Children**	**# of Children**
Black/African American	309	366
American Indian	6	5
Asian	46	62
Hispanic/Latino	243	261
Multiracial	105	117
White	611	747
Other	12	19
No data	46	42
Total	**1,378**	**1,619**

Data sources: The primary database and the Parents as Teachers database
Note1: Not including children served by Supporting School Readiness (SSR).
Note2: In 2010-11, parent counseling data were not maintained in a separate database and are
        included. In 2011-12, parent counseling data were maintained in a separate database and
        are not included.

Services in WCPSS and Other Districts

In this section we offer information about Child Find as mandated in the Individuals with Disabilities Education Act. We describe how WCPSS contributes to Child Find, emphasizing the related activities at Project Enlightenment. Finally, developmental screening data from Project Enlightenment are presented.

Child Find Activities

The Individuals with Disabilities Education Act (IDEA) requires all states to have a Child Find system of public awareness activities, child screening, and evaluation processes that locate, identify, and refer children ages birth to 21 years who are in need of early intervention or special education services ("Child Find," 2012). Each state is expected to have established developmental screening procedures that help identify children who are candidates for an evaluation to determine special education eligibility (Walsh & Ross, 2010). The North Carolina Early Intervention Branch (NCEI), a part of the NC Division of Public Health, is the lead agency for the NC Infant-Toddler Program ("NC Infant-Toddler Program," 2012). The North Carolina Department of Public Instruction (NCDPI) is the central agency responsible for the comprehensive Child Find system for preschool and school-aged children (James, 2011).

According to the NCDPI Office of Early Learning, developmental screenings should be used to identify children who need additional evaluation, based on concerns related to their progress in one or more developmental areas including health and physical, emotional and social, language and communication, and cognitive ("Developmental Screening of Children," 2010). They recommended the following screening instruments:

- Ages and Stages Questionnaires (ASQ)
- BRIGANCE Screens
- Parents' Evaluation of Development Status (PEDS)
- Developmental Indictors for the Assessment of Learning (DIAL)

Figure 1 depicts the major components of the Child Find process, which begins with public awareness of the purpose of screening and its availability. When a screening is conducted, its results help inform decisions about notifying the appropriate agency to set up a referral meeting, which may lead to an evaluation to determine if a child is eligible for special education service (James, 2011).

Figure 1
Child Find Process

Public Awareness ➲ Screening ➲ Notification ➲ Referral ➲ Evaluation ➲ Eligibility

Child Find in Wake County and WCPSS

Project Enlightenment contributes to Child Find efforts by conducting developmental screenings and making referrals for special education evaluations to the appropriate age-based agencies (see Table 15). Although the majority of screenings are conducted on preschool age children (ages three to five years) by the developmental screeners, occasionally children under age three are screened by Parents as Teachers educators and kindergarten students are screened as needed by teacher parent consultants.

Early Learning: Birth to Age Three

The NC Infant-Toddler Program provides services to children age birth to three years who have special needs. Eighteen Children's Developmental Services Agencies (CDSAs) across North Carolina work with local service providers to support the needs of these children. There is one CDSA in Wake County ("NC Infant-Toddler Program," 2012). WCPSS Preschool Special Education Services has a partnership with the Wake County CDSA and receives about one third of its notifications/referrals from this agency. All children who are served by the Wake County CDSA are required by the Federal Government to transfer to WCPSS Preschool Special Education Services and receive services by age three. This transition process can take several months to complete, so the process begins around two years of age.

Children ages birth to three years who participate in the Parents as Teachers program at Project Enlightenment are screened annually. All age eligible children receive formal hearing, vision, and developmental screenings (based on the Ages and Stages Questionnaire). PAT educators conduct these screenings, and when the results indicate a possible special need, the PAT educators will make a referral to the Wake County CDSA.

Preschool Aged: Three to Five Years

WCPSS Preschool Special Education Services provides services to children with disabilities and those who need specially designed instruction between ages two years and 10 months to five years. The goal of the program is to offer the support these children need to be successful in kindergarten. The majority of preschool-aged notifications/referrals come to WCPSS Preschool Special Education Services from agencies or people outside the school system:

- Infant-Toddler programs (Wake County CDSA)
- Head Start and NC Pre-K
- Preschools and childcare centers
- Health departments, social service and local agencies such as Homeless shelters and Catholic Ministries
- Physicians
- Parents and other people

Within the school system, Project Enlightenment is the primary site that refers preschool age children to WCPSS Preschool Special Education Services based on their developmental screening results. Because of the breadth of its outreach efforts and public awareness activities,

Project Enlightenment tends to be the first point of contact for parents within the community who suspect that their child might have a special need. Often times, children who are already being served at Project Enlightenment may receive a screening because their teacher parent consultant, preschool teacher, or counselor recommended it. Additionally, children between the ages of three and five who participate in the PAT program may receive an annual screening based on the Ages and Stages Questionnaire. If the results of any developmental screening indicate a possible special education need, staff talk to the family about notifying the Wake County CDSA for children birth to three years and WCPSS Preschool Special Education Services for children ages three to five years.

The WCPSS Title I Pre-K office also conducts screenings of preschool-aged children annually to find children with academic needs who may qualify for Title I Pre-K programs. Because similar assessment instruments are used for these screenings, the Title I Pre-K office may occasionally refer preschool children to WCPSS Preschool Special Education Services for a special education evaluation. According to Title I Pre-K staff, they screened 1,039 preschool children in 2011-12. Only a very small percentage of these children were referred to WCPSS Preschool Special Education Services and only 30 of those children were deemed eligible for pre-K special education services.

School Aged: Five to 21 Years

School-aged Child Find programs are typically found within the school system since the majority of school-aged children are enrolled in public schools. WCPSS Special Education Services handles Child Find for these children and meets the needs of students with disabilities in all elementary, middle, and high schools. Additional procedures are established for locating children in private and home schools and among homeless populations. On occasion, teacher parent consultants (TPCs) may conduct screenings on the kindergarten students they observe. If the results of the developmental screening indicate a possible special education need, the TPCs send that referral to the child's base school to be managed by Special Education Staff.

Table 15
Project Enlightenment Developmental Screenings and Referrals

Screening by Age of Child	Agency Referrals
Birth to Age Three • For all age-eligible participants in the Parents as Teachers program • Screening conducted by PATs	Referrals sent to CDSA
Preschool Student • Given by parent request; may be based on Project Enlightenment staff recommendation • For participants in PAT • Screening conducted by Developmental Screeners or PATs	Referrals sent to WCPSS Preschool Special Education Services
Kindergarten Student • Given because of Teacher Parent Consultant recommendation based on classroom observations • Screening conducted by TPCs	Referrals sent to base school-WCPSS Special Education Services

Project Enlightenment Screening and Referral Results

Table 16 presents the counts of developmental screenings conducted at Project Enlightenment for 2010-11 and 2011-12.   These figures are based on referral reports generated from the primary database and the Parents as Teachers database. The referral report that is generated by the primary database shows a discrepancy in the total number of screenings compared to what was previously shown in Table 9, despite the fact that all data were retrieved from the database. According to Project Enlightenment staff, the primary database reports are typically inconsistent by a few counts because of database issues, which were reported to be resolved for the 2012-13 school year. Regardless of why the mismatch occurred, we refer to the screening counts from the referral report in Table 16, so that we can present referral data in Table 17. Parents as Teachers data are presented separately in both tables since they are maintained in a separate database. For convenience, we have computed the total number of screenings and referrals based on both sources.

As shown in Table 16, Project Enlightenment screens about one third of the children served annually. The number of screenings conducted was fairly similar in 2010-11 and 2011-12, although proportionately fewer children were screened in 2011-12. Each year, there are incomplete screenings due to cancelled and missed appointments (27 in 2010-11 and 65 in 2011-12). Staff attempt to contact families to reschedule appointments that have been missed.

Developmental screenings are one of several services that children may receive at Project Enlightenment. Typically, children receiving this service by developmental screeners comprise just under half of the children served (based on the primary database). Parents as Teachers (PAT) parent educators screened a high proportion of their participants each year to help align interventions with each child's needs (screenings are conducted on children as young as is appropriate based on the content of the assessment).

Table 16
Developmental Screening Counts Based on the Primary
and Parents as Teachers (PAT) Databases, 2011-12 and 2010-2011

		Total # Children Served	# Screened	% Screened
2011-12	Served and screened by Developmental Screeners (per the Primary Database)	1,070	513	48%
	Served and screened by PAT Parent Educators (per the PAT database)	308	238	77%
	Served by another component (were **not** screened)	1,025	0	0%
	Total Children	**2,403**	**751**	**31%**
2010-11	Served and screened by Developmental Screeners (per the Primary Database)	1,297	591	46%
	Served and screened by PAT Parent Educators (per the PAT database)	322	219	68%
	Served by another component (were **not** screened)	311	0	0%
	Total Children	**1,930**	**810**	**42%**

Data Source: The primary database, the parent counseling database, the Parents as Teachers database, and the
Supporting School Readiness database.
  Note1: Primary database reports are typically inconsistent. The total number of preschool developmental
screenings listed elsewhere is 496 in 2011-12; the total here is 513. The total number of preschool
developmental screenings listed elsewhere is 587 in 2010-11; the total here is 591.
  Note2: PAT counts include screenings for children ages birth to three as well as three to five. Primary
database counts mainly include preschool age children. In 2011-12, 35 kindergarten students are also
included.
  Note3: In 2010-11, parent counseling data are included in the primary database. In 2011-12, parent
counseling data were maintained in a separate database.

Table 17 shows the number of special education evaluation referrals that were made to the
CDSA, WCPSS Preschool Special Education Services, or the base school based on
developmental screening results. Overall, fewer referrals were made in 2011-12 compared to
2010-11. For example, in 2011-12 a lower proportion of children who were screened were
referred onto the age appropriate agency for special education evaluation than in 2010-11 (38%
compared to 44%).

Screening results indicated that fewer children screened by PAT parent educators were identified
as in need of a special education referral than children screened by developmental screeners.
This difference can most likely be attributed to the basis for screening. Whereas developmental
screeners assess children because of an articulated concern, PAT parent educators screen all
child participants as is age appropriate for the assessments used for screenings. Overall, in 2011-
12 more than one third of the children screened were referred to the age-appropriate agency for
an additional evaluation.

Table 17
Developmental Screening Referrals Based on the Primary
and Parents as Teachers Databases, 2011-12 and 2010-2011

		Total # Children Screened	Referred for Special Education Evaluation	
			#	%
2011-12	Screened and referred by Developmental Screeners (per the Primary Database)	513	258	50%
	Screened and referred by PAT Parent Educators (per the PAT database)	238	26	11%
	Total Children	**751**	**284**	**38%**
2010-11	Screened and referred by Developmental Screeners (per the Primary Database)	591	343	58%
	Screened and referred by PAT Parent Educators (per the PAT database)	219	17	8%
	Total Children	**810**	**360**	**44%**

Data Source: The primary and PAT databases.
      Note: PAT counts include referrals to the Wake County CDSA and WCPSS Preschool Special Education
               Services. Primary database counts mainly include referrals to WCPSS Preschool Services and a few
               base school Special Education Referrals for kindergarten students.

Review of Early Childhood and Preschool Initiatives Outside of WCPSS

The identification and provision of resources to young children who may benefit from special education services prior to kindergarten is approached by school systems in a variety of ways. This section briefly describes the approaches utilized by several large public school systems—Charlotte-Mecklenburg Schools, Guilford County Schools, Fairfax County Public Schools, Montgomery County Public Schools, and the District of Columbia Public Schools. Information about the approaches was gathered from district Web sites and communications with district staff members. Staff also had the opportunity to share information about the services available for students who qualify for special education services. The general questions asked of staff from each district are shown in Attachment 2. Finally, parent resources within Wake County are compared to the parent services offered at Project Enlightenment. At the end of this section, a detailed table is provided that allows comparisons to be drawn between the Child Find efforts and the pre-K special education services within these school systems and those available within WCPSS and Project Enlightenment (Table 18).

Charlotte-Mecklenburg Schools

Referrals to Charlotte-Mecklenburg Schools (CMS) are received through an intake line, physician referrals, and social service referrals. Efforts to inform parents of the evaluation and resulting preschool opportunities include letters to preschools, childcares, homeless shelters, and community events geared toward young children. Approximately, 450 students are screened and possibly evaluated based on the results of the screening (M. Lucky, personal communication, July 31, 2012).

Within CMS, Title I staff administer developmental screenings; and if students perform well below what is considered age appropriate, they are referred to the preschool evaluation center (J. Babb, personal communication, July 27, 2012). The preschool evaluation center has two teams who conduct student evaluations and refer students to special education: the first team is comprised of the equivalent of nine positions and is focused on three-year old students transferring in from social services, and the second team is comprised of the equivalent of 10 positions (seven fulltime and six part-time) and is focused on community referrals (M. Lucky, personal communication, August 14, 2012). The special education preschool is a full inclusion model with the exception of high needs students who are served in a separate special education school. There are also nine classes at seven schools that serve three-year old children who have not turned four-years old by September (these classes are at schools with preschools) (J. Babb, personal communication, July 27, 2012).

In 2011-12, CMS had 138,012 K-12 students and 2,734 preschool students ("Fast Facts," 2012). The Pre-Kindergarten Programs, which include programs not directly under CMS, served over 4,000 students in 235 classrooms ("Title I: Pre-Kindergarten Programs," 2012). Children referred to and from Head Start are evaluated by CMS. Speech evaluations are done by both Head Start and CMS. Children who have some need but do not meet the percentage threshold set for special education services are referred to the Polliwog Project (M. Lucky, personal communication, August 14, 2012). The Polliwog Project is a SmartStart program that provides specialized therapies and child-centered behavioral intervention ("Polliwog Services," 2012).

Guilford County Schools

Guilford County Schools (GCS) had 72,196 K-12 students as of the 20th day of 2012-13 ("By the Numbers," 2012). GCS also provides special education services, including but not limited to, enrollment within GCS' Exceptional Children's Preschool Program, to students beginning at age three ("EC for Preschool," 2012).

Parents can call GCS and make a referral for screening/evaluation. Children are referred to the GCS' Exceptional Children's Preschool Program by physicians, social services, and community referrals (J. Currie, personal communication, July 31, 2012). Preschool staff conduct screenings (hearing, vision, speech/language, developmental) in order to determine if further evaluation is needed to identify any special educational need. An eligibility meeting is held for children who are identified as delayed to determine whether an Individual Education Plan (IEP) is necessary. The Exceptional Children's Preschool Program provides special education and related services to children beginning at age three. The Exceptional Children Preschool program staff consists of special education teachers, speech therapists, occupational therapists, and physical therapists who provide services either within a special class or in a special school setting, or in the child's natural setting (e.g., home with mom; at a day care, preschool, or a Headstart program) ("EC for Preschool," 2012).

Fairfax County Public Schools

Fairfax County Public Schools' Department of Special Services, Early Childhood Identification and Services (ECID&S) program provides Child Find services designed to identify children in need of special education services. Child Find screenings are available for children ages 20 months (the child must be two by September 30th) to five years old ("Early Childhood Identification, 2012). Thirty staff members—psychologists, speech therapists, audiologists, social workers—support the screening and assessment process within three ECID&S centers (D. Forrest, personal communication, August 22, 2012). The ECID&S staff perform outreach efforts to increase public awareness of the importance of early intervention, and to ensure access to Child Find services for all members of the Fairfax County community. The ECID&S staff act as liaisons providing information and assistance to community preschool, day care, Head Start and Family and Early Childhood Education Programs ("Early Childhood Identification," 2012).

Early intervention for children ages two to five years old is funded by the school system. Parents contact the district via an intake line in order to determine if their child is eligible for special education services (D. Forrest, personal communication, August 22, 2012). In 2011-12, the school district received approximately 2,000 phone calls from parents. The screening process begins during the initial phone conversation. Of the 2,000 phone calls, 50% did not present a need for services. The remaining 50% received further screening and assessments and were referred to a local screening committee meeting to determine their eligibility for special education services including, but not limited to, preschool services.

The Early Childhood Assessment Teams (ECAT) provide comprehensive evaluations (e.g., adaptive, cognitive, communication, physical, and social or emotional) to children suspected of

being developmentally delayed ("Preschool Diagnostic Center," 2012). The preschool instructional staff consists of 55 staff members who support those children receiving resource services in private preschools and 150 staff members who work with the half-day preschools which are based in elementary schools. In addition to working within the preschool, staff members also conduct home visits, offer parent counseling, and provide some social work support that connects families with social services. They also hold three types of monthly workshops (behavioral skills, social skills, and language skills) designed for parents of students who may have some continuing concerns, but who were not eligible for special education services. Of the 1,722 students who may have been eligible in 2011-12, 1,292 were eligible, 404 were determined to not be eligible, and 26 never completed the screening process (D. Forrest, personal communication, August 22, 2012).

Montgomery County Public Schools

The Child Find Office of Montgomery County Public Schools (MCPS) operates as the entry point for the Child Find process. It provides developmental screenings and assessments for children ages two years 10 months up to age eligibility for kindergarten ("Department of Special Education Child Find," 2012). Three fulltime Child Find Specialists work on outreach efforts to inform parents of the services available. These efforts include letters to approximately 500 pediatricians, personal outreach to private preschools (approximately 10 annually), as well as working with Head Start and the 123 school-based PTAs throughout the district (A. Cropp, personal communication, August 17, 2012).

The initial screenings of 18-21 students per day are conducted during weekly screening clinics (approximately 60 annually). These half-day clinics are staffed by a team who conduct multiple screenings (e.g., hearing, vision, occupational therapy, and behavioral). For students identified in need of services, a screening IEP meeting is conducted at the end of each clinic; and within a few weeks a one-to-one assessment with the family and a full developmental evaluation are conducted. An eligibility IEP meeting is scheduled to determine the students' type and level of services needed (e.g., language services, special education preschool, resource services within private preschool) (A. Cropp, personal communication, August 17, 2012).

MCPS' Preschool Education Program is a non-categorical preschool program for children ages three to five years old who have been identified as having special needs ("Preschool Education Program," 2012). The preschool serves students with a variety of disabilities. The majority of the students served have moderate learning delays in more than one area of development; and many receive related services in speech/language, occupational, and/or physical therapy. The program also includes parent education ("Preschool Education Program Description," 2012). Parent educators work with the families of special education preschool students at 26 schools (24 elementary, one special option, and one community partner). All eligible students are assigned a parent educator to work with their family, regardless of whether they attend a special education preschool (A. Cropp, personal communication, August 17, 2012).

The special education preschool program is staffed by approximately 200 staff members who provide services to approximately 1,500 children ages three to five years old. MCPS has a special education preschool program; however, they do not provide a general education

preschool program. They work with Head Start to provide these services (A. Cropp, personal communication, August 17, 2012).

District of Columbia Public Schools

The Early Stages Center within the District of Columbia Public Schools (DCPS) was established in 2009 to identify children with delays and provide appropriate services to help address those delays. Children—infants from birth to three years old—are identified as in need of special education services by the Office of the State Superintendent of Education (OSSE). The Early Stages Center identifies children two years eight months to five years 10 months who may have special education needs. It serves more than 1,000 children a year and receives approximately 120 referrals a month ("Mayor Gray," 2012). Children referred to The Early Stages Center receive a full evaluation and treatment or services for a diagnosed delay ("Early Stages," 2012).

Following a class action law suit filed in 2005, Early Stages was established to help the DCPS modify its methods for identifying and serving preschoolers with disabilities. Approximately, 80 staff members are devoted to identifying, evaluating, and referring preschool students to the appropriate services. Part of the identification process includes a Child Find team that consists of 18 staff members housed at an elementary school. Outreach includes professional development hours offered to childcare center employees (professional development hours are required for child care centers in D.C.). Child Find efforts also include holding weekly hours at two clinics in the community and tracking physician and social service referrals. As a result of the outreach efforts, the percentage of students identified in need of special education preschool services rose from less than 3% before the law suit to 8% after the law suit (S. Compagnucci, personal communication, July 31, 2012).

DCPS has approximately 45,000 K-12 students ("Who We Are," 2012) and approximately 5,000 students who are served in preschool (beginning at age three) and pre-K (beginning at age four) programs. There are also self-contained special needs classrooms serving higher needs students ages three to five years old (S. Compagnucci, personal communication, July 31, 2012). In 2011-12, over 4,000 students were referred or screened. Of those, approximately 1,500 were referred from a third party to the Child Find team. The eligibility rate for the children evaluated was 67%; and approximately 1,200 students were considered eligible for special education services.

Comparative Summary of Sample Districts and WCPSS

Table 18 presents a list of services to preschool students and families among the sample school districts. All services are available at no cost to participants. Similarly, Project Enlightenment does not charge for almost all of the available services. The exceptions include a monthly preschool tuition for the Demonstration Preschool, workshop fees, and the costs associated with materials purchased from the Parent Teacher Resource Center.

In terms of similarities, as shown in Table 18, comparable districts outside of Wake County all contribute to their state's Child Find efforts through the provision of developmental screenings. In 2011-12, Project Enlightenment screened about 750 children, which falls in between approximate annual screening counts reported by Charlotte-Mecklenburg Schools (450) and Montgomery County Public Schools (1,100). Project Enlightenment has fewer staff devoted to

developmental screenings than the other school districts. Title I preschool classrooms located at certain elementary schools are available within WCPSS and the other school districts. The Demonstration Preschool at Project Enlightenment is distinct in that it also serves as a modeling method for other teachers and parents. Perhaps the most unique services available at Project Enlightenment are the parent services. Fairfax County Public Schools (FCPS) and Montgomery County Public Schools (MCPS) offer some of the same services to parents as Project Enlightenment, although on a much larger scale. The Preschool Diagnostic Center in FCPS offers home visits, counseling, social services referrals, and workshops, and MCPS has parent educators who work with the families of their preschool students.

There are Wake County agencies, other than Project Enlightenment, that provide services to parents of young children with social, emotional, or behavioral issues, although upon investigation we learned that they tend to be different in their scope, intensity, cost, and the age of children served. Project Enlightenment tends to offer more short-term services based on a consultation and educational model, whereas other social services or private agencies in Wake County tend to provide intensive, long-term treatment under a psychoanalytic or therapeutic model.

Table 18
List of District Examples of Services to Preschool Students and Families

Location	Program Description	Target Population	Number of Students Screened	Type of Service Provided Compared to WCPSS and Project Enlightenment			
				Child Find	Developmental Screening	Preschool	Parent Services
Charlotte-Mecklenburg Schools *North Carolina*	*The Bright Beginnings program* A Title I program, located in elementary schools across the school system. The *NC Pre-K program* includes 50 classrooms located in 26 community-based high quality child care sites. *Exceptional Children* Provides support services – special education and related services—to children as outlined by the child's Individual Education Program (IEP).	3-5 yrs	450 children screened (30-45min) and/or evaluated (1hr-1hr 45min)	✓**Project** Intake line, physician referrals, social service referrals, letters to preschools, childcares, homeless shelters, community events geared toward young children	✓**Project** 2 Evaluation teams: 1) focused on 3yr old students transferring in from social services 2) focused on community referrals	✓**WCPSS** Inclusion Model for students 4yrs-K Separate special education classrooms for students 3-4yrs	PreK-12 offered through Parent University
Guilford County Schools *North Carolina*	*Exceptional Children's Preschool Program* Provides special education and related services to children as outlined by the child's Individual Education Program (IEP).	3-5 yrs	Not available	✓**Project** physician, social service, and community referrals	✓**Project** Developmental and speech screening	✓**WCPSS** Students 4yrs-K served in pre-K classrooms Separate special education classrooms for students 3-4yrs	PreK-12 offered through Parent Academy and Parent Liaison
Fairfax County Public Schools *Virginia*	*The Preschool Diagnostic Center* Provides comprehensive evaluations to children suspected of having developmental delays.	2-5 yrs	Received approximately 2,000 calls from parents in 2011-12. The screening process begins during the initial phone conversation. 50% of children receive further screening and assessments.	✓**Project** Child Find screenings are available for children ages 20 months (the child must be two by September 30th) to five years old	✓**Project** 30 staff members—psychologist, speech therapists, audiologists, social workers—support the screening and assessment process within three ECID&S centers	✓**WCPSS** Preschool staff consists of 55 staff members who support children receiving resource services in private preschools and 150 staff members working with the half-day preschools	✓**Project** Services to parents include home visits, parent counseling mainly via referrals, social work support mainly connecting families to social services; and parent workshops

Notes: ✓**WCPSS** indicates similar service to WCPSS and ✓**Project** indicates similar service to Project Enlightenment

Table 18 continued
List of District Examples of Services to Preschool Students and Families

Location	Program Description	Target Population	Number of Students Screened	Type of Service Provided Compared to WCPSS and Project Enlightenment			
				Child Find	Developmental Screening	Preschool	Parent Services
Montgomery County Public Schools **Maryland**	**The Child Find Office** *Provides a single point of entry for Montgomery County residents to access developmental screenings and assessments for families with concerns about their preschooler's development.*	2yrs 10mo. – spring prior to age eligible for Kindergarten	Approximately, 1,100 students annually.	✓**Project** Developmental screenings. Three specialists provide outreach to pediatricians, private preschools, Head Start, school-based PTAs.	✓**Project** Initial screenings of (18-21 students per day) are conducted during weekly screening clinics (approximately 60 annually). Full developmental evaluations are conducted for students with identified needs.	✓**WCPSS** The special education preschool program is staffed by approximately 200 staff members who provide services to approximately 1,500 students ages three to five years old.	✓**Project** Parent educators work with the families of preschool students.
District of Columbia Public Schools **Washington DC**	**Early Stages** Designed to identify children with delays and provide appropriate services to help address those delays. Children referred to the Early Stages Center will receive a full evaluation and treatment or services for a diagnosed delay.	2yrs 8mo.-5 yrs	In 2011-12, over 4,000 students were referred or screened. The Eligibility rate of the children evaluated was 67%. Approximately, 1,200 students were considered eligible for special education services.	✓**Project** Weekly hours at two clinics in the community, physician referrals, social service referrals.	✓**Project** Evaluations focused on cognitive, physical, communication, social or emotional, and adaptive skills are conducted.	✓**WCPSS** Students 4yrs-K served in pre-K classrooms Separate special education preschool classrooms for students 3-4yrs	None reported

Notes: ✓**WCPSS** indicates similar service to WCPSS and ✓**Project** indicates similar service to Project Enlightenment

<div align="center">**Service Delivery Perceptions**</div>

Survey of Project Enlightenment Staff

In the spring of 2012, the Data and Accountability Department conducted an online survey of Project Enlightenment staff (see Attachment 3). The purpose was to gather information about their job responsibilities and their contributions to the various Project Enlightenment components, particularly screening children. We also collected data on their monthly caseloads and inquired about the efficiency of their work. Project Enlightenment staff who provide direct services to students, parents, and teachers (clients) were invited to participate, which included a total of 28 potential respondents. The response rate was close to 100% (27 out of 28). Summary results of the participants are presented here.

As shown in Table 19, Project Enlightenment staff typically hold more than one job responsibility. Conducting developmental screenings is the most common task for staff who hold different positions. Thirteen staff members have this responsibility, yet almost all of them spend less than 75% of their time on this component. Similar results were found for staff who conduct workshops. Ten staff members hold teacher parent consultation responsibilities and almost all spend at least 75% of their time on these consultations.

<div align="center">**Table 19**
Project Enlightenment Responsibilities</div>

	Number of staff who have this responsibility*	Average percentage of time spent on this component annually**	
Developmental Screenings	13	Almost all spend less than 75% of their time on this component.	<75%
Workshops	12	Almost all spend less than 75% of their time on this component.	< 75%
Teacher Parent Consultants	10	Almost all spend at least 75% of their time on this component.	>75%

Note1:   * Data from Project Enlightenment responsibility chart.
Note2:   ** Data from D&A survey of Project Enlightenment staff.

Developmental screeners, Parents as Teachers, and Teacher Parent Consultants approximated the number of children, parents, and teachers they serve each month. When asked to give the maximum number they *could* serve a month, the estimates matched the number already served. This implies that the staff believe they have already reached a maximum monthly service capacity.

Table 20
Range in Capacity of Client Caseloads

Range in both the number of clients staff serve each month (The number of clients staff thought they could serve each month fell within the same ranges)			
	# Children	# Parents	# Teachers
Developmental Screeners (3 respondents)	12-18	12-24	5-16
Parents as Teachers (7 respondents)	32-38	25-42	0
Teacher Parents Consultants (8 respondents)	24-28	10-60	5-30

Among those who devote at least 25% of their time conducting screenings annually, more than half said it takes 1-4 hours to complete a typical screening process. About one third of respondents reported that it takes 5-8 hours. The screening process was described as meeting the family, gathering background data, conducting the screening, discussing results, writing the report, and following up on the family's progress.

Table 21
Length of Screening Process

How long does it take you to complete a typical screening process?		
	Response Percent	Response Count
1-4 hours	58.3%	7
5-8 hours	33.3%	4
2 days	8.3%	1
Total Responses		**12**

When asked about who typically refers parents and teachers to Project Enlightenment, almost all staff said family and friends, or WCPSS staff. Eighty-eight of respondents reported that community agencies refer clients and 84% responded that clients are referred by pediatricians. Respondents were least likely to report that clients are referred by private preschools and childcare centers, although two-thirds of staff still report these as typical referrals. Two staff members wrote that Wake County Smart Start makes referrals to Project Enlightenment.

Table 22
Referrals to Project Enlightenment

Who typically refers your clients to Project Enlightenment?		
	Response Percent	Response Count
Family or Friends	92.0%	23
Wake County Public School System Staff	92.0%	23
Community Agencies	88.0%	22
Pediatricians	84.0%	21
Former Clients of Project Enlightenment	80.0%	20
Wake County Clinics	76.0%	19
Private Preschool Centers	64.0%	16
Private Childcare Centers	60.0%	15
Wake County Smart Start	8.0%	2
	Total Respondents	**25**

Note: 25 respondents selected multiple response categories.

Based on data shown in Table 23, staff refer their clients to a variety of agencies and organizations. The most common referrals were reported as mental health and speech and hearing agencies. Half of the respondents stated that they typically make referrals to WCPSS Preschool Special Education Services. Eight staff members wrote that they refer clients to the Wake County Children's Developmental Service Agency and three added that they recommend other Project Enlightenment services to their clients.

Table 23
Referrals Made by Project Enlightenment Staff

To whom do you most typically refer your clients for additional services?		
	Response Percent	Response Count
Mental Health Agencies	77.3%	17
Speech and Hearing Agencies	77.3%	17
Support Groups	59.1%	13
Health Assistance Agencies	54.5%	12
Occupational and Physical Therapy Resources	54.5%	12
Private Pediatric Therapy Resources	50.0%	11
Information/Referral Agencies	50.0%	11
Private Childcares and Preschools	50.0%	11
WCPSS Preschool Special Education Services	50.0%	11
Financial Assistance Agencies	36.4%	8
Children's Developmental Service Agency	36.4%	8
Other Project Enlightenment Services	18.8%	3
I do not make referrals	4.5%	1
	Total Respondents	**22**

Note: 25 respondents selected multiple response categories.

Qualitative Feedback

Several qualitative questions were asked of respondents on topics such as client follow-up, work efficiency, and Child Find contributions. At the end of the survey, respondents were able to express their opinions on what they consider to be the strengths of Project Enlightenment. The common themes that emerged from the responses are summarized below.

Follow-up Efforts

Staff were asked to describe how they follow-up with clients to see if they have implemented recommendations or sought out referrals that they were given. Most staff said that they follow-up during a subsequently scheduled visit or by email or phone after the service has ended. Many staff stated that they give their contact information to the family so they may contact them again if needed. One staff member in particular mentioned signing a release form so that other community agencies could let her know if the family sought them out as a referral. Another respondent said it would be helpful if WCPSS Preschool Special Education Services could let Project Enlightenment know of the status of their referrals.

Work Efficiency

Considering the various aspects of their works, staff were asked to think about what area might be delivered in a less time-consuming way. Generally, staff thought their processes were efficient and suggested only a few areas that might be changed without jeopardizing the quality of service offered.

Streamlined Efforts: Staff repeatedly mentioned that they have worked collaboratively to streamline their processes over the years in an effort to maximize their time and compensate for the reduction in their staff members from the Reduction in Force that occurred in WCPSS in 2010. Some strategies they have implemented are increasing the use of technology for communications, using Netbooks for recording, and assigning staff to geographic regions to reduce travel time.

Screenings: Several staff mentioned that perhaps they could implement a shorter screening process, but they also stated that they thought this would reduce the quality and effectiveness of this service.

Program Requirements: Many respondents mentioned that the additional assessments required by Wake County SmartStart for Parents as Teachers (PAT) program participants may be somewhat lengthy. The Keys to Interactive Parenting Scale (KIPS) assessment, which includes video recordings of the family, a Life Skills Progression survey, an Ages and Stages Questionnaire, and hearing and vision screenings, are among these assessments. Staff thought that these new requirements would make it difficult to reduce the amount of time needed to deliver PAT services.

Child Find Contributions

Staff were asked to explain how they contribute to Child Find, a process for finding preschool children in Wake County who have special education needs. The most commonly stated contribution related to developmental screenings. Their involvement in outreach efforts was mentioned by fewer than half of the staff. A few staff stated that they do not contribute to Child Find.

Screenings: Staff commonly spoke about the developmental screening component at Project Enlightenment as a source of finding preschool children with special education needs. Several staff conduct developmental screenings of children based on a parent request. Additionally, staff members may recommend a screening for a child based on their observations of the child when administering another service. Parent educators for the Parents as Teachers program also conduct developmental screenings. Finally, staff mentioned using the screening results to make referrals to WCPSS Preschool Special Education Services or the Wake County CDSA for further evaluations, which contributed to Child Find.

Outreach: Seven staff members explained an outreach process in which they actively seek out the targeted population. They described methods of outreach to promote the programs and services offered through Project Enlightenment. Some examples of their outreach efforts included attending local childcare and preschool open houses, elementary school kindergarten orientations, and community events. Staff also send relevant Project Enlightenment information to pediatricians and other health professionals and departments who serve young children.

Strengths of Project Enlightenment

The survey concluded by affording respondents an opportunity to write about what they believe are the greatest strengths of Project Enlightenment. The two strengths mentioned by almost every respondent related to the Project Enlightenment staff and the comprehensive services they provide to the community.

Staff: Project Enlightenment staff spoke very highly about each other. Respondents reflected on the dedication, compassion, knowledge, and experience of the staff and their commitment to supporting young children and families. The staff was also described as being supportive toward their peers and clients. Finally, collaboration was seen as customary among the staff, which they felt promoted effective delivery of the services.

Comprehensive Services: Respondents wrote about the comprehensive range of services and interventions available to young children, families, and teachers through Project Enlightenment. Many staff attribute Project Enlightenment's distinction to its wide range of resources, strategies, and support. Project Enlightenment was described as a single resource for the community to access a variety of services, which respondents believe contribute to the success of children.

Overview and Results by Component

This section provides an in-depth overview of each Project Enlightenment component including short-term results based on service satisfaction data from parents and teachers. These data are captured using short paper questionnaires. Examples of questionnaire results from 2011-12 are presented for each Project Enlightenment component. Project Enlightenment must produce an annual report of the Parents as Teachers (PAT) and the Supporting School Readiness (SSR) programs based on their evaluation plans and quarterly reports. These programs have better articulated program goals with supporting data to monitor their success. An overview of the PAT and SSR evaluations for 2011-12 and 2010-11 are included. This section is organized by the services for teachers and parents, the services that are provided directly to children, and the services available through SmartStart funded programs.

Teacher Parent Consultations

Teacher Parent Consultations (TPC) are requested by childcare, preschool, and kindergarten teachers. A parent may initiate the teacher request for consultation or a teacher may approach the parent for permission. In either case, parents must complete a Permission for Consultation Services and Demographic Survey Form. Social, emotional, and behavior issues, which might stem from developmental delays, are among the primary reasons for requesting a consultation.

TPCs are assigned to geographic areas of Wake County. Once a teacher requests a consultation, the TPC within that area contacts the teacher by phone or email in order to clarify needs and schedule an observation. The TPC then meets with the parents to gather information such as the child's developmental and educational history, strengths, and areas of concern.

After an initial consultation with the teacher and parent, the TPC conducts one or more classroom observations to gather information about the child, teacher, and classroom and to identify strengths and concerns. The TPC observes the child in multiple situations (during group time, center time, transitions, or specials like music and art) and during any challenging times that were identified by the teacher or parent (such as on the playground). The TPC also interacts with the child as needed to gather data on speech/language problems, social skill deficits, or behavioral issues.

A post-observation conference is scheduled with the teacher to discuss the observation, recommend effective strategies, and develop a follow-up plan, which may include a date for another observation or conference. The TPC also tries to identify and engage other school staff who could support the child such as the school counselor, speech/language pathologist, and/or the school social worker. Ultimately, the goal of the teacher conference is to provide practical interventions for the teacher based on observations and teacher input. The TPC is available for the remainder of the school year to consult about the child per teacher request. Teachers are also asked to complete a questionnaire regarding the use and helpfulness of the resources provided by the TPC.

The TPC holds a parent conference to share information about the classroom observation and to recommend strategies for parents to use at home. During this conference, the TPC may suggest that the family seek additional services from Project Enlightenment such as parent counseling,

parent workshops, resources from the Parent Teacher Resource Center, or the Parents as Teachers program. If deemed necessary, TPCs may recommend that the preschool child undergo a developmental screening at Project Enlightenment. TPCs also occasionally conduct kindergarten screenings for students they are observing in kindergarten classrooms.

TPCs may recommend that parents contact a community speech and language pathologist, pediatrician, occupational therapist, psychologist, or a social skills support group to provide services to their child. Finally, four to six weeks after the initial conference, the TPC may contact the parent by phone, email, or in person to follow up on a child's progress. All observation data, conference summaries, and recommendations are recorded in the *Narrative Record* template via a Netbook.

Project Enlightenment staff sent a service survey to 70 teachers in January of 2012 who had a teacher parent consultation in the fall of 2011. Staff received a completed survey from 29 out of the 70 teachers, which is a 41.4% response rate. We selected this set of surveys as an exemplar of service delivery satisfaction.   Table 24 shows the results from the 29 surveys, which are very positive. Given the low response rate, we are uncertain of how representative the results are for that group of teachers.

Table 24
Teacher Parent Consultation Questionnaire, January 2012
Sample Results (N=29)

	Responses			
Questions	**Strongly Agree**	**Agree**	**Neutral**	**Disagree**
The consultant was generally helpful. 1 no response.	26	1	0	0
The consultant offered useful information and/or resources.	24	5	0	0
The consultant helped me find alternative strategies to address specific student or classroom concerns. 1 no response.	23	5		0
The consultant was a good listener.	28	0	1	0
I would request services from this consultant again.	28	1	0	0

Parent Counseling

Short-term parent counseling services are offered by Wake County Parent Consultants (WCPC) contracted through Project Enlightenment. WCPC was launched in 2011 after the elimination of the parent counseling services component of Project Enlightenment during the WCPSS Reduction in Force and specializes in offering parent and child support in an educational setting. A Request for Proposal (RFP) process was conducted by Project Enlightenment to contract the parent counseling services and members of WCPC were chosen to provide services beginning in 2011.

The main objective of counseling is to provide parents with specific interventions that will increase the child's success in his/her home and school environments. Parent counseling sessions are requested by parents who may be referred by a variety of sources such as their child's teacher, pediatrician, family member or friend, or another Project Enlightenment staff member. The parent counselors typically offer between one and nine counseling sessions per family with a goal of seeing families a maximum of eight sessions. Parent counselors also host a variety of parent workshops offered at Project Enlightenment. Between July 2011 and May 5, 2012 they held 13 sessions and had 296 participants.

Separate intake forms and a client database are maintained by WCPC. The Parent Services Summary form includes the name and age of the parent as well as the child(ren) impacted by the counseling services, and the presenting problem at intake. WCPC also collects risk factor data prior to providing counseling services. Risk factors are based on income, child behavior indicators, and family indicators. WCPC provides Project Enlightenment with case summaries that may include the date of each counseling session, the problem and the goals, the intervention or resources used, and the progress on the goal, as well as any recommendations.

After their final counseling sessions, WCPC asks families to complete a short questionnaire about the counseling services they have received. Table 25 shows the results related to knowledge gained and service satisfaction for counseling sessions that were held with 28 families between July 2011 and May 2012. All respondents indicated that they were satisfied with the skills gained and services provided by WCPC.

Table 25
Parent Counseling Questionniare, 2011-12
Sample Results (N=28)

Questions concerning overall skills gained and satisfaction with the services received.	Very Satisfied	Satisfied	Neither	Dissatisfied	Very Dissatisfied
1. As a result of receiving services from WCPC at Project Enlightenment, I have gained knowledge and skills that I have used to help my child.	17	11	0	0	0
2. I am satisfied with the services from WCPC at Project Enlightenment.	17	11	0	0	0

The Alice K. Burrows Parent Teacher Resource Center (PTRC)

The Parent Teacher Resource Center (PTRC) contains a wide variety of resources that are available to parents, teachers, and other caregivers of young children. The resource center contains the following:

- Lending library
- Production area
- Publications, articles, and handouts
- Community information
- Spanish resources
- Video and DVD collections

The lending library for adults and children includes over 9,000 books, videos and DVDs, and articles and brochures on topics related to child development, education, parenting, and other issues specific to children birth through kindergarten. The PTRC provides resources on subjects for which many of the families are seeking help such as divorce, new baby, grief, and diversity.

Upon completion of a Patron Registration Card, Wake County residents can check out adult and children's books. The public can conduct an online search of the PTRC catalog at http://destiny.wcpss.net/ under Project Enlightenment. This Web site allows users to view the books available at all the WCPSS elementary, middle, and high school libraries.

Most of the parents and teachers who access services at Project Enlightenment are greeted by staff in the PTRC. Program staff frequently recommend books and other materials to address their specific needs. In 2011-12, slightly over 1,000 adults checked out 10,459 books and videos. It is also not uncommon for parents and teachers to use the center without accessing other services.

Parent Teacher Workshops

Project Enlightenment offers a variety of workshops on topics of interest to parents and a range of workshops to support teachers of childcare centers, preschools, and kindergarten students. A schedule of the workshops is available at the Project Enlightenment Web site and in a printed brochure. Registration is required and most parent workshops have a nominal registration fee. A wide variety of parent and teacher workshops are held at Project Enlightenment and at off-site locations. Numerous workshop sessions on a specific topic may be offered throughout the year. In 2011-12, around 25 parent and 75 teacher workshop sessions were offered. The workshops hosted at Project Enlightenment each provide training to a minimum of 15 participants. The off-site workshops may have fewer participants, depending on the location and training session topic. Table 26 shows a sample of the workshops that were offered in 2011-12.

Table 26
Sample of Parent and Teacher Workshops Offered in 2011-12

Date	Parent Workshops	Location	Number of Sessions	Adults Attending
10/25/2011	Positive Discipline: Limit Setting and Firmness	Project Enlightenment	3	40
11/1/2011	Creating Calmness During Crazy Times		2	30
2/16/2012	Toddler Issues		1	19
4/10/2012	The Spirited Child		1	24
Teacher Workshops				
8/23/2011	First Six Weeks of School	Triangle Academy Preschool	1	27
10/7/2011	Talking with Parents about Difficult Issues	Vandora Springs Elementary School	1	33
11/10/2011	Using Conscious Discipline to Help Young Children Solve Conflicts	St. Phillip Lutheran Preschool	2	28
12/19/2011	Conscious Discipline	Lincoln Heights Elementary School	4	49
4/19/2012	Bullies in the Preschool	St. Phillip Lutheran Preschool	1	28

A sample workshop format is illustrated in Table 27. Each facilitator articulates goals for the workshop related to the important skills or knowledge the participants should gain by the end of the session. The workshop objectives are expected to be focused on these goals and should be SMART – Specific, Measurable, Attainable, Realistic, and Time-bound. Each objective should describe what the participants will be able to do/know when they leave the session and should help the trainer determine appropriate activities that will develop the skills/knowledge. The trainer concludes the workshop by informing participants of other resources available at Project Enlightenment and in the community.

Table 27
Sample Workshop Format

Workshop Items	Time Allotted in minutes
Introductions, ground rules, goals and objectives	5–10
Interest-provoking opening activity	10–20
Presentation of core ideas (no more than 3), applying Ideas, asking and answering questions	30-60
Next Steps/Follow-up (personal applications and other workshops/resources)	10-20
Summary and Evaluation (Overview of Project Enlightenment services and workshop evaluation)	5-10
Total Time	**2 hours**

At the end of each workshop, participants are asked to fill out the Project Enlightenment training evaluation form. The evaluation also allows participants to comment on the workshop and asks them to report on how they learned about the workshop. After the workshop, the trainer generally reviews the evaluations and may make changes to the next workshop, as needed. Table 28 shows the consistently positive evaluation results from a workshop conducted at a local preschool. Results include completed surveys from 17 teachers. These high ratings appear to be representative of the responses to the various workshops offered.

Table 28
Teacher Workshop Evaluation, 2011-12
Sample Results (N=17)

Using Conscious Discipline to Help Young Children Solve Conflicts	Strongly Agree				Strongly Disagree
	5	4	3	2	1
1. The goals/objectives were made clear to me	17	0	0	0	0
2. The content was related to the goals/objectives	17	0	0	0	0
a. The audio visuals aids were useful and relevant	17	0	0	0	0
b. The handouts supported the goals/objectives 1 no response	17	0	0	0	0
3. The information was presented clearly and in an organized way	17	0	0	0	0
4. The workshop provided opportunities for learning and practice	17	0	0	0	0
5. I feel prepared to use the information I learned in this training	15	2	0	0	0
6. The presenter was knowledgeable and effective	17	0	0	0	0

Guided Observations of the Preschool Classrooms

Throughout each school year, there are many workshops that offer guided observations of both Project Enlightenment preschool classrooms (which are discussed below). Each classroom has an observation booth and parents are encouraged to participate in regularly scheduled observations of the classroom, followed by a discussion. Teachers of childcare centers, preschools, and kindergarten classrooms, and others who care for young children can register for teacher guided observations. During the observations, a staff person is in the booth with the participants to "guide" their observation so they will understand what they are observing and the value of what is being done.   Sometimes teacher parent consultants recommend that teachers or parents attend one or more of the scheduled observations as a learning resource. In 2011-12, seven parent and 28 teacher guided observations were conducted.

Demonstration Preschool

The Demonstration Preschool (DPS) has been serving preschool students at Project Enlightenment since 1970. It is a half-day, therapeutic program that serves 18 children who are four years old. The goal is to help each child maximize her/his capabilities while promoting appropriate social, emotional, cognitive, language, and motor skills. The children are taught by two co-teachers and one teacher assistant. University student interns also participate in the program to learn about working with young children. The preschool is a Five Star License Center, as indicated by quality ratings of staff education and program standards from the Division of Child Development (DCD) ("Star Rated License," 2012).

DPS is an inclusive preschool classroom. About half of the children served in the preschool are in need of therapeutic support, have been identified as having social-emotional and/or behavioral skill development needs, and may experience difficulties in other areas such as speech/language, motor, or learning abilities. The other half of the children served are typically developing with no indication of a special need. Families apply for their children to participate in DPS. There is an application form and a $10 application fee. Tuition is $250 a month and financial aid is available to families who qualify.

Families may be aware of the program because of advertisements, friends and family, and outside social service agencies. Families who are currently receiving services at Project Enlightenment may also be referred to the preschool. Children must be four years old on or before August 31 of the entering year to be considered for enrollment. Children who are eligible for kindergarten cannot be placed in the preschool. The committee reviews the applications and considers if DPS can meet the needs of the children with special needs, especially those with a current Individualized Education Plan (IEP). If a child is receiving services through WCPSS Preschool Special Education Services, has a current IEP and applies and is placed in DPS, his services can still continue, as long as the IEP does not recommend a half-day or full-day self-contained classroom for the child. Parents note the special needs of the child on the application and the selection committee tries to choose children with differing needs. Priority is said to be given to low-income families, minority families, and families who do not have an appropriate preschool/childcare setting for their child.

The program is structured around the concept of learning by doing, and as such, the classroom is organized into centers. DPS is a model, inclusive classroom. It was designed to demonstrate effective early childhood teaching methods and activities. School teachers in WCPSS and across the state, childcare providers, other professionals interested in young children, and parents can register for guided observations of the classroom that are held throughout the year.

Parents are asked to complete a preschool satisfaction questionnaire at the end of the school year. Table 29 shows the results from the 16 parents of children in the 2011-12 classroom cohort. Results indicate that nearly all parents were very satisfied with the preschool program.

Table 29
Demonstration Preschool Questionnaire, 2011-12 (N=16)

Questions concerning satisfaction with the services received.	Very Satisfied	Satisfied	No Opinion	Dissatisfied	Very Dissatisfied
What was your level of satisfaction with our program this year?	13	3	0	0	0
What was your child's level of satisfaction with our program this year?	13	3	0	0	0
What was your level of satisfaction with the facility and classrooms?	16	0	0	0	0
What was your level of satisfaction with the communication between school and home?	12	4	0	0	0
What was your level of satisfaction with our newsletters?	11	5	0	0	0
What was your level of satisfaction with the classroom/technology tools? (2 no response)	13	1	0	0	0
What was your level of satisfaction with our method of discipline? (1 no response)	11	4	0	0	0
What was your level of satisfaction with our school trips and classroom guests? (1 no response)	12	3	0	0	0
What was your level of satisfaction with our parent/teacher conferences? (1 no response)	14	1	0	0	0

	Yes	No	Somewhat	
Do you feel that your child was adequately prepared for his/her next level of education?	13	1	2	
Did you feel welcome in your child's classroom this year?	16	0	0	
Do you believe the program lived up to your expectations? (1 no response)	14	0	1	

The Family Literacy Classroom

The Family Literacy Classroom (FLC) is part of the WCPSS Title I Pre-K program and is housed at Project Enlightenment. It is one of the 38 Title I Pre-K classrooms across the district. It serves four year old children who have not previously attended preschool and who demonstrate a significant need for an educational experience. The program emphasizes a child-centered environment that promotes learning through exploration and discovery. The success of the entire WCPSS Title I Pre-K program was evaluated in 2010-11 and showed positive short-term results (Baenen, 2011). We provide a brief program description in this report.

The FLC serves 18 children with academic needs, as identified by the developmental screenings conducted by WCPSS Preschool Special Education Services. Children must be four years old on or before August 31 of the entering year to be considered for enrollment. Enrollment decisions are based on pre-screening scores and Title I/NC Pre-K eligibility. Students are assigned to the Project Enlightenment Title I Pre-K classroom by WCPSS Title I Pre-K.

The children are taught by one teacher and one teacher assistant. Funding sources include WCPSS Title I and the Wake County North Carolina Pre-K Program. No tuition is charged for the program. The curriculum is the same as the other Title I Pre-K classrooms in the district which support comprehensive early literacy, language acquisition, mathematical thinking, and the development of children's self regulation skills and social-emotional competence.

The difference between this classroom and other Title I Pre-K classrooms is that FLC is part of a statewide consortium of model classrooms through the North Carolina Department of Public Instruction (NCDPI) Office of Early Learning Preschool Demonstration Program (PDP) (NC Division of Child Development and Early Education Web site). NCDPI has supported these programs since 2001. These programs demonstrate effective oral and written language supports for diverse cultural, linguistic, and ability preschool students who are a part of an inclusive classroom setting. They receive support from a variety of sources such as Head Start, SmartStart, NC Pre-K, Title I, Exceptional Children, child care subsidy, and/or parent tuition.

The PDP provides the opportunity for anyone working with preschool age children to visit inclusive preschool classrooms to view effective practices. School teachers in WCPSS and across the state, childcare providers, other professionals interested in young children, and parents can register for a guided observation of FLC held at Project Enlightenment throughout the school year.

Developmental Screenings

An important goal of Project Enlightenment is to provide high quality screening services to children who may have speech, learning, behavior, and other developmental issues. The objective of all screenings is to answer referral questions which are generated from background information provided by the parents or Project Enlightenment staff who have worked with the child. The screening typically lasts between 1 ½ to 2 ½ hours during which time staff try to assess the expressed concerns of the parents through the administration of screening instruments

and by observing the child's behavior, scoring the results, and sharing the initial findings with the parents.

Although the instruments used to conduct development screening may vary based on the need of the child, the Early Screening Profiles (ESP) which measure cognition/language skills, motor skills, and self-help/social skills (based on parent or teacher responses) and the Preschool Articulation Screening (PAS) are typically used. The Ages and Stages Questionnaire (ASQ) is also used frequently. Teacher parent consultants, who screen kindergarten children, typically administer the Kaufman Brief Intelligence Test (KBIT-2), the Youth Children's Achievement Test (YCAT), and perhaps the Vision Motor Integration (VMI). Other instruments that often supplement those above include:

- The Conners' Rating Scales for attention and activity level
- The Preschool Language Scale-Screener (PLS-7-Screener) for stuttering, articulation/connected speech, voice, use of social language, and mostly, receptive language concerns (up to age seven)
- The Ages and Stages Questionnaire: Social-Emotional (ASQ: SE) for social/emotional concerns (up to age five years and five months)
- The Short Sensory Profile (up to age five)
- The Preschool Kindergarten Behavior Scale-Second Edition (PKBS-2) for social skills and problem behaviors, including anxiety (up to age six)
- Dyslexia Screener
- Hearing and vision screenings

The Screening Process

When parents request a screening for their children, Project Enlightenment staff record information on a Screening Form. The staff requests and records information such as the child's name, date of birth, gender, race, primary language, living arrangements, parent contact information, and school or childcare and health care provider information.   The parents are also asked to describe their concerns about the child and who referred the child for the screening. The parents are asked if the child currently has an Individualized Education Plan (IEP). Staff also ask the parents about any services that the child is currently receiving from Project Enlightenment or other agencies.   Finally, the screening appointment is made and recorded on the form. The staff also note the date of first contact and the appointment date. Every effort is made to screen the child as promptly as possible and at least within four weeks of the initial date of contact.

Prior to the screening, parents must complete a Parental Permission for Preschool Screening Form. The purpose of this form is to find out if the screening was recommended as part of Project Enlightenment service, gather background and demographic information on the child, and determine whether the family is in economic need.

On the day of the screening, the staff member who will conduct the screening typically meets the family, connects with the child, and describes the screening process to the parents. The screener also clarifies the parent's referral concerns and gathers background data about the child's birth

and developmental history. During the screening, parents typically wait in a room where they can observe their child. At the end of the screening, staff present and interpret the findings of the screenings to the parents. If the screening results indicate no need for follow-up, the family is made aware that the results indicated no concerns. If the screening does indicate some concerns, they offer recommendations to address that need. Some examples of recommendations are shown in Table 30.

Table 30
Screening Recommendation Examples

Referrals	Record and Information Sharing
WCPSS Preschool Special Education Services	Sending a copy of the report to the pediatrician
Project Enlightenment services such as parent workshops, parent counseling, teacher parent consultations, or applying to the Demonstration Preschool classroom	Offering handouts to parents and materials from the Parent Teacher Resource Center
Child Clinic at Central Regional Hospital or the Behavior Clinic for behavior/emotional/family concerns	Offering universal North Carolina Pre-K applications to families with eligible children
WCPSS Audiology if the hearing screening was not passed	
Pediatric ophthalmologists in Wake County if the vision screening was not passed	

All screeners create a written report of each screening that will be sent to the parents. The report may also be sent to a pediatrician, WCPSS Preschool Special Education Services, or another agency upon parent request. The reports typically include the following information:

- Source of initial contact (parent request, pediatrician, teacher, or Project Enlightenment staff referral)
- Referral questions and relevant background data
- Screening instruments used
- Observations of a child's behavior related to the referral question or areas of concern revealed in screening
- Screening results including vision and hearing
- Interpretation of results
- Recommendations and outcomes

Typically, Project Enlightenment staff do not receive notification from any referral agencies, including WCPSS Preschool Special Education Services, regarding the outcomes of the children and families. They may contact the parents at a later date to inquire about the child's progress. Parents are asked to fill out the Project Enlightenment screening evaluation questionnaire after the screening has been conducted and the results and recommendations have been presented to them. Table 31 shows a small sample, provided by Project Enlightenment staff, of the questionnaire results from 41 parents who had children screened in 2011-12. The survey results indicate that parents are very satisfied with what they consider to be high quality screening services at Project Enlightenment and they feel that their needs and concerns are addressed.

Table 31
Developmental Screening Evaluation Questionnaire, 2011-12
Sample Results (N=41)

Questions	Responses			
	Yes, definitely	Yes, generally	No, not really	No, definitely not
Did the staff listen to you and were they sensitive to your needs and your family's unique situation?	39	2	0	0
Were your questions or concerns about your child addressed to your satisfaction?	35	6	0	0
Were the choices about what happens next for your child made clear to you? (1 respondent did not answer)	33	7	0	0
If a friend were in need of similar help, would you recommend our program to him or her? (2 respondents did not answer)	38	1	0	0
How would you rate the quality of the services you received?	Excellent	Good	Fair	Poor
	37	4	0	0
Overall, how satisfied were you with the services you received? (2 respondents did not answer)	Very satisfied	Mostly Satisfied	Somewhat Dissatisfied	Quite Dissatisfied
	37	2	0	0
How did you feel about the amount of information that you have learned today about your child? (1 respondent did not answer)	It was too much	It was about right	It was too little	
	5	35	0	

Parents as Teachers (PAT)

Parents as Teachers (PAT) is an internationally recognized parenting education program. The program is based on the belief that the early years of children's lives are critical to optimal development and provide the foundation for success in school and in life overall ("Parents as Teachers," 2012). The target population is newborn through kindergarten children and their parents. The PAT program in WCPSS is funded through Wake County SmartStart.

Parent educators use a research-based curriculum to help families understand child development, appropriate child-parent interactions, and family well-being. Parents are provided with tools to support the success of their children. The specific program goals are to:

- increase parents' knowledge of age-appropriate child development;
- improve parenting capacity, parenting practices, and parent-child relationships;
- detect developmental delays and health issues;
- improve family health and functioning; and
- increase school readiness and school success ("Parents as Teachers," 2012).

Studies examining PAT have employed rigorous research designs, including randomized controlled trials and quasi-experimental methods and have found statistically significant effects in each of the goal areas listed above. In terms of school readiness, children have been shown to score higher on measures of achievement, language ability, social development and positive behavior, persistence with tasks to mastery, and other cognitive abilities in a number of studies ("Parents as Teachers Program," 2007; Pfannenstiel & Zigler, 2007). PAT has also received recognitions from a number of groups over time as a high quality prevention/intervention program ("Parents as Teachers," 2012).

The program has established annual targets for implementation and outcomes. PAT staff members conduct home visits and group meetings, give screenings, provide resources, and make referrals to accomplish these targets. Program services are expected to continue for a minimum of 24 months, which means the participants remain in the program for two years. Project Enlightenment listed two goals for the PAT component:

- Helping children develop the social-emotional skills that relate to school success.
- Increasing the capacity of parents to be their child's nurturer, teacher, and advocate.

Implementation

PAT annual implementation targets reflected the number of families served, the number of families receiving home or personal visits, the number of group meetings, and the number of student screenings completed. Funding for a full year was obtained for 2010-11. Due to a delay in funding for 2011-12, staff were hired later than expected (in July), which slightly impacted the length of service provision.

As shown in Table 32, in 2010-11 and 2011-12, most implementation targets were met or exceeded. Overall, 247 families and 322 children were supported in 2010-11. Slightly fewer families and children (234 and 308 respectively) were served in 2011-12, due to the shorter length of service provision. The number of screenings completed and home visits made in 2011-12, however, actually exceeded those provided in 2010-11.

In 2010-11, an implementation objective for the number of parents receiving monthly visits was set at 125 of the 250 families served (50%). Two thirds (66%) of the families actually received this service in 2010-11. No such target was set in 2011-12, yet 77% of families were noted as having received 10 or more visits annually.

Table 32
Parents as Teachers (PAT) Implementation, 2010-11 and 2011-12

Output Measures	Output source	2010-11			2011-12		
		Projected Total	Actual Total	% of Projection Achieved	Projected Total	Actual Total	% of Projection Achieved
# of families enrolled in PAT	Guardian Service Counts report	250	247	99%	250	234	94%
# of children in families enrolled in PAT	Child Service Counts report	310	322	104%	350	308	88%
# of home visits completed with families *	Guardian Service Counts report	2,600	2,377	91%	2,500	2,477	99%
# of families receiving **monthly** personal visits (1 per month)	Visit Tracker Model Fidelity report	125	162	130%*	Not Available	180	77%*
# of families receiving **weekly or bi-weekly** personal visits (2 or more visits per month)	Visit Tracker Model Fidelity report	25	28	112%	Not Available		
# of group meetings	Guardian Service Counts report	12	13	108%	12	12	100%
# of children receiving developmental screening (ASQ) and health assessments from PAT staff	Tracking Spreadsheet, Program Records	154	219	142%	210	238	113%
# of children who have IFSP or IEP developed as a result of PAT staff referral or support	Tracking Spreadsheet, Program Records	12	13	108%	13	13	100%

Data Source: Wake County SmartStart, Inc. Evaluation Plan and Quarterly Reporting Reports, 2011 & 2012.
    Note1:   IFSP= Individual Family Service Plan developed and administered by the CDSA for children birth to 2
            years 9 months.; IEP= Individualized Educational Plan
    Note2: *In 2010-11, 50% of families were targeted to receive monthly visits. 162 families or 66% of the 247
            families served received a monthly visit, therefore, PAT exceeded this objective. In 2011-12, no such
            objective was set, yet 77% of families received 10 or more visits annually.

Results

Project Enlightenment uses two of the many instruments that are recommended by Parents as Teachers to capture outcome measures of the program (Parents as Teachers, 2012).

Keys to Interactive Parenting Scale (KIPS): A 12-item observational assessment validated with diverse families and found to be reliable. Recommended uses are to guide intervention, track family progress, enhance supervision, and document program outcomes.

University of Idaho Survey of Parenting Practices (UISPP): This 12-item retrospective assessment allows parents to report changes in their parenting behavior during their participation in PAT. Items focus on parenting practices in terms of knowledge, confidence, skills, and behaviors. The lower number of families included in the analyses of attainment using the UISPP scale reflects the fact that this assessment is only completed by families new to the service and who have no prior UISPP assessment.

Table 33 reveals positive results, based on the two aforementioned assessments, for the attainment of family outcome targets set for PAT participants.

- Most families who received 10 or more visits experienced an increase in knowledge of child development and in parenting practices.
- Nearly all (over 90% in both years) families accessed recommended community resources.
- Although lower than other PAT targets, a majority of the families served (61%) reached the targets set for the Keys to Interactive Parenting Scale (KIPS).
- Family outcome target attainment was slightly less positive in 2011-12 than in 2010-11 and slightly less positive than the implementation results.

The Project Enlightenment Director explained that 2011-12 was not typical, in that it was the first year in which KIPS was used and no parents were assessed before January (regardless of their length of experience in the program). Therefore, many of these families had high initial KIPS scores which resulted in a lower rate of improvement. In 2012-13, the KIPS will be given to all new families, so the rate of improvement will most likely be higher than 2011-12 results.

Table 33
Family Outcomes for PAT, 2010-11 and 2011-12

Projected Outcomes	Outcome Measurement	2010-11		2011-12	
		# Served/ Potential Pool	# (%) Meeting Outcome	# Served/ Potential Pool	# (%) Meeting Outcome
By June 30, 80% of families (primary participant) completing 10 personal visits will experience an increase in knowledge about child development.	Increase between pre and post scores (after 10 visits) on **the Idaho Parenting Ladder** of at least one point each for at least 5 of 6 questions.	140 (families receiving 10 visits)	130 (93%)	58 (new families only)	52 (90%)
By June 30, 80% of families (primary participant) completing 10 personal visits will experience an increase in positive parenting practices.		140	111 (79%)	58 (new families only)	43 (74%)
By June 30, 80% of the families who receive referrals to community resources will access the resource.	Resource and Referral report	231	225 (97%)	234	217 (93%)
By June 30, 80% of families with a pre-KIPS score of less than 4.0, receiving at least 5 months of service afterwards, will exhibit positive growth in parenting quality.	Positive growth = 0.4 point increase in Total Score from pre to post **KIPS** assessment.	Not Available	Not Available	31	19 (61%)

Data Source: Wake County SmartStart, Inc. Evaluation Plan and Quarterly Reporting Reports, 2011 & 2012.

Qualitative Case Study Examples

The PAT report includes personal success stories detailing other types of positive outcomes that participants gained from PAT services. Here are two examples:

The Wake County Human Services Eastern Regional Center referred a Spanish-speaking family to PAT. A Spanish-speaking PAT parent educator visited this mother who was concerned that her 22 month old child was not eating enough. The parent educator was able to provide practical suggestions which improved the child's eating behaviors as well as his teeth hygiene and sleeping patterns within a few visits.

The parents of two children, ages two and four, dropped out of high school to care for their family. The family faced many challenges. The mother in particular was very committed to learning more about parenting and to apply what she learned through the home visits, videos, handouts, and activities that were provided by the parent educator. The parent educator diagnosed one of the children with a language deficit and offered referrals. The parents consented to see a speech therapist in the community once or twice a week. The child's vocabulary and ability to carry on a conversation improved a great deal. The parent educator followed up with the family when the child turned four to encourage a preschool application. She learned that the parents' confidence in their parenting skills had increased and that they had developed skills, routines, and activities to support their children's success.

Supporting School Readiness (SSR)

Supporting School Readiness (SSR) works with children and their families in the year prior to entry into kindergarten and provides training to child care providers. SSR is funded through Wake County SmartStart. The initiative is designed to prepare children for kindergarten who do not have preschool experiences. During the year prior to kindergarten, four services are available:

- Summer Enrichment Program (SEP): a week-long four hour per day program housed in an elementary school.
- Getting Ready for Kindergarten (GR4K): three 10 week GR4K programs focused on social personal skills with simultaneous parent sessions focused on promoting literacy at home.
- Profession Development Workshops (PDW): training for teachers of children with high needs.
- Transition Technical Assistance for Centers: technical assistance within child care centers and the home.

Implementation

To recruit participants for SSR, information is sent to agencies such as Project Enlightenment, Ready To Learn Centers, the Child Find office, Head Start, Catholic Charities, libraries, health departments and clinics, community centers, and homeless shelters. The targeted population is low income families. Families on the North Carolina Pre-K waitlist are also targeted. Schools also help target families for SEP through phone calls, postings on their Web sites, and offering information during kindergarten registrations and open houses, and to churches in the neighborhood.

Based on the Wake County SmartStart grant guidelines, SSR is required to have established annual objectives for program implementation and participant outcomes. SSR implementation targets were similar in 2010-11 and 2011-12. Each year, Project Enlightenment staff submitted annual reports to SmartStart as evidence of their success in meeting these targets. The reports included applications, participant rosters, staff sign-in sheets, facility data, and teacher lists from providers.

As shown in Tables 34 and 35, the Supporting School Readiness efforts were quite successful in meeting their implementation targets. In both 2010-11 and 2011-12, all but one target was reached.

In 2010-11, nine of ten targets were met, as presented in Table 34.

- The most positive result was that the number of contacts with child care centers/homes greatly exceeded expectations (116 versus the 72 anticipated or 161% of the projected target).
- The target that was not met related to the Getting Ready for Kindergarten sessions, which served 43 families rather than the projected 45 families (96%).

Table 34
Supporting School Readiness: Attainment of Outputs for Implementation, 2010-11

Output Descriptions	Projected Total for Year	Total for Year	% of Projection Achieved
Summer Enrichment Program (SEP)			
# of **classrooms** served	20	22	**110%**
# of **children** attending	240	268	**112%**
# of **families** participating	180	234	**130%**
Getting Ready for Kindergarten (GR4K)			
# **sessions**	15	15	**100%**
# of **families** attending	**45**	**43**	*96%*
# of families attending **at least 3 of 5 sessions**	**35**	**40**	114%
Professional Development Workshop (PDW)			
# of **teachers and providers** attending	85	88	**104%**
# of PD **Workshops**	7	8	**114%**
Transition Technical Assistance (TA) for Centers			
# of **centers/homes** participating in program	12	12	**100%**
# of TA **contacts** for centers/homes	72	116	**161%**

Data Source: Wake County SmartStart, Inc. Evaluation Plan and Quarterly Reporting Reports, 2011.
Note: Bold indicates that the target was met or exceeded; italics indicate target was not met.

As shown in Table 35, five of six targets were met in 2011-12

- The most positive result was that the number of child care providers attending at least one professional development workshop was more than twice the targeted expectation (118 versus 50).
- The number of children attending at least six of the ten GR4K sessions fell just short of the projected target (38 rather than 40).

Table 35
Supporting School Readiness: Attainment of Outputs for Implementation, 2011-12

Output Descriptions	Projected Total for Year	Total for Year	% of Projection Achieved
# of **children** participating in SEP	264	287	**109%**
# of **family caregivers** participating in the parent portion of SEP	198	222	**112%**
# of **children** participating in the GR4K child component	45	47	**104%**
# of **children** attending at least 6 of 10 GR4K sessions	40	38	*95%*
# of **families** participating in the GR4K workshops	45	46	**102%**
# of **childcare providers** attending at least 1 professional development (PD) workshop.	50	118	**236%**

Data Source: Wake County SmartStart, Inc. Evaluation Plan and Quarterly Reporting Reports, 2011 & 2012.
Note: Bold indicates that the target was met or exceeded; italics indicate target was not met.

Project Enlightenment's report to SmartStart also noted some challenges. For the Getting Ready for Kindergarten (GR4K) program in 2011-12, Project Enlightenment staff noted that they used the NC Pre-K waitlist for recruitment purposes. This tactic proved to be a challenge. In the third GR4K session, staff initially accepted 18 families and assigned 22 families to a waitlist. A problem arose when many families who were on the GR4K waitlist and the NC Pre-K waitlist accepted NC Pre-K seats as they became available, leaving empty spots for staff to fill. After the GR4K waitlist was exhausted, staff advertised in the QuePasa newspaper and recruited 13 additional children. Fortunately, eight of those children attended at least six sessions during the third GR4K session.

Outcomes

As a result of SSR services, Project Enlightenment staff expected children to be better prepared for kindergarten success. The data sources they used to measure this success included the following:

- The Summer Enrichment Program (SEP) inventory: the strongest measure of short-term success available for use as it is based on teacher observations of children before and after service.
- The Second Step Transfer of training and family survey responses for GR4K: lesson objectives are relatively strong but self-report training responses are based on only one item and that is by self-report.
- Professional Development Workshop Educator surveys.
- Transition to Kindergarten plans for Transition Technical Assistance (Transition TA).
- Staff collected examples of success stories that offer qualitative evidence of success.

Tables 36 and 37 show the goals, the targets, and the outcomes in 2010-11 and 2011-12. None of the established targets for the SSR program go beyond the year of service, which is appropriate given that annual progress reports that are required by SmartStart. Establishing annual targets only is not amenable to evaluating the intermediate or long-range impact of the program on teacher/caregiver/parent practices at school/home or on student success in school.

Similar to the implementation results, the participant outcome results were positive.

- In 2010-11, all four SSR services met or exceeded their outcome targets.
- In 2011-12, three of the four targets were met. The SEP target was not met, likely because of the rigorous nature of its objective.

Table 36
Supporting School Readiness: Attainment of Outcome Targets, 2010-11

Component	Goal	Target	Outcomes
Summer Enrichment Program (SEP)	Help children develop the social-emotional skills that relate to school success	**75%** of children participating will show mastery in 80% of the domains on the Enrichment Inventory	**226/268 (84%)**
Getting Ready for Kindergarten sessions (GR4K)	Help children improve their ability to care for personal needs and belongings, to follow school schedules and routines, and to engage in conversation	**75%** of children participating will meet Second Step lesson objectives in all sessions For all sessions, **75%** of families will report an increase in knowledge and skills	**41 of 44 (93%)** **15 of 15 (100%)**
Professional development workshops (PDW) for service providers and teachers	Help service providers and teachers Increase knowledge and skills for teaching and to learn about WCPSS elementary schools	All workshops will result in **85%** of teachers reporting an increase in knowledge and skills	**8 of 8 (100%)**
Transition TA for child care centers/homes	Increase the capacity of childcare teachers to provide appropriate activities/strategies in the classroom	**All** child care centers/ homes will complete a Transition to Kindergarten Plan for those students eligible for kindergarten the next year	**12 of 12 (100%)**

Data Source: Wake County SmartStart, Inc. Evaluation Plan and Quarterly Reporting Reports, 2011.
Note: Bold indicates that the target was met or exceeded; italics indicate target was not met.

Table 37
Supporting School Readiness: Attainment of Outcome Targets, 2011-12

Component	Goal	Target	Outcomes
Summer Enrichment Program (SEP)	Help children develop the social-emotional skills that relate to school success	By June 30, 2012, **85%** of children participating in the summer program will show an increased level of comfort in at least 10 of 12 of the domains on the Enrichment Inventory as reported by the summer enrichment program staff working with each child	*201/252 80%*
Getting Ready for Kindergarten sessions (GR4K) Children	Help children improve their ability to care for personal needs and belongings, to follow school schedules and routines, and to engage in conversation	By June 30, 2012, **85%** of children participating in the GR4K program will meet Second Step lesson objectives. For each session, this will be measured by the "Transfer of Training" activities as prescribed by the Second Step curriculum	**43/47 92%**
Getting Ready for Kindergarten sessions (GR4K) Parents	Increase the capacity of parents to provide appropriate activities/strategies in the home	By June 30, 2012, **100%** (10 of 10) of the sessions will result in **85%** of parents/caregivers reporting an increase in knowledge and skills about teaching literacy skills in the home as measured by the TLC at Home workshop evaluations	**10/10 100%**
Transition TA for child care centers/homes	Increase the capacity of childcare teachers to provide appropriate activities/strategies in the classroom	By June 30, 2012, **90%** of child care providers attending each workshop will report on the Professional Development Educator Survey that they have learned new skills that will be implemented in their preschool classrooms	**118/118 100%**

Data Source: Wake County SmartStart, Inc. Evaluation Plan and Quarterly Reporting Reports, 2012.
Note: Bold indicates that the target was met or exceeded; italics indicate target was not met.

Qualitative Case Study Examples

Project Enlightenment staff shared some success stories as part of the report to SmartStart. Here are two examples:

A child who was withdrawn from kindergarten after the second day of school was served by Project Enlightenment for the remainder of that year. She received a screening and her family had sessions with a parent counselor. She and her mother joined GR4K where she learned about working in a group and practicing good social behaviors, and where her mother attended classes about promoting literacy at home. The child also attended SEP which exposed her to the kindergarten classroom, routines, and activities in a small group setting. The SEP staff communicated daily with the mother and provided resources for her to use at home over the summer. When the child began kindergarten the next fall, she had a fairly smooth start.

Many preschool teachers do not have a working knowledge of kindergarten. Through the Professional Development Workshop "Visiting a Wake County Kindergarten" preschool teachers are able to tour an elementary school, observe kindergarten classrooms, and ask questions of kindergarten staff. Preschool teachers shared positive comments about this workshop and appreciated this professional development opportunity.

Cohort Study Results

Descriptive analyses were conducted of cohorts of children served by Project Enlightenment in 2010-11 for the purpose of examining long-term outcomes.

- The first sample includes 29 children selected from the children who were directly or indirectly served through teacher parent consultations, parent counseling, or developmental screenings in 2010-11.
- The second sample consists of the 16 children in the Demonstration Preschool cohort for 2010-11.

Results of corresponding demographic, service, and outcome data are reported for each sample when available. Some long-term outcomes, including results from the Kindergarten Initial Assessment and suspension and retention data were analyzed for the children who were WCPSS kindergarten students in 2011-12. The results of these analyses are presented in this section.

Analysis of Sample Served in 2010-11

An analysis was conducted of a small, random sample of children who had been served by teacher parent consultants, parent counselors, or developmental screeners in 2010-11. We randomly selected 29 files from the file cabinets located in the Project Enlightenment office which contained the student records from 2010-11. Due to the large number of files, the amount of time needed to retrieve data from the files, and the time constraints of the study, it was not practical to select a larger sample. The content of each file was examined and data were recorded into a spreadsheet for analysis. The following tables summarize the sample group data in terms of race and family income, services received, and any reported outcomes of the services in terms of recommendations, referrals, and follow-up efforts.

Demographic and Service Data

As presented in Table 38, over half of the 25 students with an identified race were either Black, Hispanic/Latino, or multiracial. Just over half of the students (55%) were from low-income families or had a risk factor related to financial need.

Table 38
Racial and Family Income Composition of Sample Children Served
by Project Enlightenment, 2010-11

Race/Ethnicity	# of Children		Family Income	# of Children
Black/African American	7		Low income	13
Hispanic/Latino	3		Not low income	12
Multiracial	3		Risk factor present	3
White	12		No data	1
No data	4			
Total	**29**		**Total**	**29**

About two thirds of the children were served in one service component, which tended to be either a developmental screening or a teacher parent consultation, as shown in Tables 39 and 40. Six children in the sample received two of the three services and three received all three services.

Table 39
Unduplicated Counts based on Services Received, 2010-11 (N=29)

Component	# Children	# of Services	# Children
Developmental Screening Only	9	1 Service	20
Teacher Parent Consultation (TPC) Only	8		
Parent Counseling (PC) Only	3		
Screening and TPC	3	2 Services	6
TPC and PC	2		
Screening and PC	1		
Screening and TPC and PC	3	3 Services	3

Table 40
Duplicated Counts of Services Received, 2010-11 (N=29)

Component	# Children
Developmental Screenings	16
Teacher Parent Consultants (includes 5 Kindergarten Students)	16
Parent Counseling	9

Recommendation and Referral Outcomes

Among the 16 children in the sample who received developmental screenings, most were conducted within a few weeks of the initial request for screening. Among this sample, screenings were most commonly conducted because of speech concerns. As shown in Table 41, about one third of the children who received developmental screenings were referred to WCPSS Preschool Special Education Services.

Other recommendations, beyond referrals to WCPSS Preschool Special Education Services, were made for the children who received screenings. Screening staff recommended to 10 families that a copy of the screening results should be sent to their pediatricians. They also suggested to nine families that they seek out additional services at Project Enlightenment including the Parent Teacher Resource Center (PTRC) for books and handouts to share, parent counseling for parenting strategies and support, and teacher parent consultations for observations and strategies. No follow-up was indicated.

Table 41
Developmental Screening Referrals, 2010-11

Referrals	# Children
No Preschool Special Education Services Referral	8
WCPSS Preschool Special Education Services	6
Not indicated	1
Kindergarten student referred to SST	1
Total	**16**

Among the 16 children in the sample who were observed by Teacher Parent Consultants (TPCs), the most common concerns that prompted the classroom observation were anger and attention deficits. Less common issues included anxiety and aggression. Secondary issues such as children having problems with peers, following directions, and learning in general were also reported. TPCs offered specific strategies to teachers and parents based on the concerns about the children and their behavior during the observation; such as using calming techniques for children with anxiety and applying sensory techniques such as "heavy work" like carrying books to children struggling with anger.

TPCs also provided recommendations, which typically were for additional services available at Project Enlightenment. In five instances, TPCs recommended that a parent contact one of the parent counselors at Project Enlightenment. TPCs were just as likely to recommend parents to the onsite Parent Teacher Resource Center, or to external agencies, or to suggest that the child receive a developmental screening.

Table 42
Teacher Parent Consultant Recommendations, 2010-11 (N=16)

Referrals	# Children
Parent counseling	5
Parent Teacher Resource Center (PTRC)	4
Developmental Screening	4
External agencies	4
Parent workshops	2
Guided observations at Demonstration Preschool	1

Note: Children could have multiple referrals.

In a review of the narrative reports, 75% of the TPCs had followed-up with teachers and/or parents about whether strategies had been implemented and inquired about the children's progress. TPCs noted that strategies were being implemented for 10 of the 16 children and that eight of these children were described as making progress in their areas of concern.

Table 43
Teacher Parent Consultant Follow-Up Reports, 2010-11

	# Children
Strategies implemented Teacher and/or parent indicated progress	8
Strategies implemented No progress mentioned	2
Parent had accessed the PTRC or outside agency	2
No follow-up noted	4
Total	**16**

The parent counseling services provided to the sample children were typically short-term. Seven of the nine families who received parent counseling did so for two sessions. The most common reason for counseling was because of concerns about a child's behavior. Parent counselors provided Project Enlightenment with case summaries by family that documented goals, interventions or resources utilized, and progress made on the indicated goals. Table 44 shows the general counseling goals that were written for the nine children.

Table 44
Parent Counseling Goals, 2010-11 (N=9)

	# Children
Help parent understand child's behavior	5
Learn positive discipline strategies	3
Find parenting strategies	2
Help child deal with family issues	2

Note: Parents could have multiple goals.

Each of the nine families was given parenting strategy suggestions. Accessing the Parent Teacher Resource Center to find books that would help them understand their child's behavior and sharing the children's books with their child was the most common intervention/resource reported. Parent counselors also suggested that parents plan special time with their children and in some case, consider therapy. Brief statements about the progress children had made as a result of the interventions were not always written and when they were, they tended to be fairly short and sometimes vague. Progress was noted for seven of the nine children in the sample who appeared to have responded positively to the suggested strategies.

There were various closing recommendations noted for the counseling sessions. The records for three families indicated that the counselor would follow-up with the family to see if they wanted to continue sessions during the next school year. Records for another three families did not state any outcome, whereas the records of two families noted that sessions were discontinued. One family was recorded as being referred to Wake County Services.

Table 45
Parent Counseling Closing Recommendations, 2010-11

Session Outcome	# Children
Follow-up about continuing counseling during the next school year	3
None indicated	3
Discontinued sessions	2
Referred to Wake County Services	1
Total	**9**

Long-Term Outcomes

The 29 children who comprise the 2010-11 sample were followed into the 2011-12 school year in an effort to examine long-term outcomes of Project Enlightenment services, which are related to success in kindergarten. Project Enlightenment staff have conceptualized kindergarten success as possessing certain social and emotional skills upon entry into kindergarten and

avoiding suspensions and retention in grade during kindergarten. When available, the data for this sample are compared to the district. Because the students do not have any assessment data prior to receiving services at Project Enlightenment, the results presented are descriptive and cannot be directly attributed to those services.

In 2011-12, 19 of the 29 children were identified as WCPSS kindergarten students. Among the remaining 10 children, six were not yet in kindergarten because their birth dates were after August 31, two were not found in the school system, and two were in first grade. Only one of the 19 children had been suspended in kindergarten during the 2011-12 school year and none had been retained. Kindergarten and first grade students typically have the highest retention rates among WCPSS elementary students. Districtwide retention and suspension data for 2011-12 were not available for inclusion in this report; however, in 2010-11, the retention rate for kindergarten students was 2.0% districtwide (Jackl & Lougee, 2012). That same year, WCPSS was reported to have an overall short-term suspension rate of 12.2% and a long-term suspension rate of 0.4% (Gattis, 2011).

The Kindergarten Initial Assessment (KIA) is administered to WCPSS kindergarten students at the beginning of the school year and consists of an oral language checklist, a personal and social checklist, and literacy and mathematics tasks. The data were analyzed for the 19 kindergarten students from the original 2010-11 sample. KIA 2011-12 results for this group of students are compared to all kindergarten students. Results yielded from the 19 students indicate some differences in teacher-observed behaviors for the Project Enlightenment children compared to kindergarten students districtwide, as shown in Tables 46 and 47. District results are used for comparative purpose because a matched comparison group could not be selected due to data limitations.

- Sample students tended to outperform kindergarten students in general on the oral language checklist. Teachers typically gave the sample students a 4, indicating that they needed no adult support in sharing and communicating with others and speaking in sentences, whereas kindergarten students districtwide tended to receive a 3, indicating that they needed some adult support when completing these tasks.

- The sample students, were less likely than kindergarten students districtwide to receive the highest rating for the engaging in conversations.

- On almost every item in the personal and social checklist, the sample students were not yet independently demonstrating the behaviors compared to a small percentage of all kindergarten students who had mastered these tasks. Sample students were least likely to solve problems and make appropriate choices.

- Based on KIA literacy and math task results for both groups of students, teacher reports indicate that students in the Project Enlightenment sample slightly outperformed kindergarten students districtwide on most of these tasks.

The KIA results for the Project Enlightenment sample are difficult to interpret without a measure of their oral, personal and social, literacy, and mathematics skills prior to receiving services. It appears that these students were at least as prepared as the typical child for entering kindergarten in terms of their oral, literacy, and mathematics skills. They were less prepared in the areas of personal and social skill development, which may be appropriate given Project Enlightenment's target population. Because data prior to their Project Enlightenment services are not available, it is unclear whether the service delivery helped the children or not.

Table 46
Kindergarten Initial Assessment (KIA)
Oral Language Checklist and Personal and Social Checklist Results, 2011-12

Observable Behavior or Assessment task for the Student	2010-11 Sample (N=19)		WCPSS Kindergarten Students (N=11,742)	
	Score		Score	
	3	4	3	4
Oral Language Checklist				
Engages in conversations	79.0%	5.3%	58.0%	25.2%
Shares thoughts and ideas with others	15.8%	**79.0%**	60.8%	18.3%
Communicates wants and needs to others	10.5%	**84.2%**	64.8%	20.5%
Speaks in sentences	15.8%	**79.0%**	60.8%	21.8%
Personal and Social Checklist				
Recognizes and responds to name	73.7%	21.1%	67.4%	25.5%
Appropriate choice in work and play	52.6%	0%	65.0%	17.7%
Takes care of personal needs and belongings	78.9%	0%	69.1%	20.8%
Interacts easily with adults and peers	78.9%	0%	63.9%	20.9%
Solves problems	47.4%	0%	61.8%	13.9%
Responds to adult direction	63.2%	0%	62.0%	18.2%
Follows school routines and procedures	63.2%	0%	63.3%	16.9%
Verbalizes feelings and shows empathy to others	57.9%	0%	66.5%	16.5%

Data Source: Kindergarten Initial Assessment Data, 2011-12.
   Note1: Score 4 indicates that the child independently demonstrates the behavior or completes the task and score 3 indicates the need for some adult support.
   Note2: Missing counts range from 200 to 300 for the WCPSS results.
   Note3: Figures in bold indicate that the Project Enlightenment sample had a higher percentage of students receiving a 4 than WCPSS kindergarten students.

Table 47
KIA Literacy and Mathematics Task Results, 2011-12

Observable Behavior or Assessment Task for the Student	2010-11 Sample (N=19)		WCPSS Kindergarten Students (N=11,742)	
Literacy Tasks				
	6-10	*11-19*	*6-10*	*11-19*
Print Concepts	42.1%	36.8%	26.0%	44.9%
	20 or below	*21+*	*20 or below*	*21+*
Letter Identification	15.8%	84.2%	24.0%	76.0%
Letter Sounds	47.4%	52.6%	56.5%	43.5%
Word Identification	*No*	*Yes*	*No*	*Yes*
(no=none identified)	47.4%	52.6%	48.6%	51.4%
Mathematics Tasks				
	20 or below	*21+*	*20 or below*	*21+*
Rote Counting	52.6%	47.4%	45.7%	54.3%
Name and describe a triangle,	*No*	*Yes*	*No*	*Yes*
circle, square, and rectangle	26.3%	73.7%	38.6%	61.4%
Add to a pattern	15.8%	84.2%	12.9%	87.1%
Copy a pattern	15.8%	84.2%	17.0%	83.0%
Create a new pattern	26.3%	73.7%	35.7%	64.3%

Data Source: Kindergarten Initial Assessment Data, 2011-12.
Note1: Missing counts range from 300 to 500 for the WCPSS results.

Qualitative Case Study Example

A teacher parent consultation was conducted in January of 2011 at a local preschool for a five year old boy. This child was referred by his teacher because of concerns about his displays of anger and lack of attention. The boy was observed by a TPC in several "center" settings such as free centers, math center, and small group. The TPC held a conference with the teacher following the observation and made four recommendations.

1. Read the booklet "Shubert is a S.T.A.R" to the class and have the students practice the calming techniques.
2. Read books about feelings to the class that talk about social situations children face in the classroom and discuss the feelings and various ways they could handle the situation.
3. Use a handout "Strategies for Building Social Skills" that was provided by the TPC.
4. Observe the Demonstration Preschool Classroom to get ideas for how to work with children with strong emotions who have difficulty with self-control.

The TPC met with the child's parents to share the school observations and discuss their concerns about their child. The mother reported that she shared the teacher's concerns about her son. The TPC gave several recommendations to the parents.

1. Consider a multidisciplinary developmental screening at Project Enlightenment.
2. Read books to him about feelings and help him label and identify those feelings.
3. Read the booklet "Shubert is a S.T.A.R" to the him and teach him the calming techniques described therein.

The following results were recorded by the TPC.

- The mother had her son screened at Project Enlightenment and it was recommended that she share the results with his pediatrician.
- The TPC met with the teacher toward the end of the school year. The teacher reported that he was doing better at controlling his anger in the classroom. She was still concerned about his aggressive behavior. The TPC recommended that she set up a relaxation center in the classroom for students to use to calm themselves down.

Analysis of Demonstration Preschool 2010-11 Cohort

An analysis was conducted of the 16 children who were enrolled in the Demonstration Preschool (DPS) in 2010-11. Initially, there were 18 children in the classroom. Per DPS protocol, half of the children served had special needs such as anxiety issues like not wanting to talk, behavioral concerns, or speech, motor, and sensory delays. Two children did not complete the program. Each of the 16 children who completed the DPS program started the 2011-12 school year as a WCPSS kindergarten student.

Sample Demographic and Service Data

The following table summarizes the demographic data for the DPS cohort. Of the students enrolled in DPS for the 2010-11 school year, 69% were White and 38% were identified as low income. We do not know the demographic characteristics of the total applicant pool for 2010-11; however, these data likely reflect low rates of minority and/or low-income applicants.

Table 48
Racial and Family Income Composition of DPS Children, 2010-11

Race/Ethnicity	# of Children		Family Income	# of Children
Black	2			
Hispanic	0		Low income	6
White	11			
Multiracial	3		Not low income	10
Total	**16**		**Total**	**16**

Most of the children were from families who had currently accessed services at Project Enlightenment. Nine of the 16 families had been served by Project Enlightenment prior to their child's enrollment in DPS and six parents reported that a staff member had recommended applying to the DPS program. Two additional children were siblings of prior DPS students. Another child was referred to Project Enlightenment's preschool from the Wake County Children's Developmental Service Agency (CDSA). Three parents accessed the parent counseling services during the 2010-11 year. During the year, three children were screened by different service providers (Project Enlightenment, CDSA, and Child Find).

Table 49 presents survey data provided by the parents of 13 of the 16 DPS children. At the end of the school year, parents are asked to complete this short questionnaire that collects their level of satisfaction with several aspects of the preschool classroom. The results indicate that the parents were very satisfied with their DPS experience and believe that their child was prepared to enter kindergarten the following year.

Table 49
Demonstration Preschool Survey, 2010-11 (N=13)

Questions concerning satisfaction with the services received.	Very Satisfied	Satisfied	No Opinion	Dissatisfied	Very Dissatisfied
What was your level of satisfaction with our program this year?	11	2	0	0	0
What was your child's level of satisfaction with our program this year?	11	2	0	0	0
What was your level of satisfaction with the facility and classrooms?	13	0	0	0	0
What was your level of satisfaction with the communication between school and home?	12	1	0	0	0
What was your level of satisfaction with our newsletters?	13	0	0	0	0
What was your level of satisfaction with the classroom/technology tools?	12	1	0	0	0
What was your level of satisfaction with our outdoor play area?	12	1	0	0	0
What was your level of satisfaction with our method of discipline?	12	0	1	0	0
What was your level of satisfaction with our school trips and classroom guests?	12	1	0	0	0
What was your level of satisfaction with our parent/teacher conferences?	13	0	0	0	0
	Yes	No			
Do you feel that your child was adequately prepared for his/her next level of education?	13	0			
Did you feel welcome in your child's classroom this year?	13	0			
Do you believe the program lived up to your expectations?	13	0			

Preschool Assessments Outcomes

One of the BRIGANCE Screens-II, the BRIGANCE Preschool Screen-II (Brigance, 2005), was given to each child in the Demonstration Preschool cohort for 2010-11. The screening provides a sampling of skills for key areas such as the child's learning, development, language development, fine and gross motor skills, body awareness, and general knowledge. Each screening assessment is at a skill level that will allow a high degree of success for most children. The BRIGANCE Screens-II are criterion, curriculum, and norm referenced and have been shown to be highly accurate in identifying children with disabilities, children with advanced development, and children with typical development (Brigance, 2005). The BRIGANCE Screens-II includes a separate measure for self-help and social-emotional skills; however, these scales were not administered to the Demonstration Preschool students.

DPS students were given a pre-test in the fall and a post-test in the spring based on their current age (in months and years) at the time of assessment. In the fall, children who were between the ages 4 years 0 months and 4 years 11 months took the Four Year Old Child Basic Assessment. The skills included are at a skill level that a review of normative data indicates most children develop or master at the age of 4 years 0 months; and therefore, most children will be able to perform the tasks with a high degree of success.   In the spring, children who were least 4 years 9 months but less than 4 years 11 months were given the same assessment. Those older than 4 years 11 months were administered the Kindergarten Child Basic Assessment. Table 50 provides the cutoff scores used to evaluate children based on their age in years and months.

Table 50
BRIGANCE Cutoff Scores

Basic Assessment	Age (in years and months)	Cutoff for Detecting Children Likely to Have Developmental Disabilities or Academic Delays	Cutoff for Detecting Children with Academic Talent and Giftedness
Four-Year-Old Child	4-0 to 4-3	<58	>85
	4-4 to 4-7	<72	>89
	4-8 to 4-11	<80	>89
Kindergarten Child	5-0 to 5-5	<65	>80
	5-6 to 5-11	<78	>88

Table 51 shows that at the beginning of the school year 12 students (75%) in the preschool class were typical, three (19%) were considered delayed, and one was identified as gifted. By the end of the school year the class was essentially divided into thirds: one third identified as delayed, one third as typical, and one third as gifted. Thus, by the end of the year, the number of students who were identified by the screening as delayed increased from three to five and the number of students identified as gifted increased from one to six.

Table 51
Demonstration Preschool Students, 2010-11
BRIGANCE Cutoff Scores

	Pre-Test Cutoff	Post-Test Cutoff
Below (Delayed)	3	5
Met (Typical)	12	5
Above (Gifted)	1	6
Total	**16**	**16**

Table 52 provides a transition matrix which shows the shift in students' cutoff scores between the pre- and post-assessment. As seen by the numbers in the shaded diagonal cells, students who were identified as delayed or gifted at the beginning of the school year were still identified as such at the end of the year. There was some movement among the 12 students with typical development: five students shifted up to the gifted cutoff and two students transitioned down to delayed development.

Table 52
Demonstration Preschool Students, 2010-11
Transition Matrix by BRIGANCE Cutoff Score

Pre-Test	Post-Test			
	Below (Delayed)	Met (Typical)	Above (Gifted)	Total
Below (Delayed)	3	0	0	3
Met (Typical)	2	5	5	12
Above (Gifted)	0	0	1	1
Total	**5**	**5**	**6**	**16**

Note: Shaded cells indicate no change in cutoff between assessments. Cells above the shaded cells indicate improvement.

Qualitative notes recorded by the DPS teachers indicated that nine of the 16 preschool students had made progress on a variety of issues they had been working on throughout the school year. Six other students had nothing noted about their end-of-year progress, although a few of these children had large files with copious notes recorded. Teachers indicated that one child in particular would need a large support system to make the kindergarten transition.

Another method of examining a student's growth between pre- and post-assessments is explained in the BRIGANCE Screens-II documentation (Brigance, 2005). Charting the progress of students within a given school year is fairly straightforward when the children have been administered the same level of screening. For instance, when students are given the Four Year Old assessment in the fall and the spring, growth is calculated by finding the difference between the pre- and post-test scores.

There is also a method to compare performance across levels. A chart showing BRIGANCE Screens-II growth indicators makes it possible to estimate how children would score had they been given the higher level screen at the pre-test. The growth indicators should be used cautiously as the standardization and validation studies of the Screen-II were cross-sectional rather than longitudinal. This means that the performance of the children was not followed over time, instead comparisons were drawn between their average performance at different ages. Considering this limitation, some basic standards for interpreting the growth across different level assessments are given. If the calculated growth for a child is 26 points or below, that child likely learns at a slower rate than most children; whereas growth of 74 points or greater suggests more rapid learning. The majority of children score in between.

All 16 of the students in the Demonstration Preschool cohort for 2010-11 made growth. Six students were administered the same level of pre- and post-assessment. Each of these students made growth which ranged from 6 to 35 score points. The other 10 students were given the Four Year Old assessment in the fall and the Kindergarten assessment in the spring. The growth of each of these students fell within the typical range of 26-74 points. As such, they made average growth over the 2010-11 preschool year.

Kindergarten Initial Assessment Outcomes

To examine some long-term outcomes of Project Enlightenment services, the 16 children who comprised the 2010-11 DPS cohort were followed into the 2011-12 school year. All of the children were identified as WCPSS kindergarten students and KIA data were available. No suspensions or retentions in-grade were found for these kindergarten students. Districtwide retention and suspension data for 2011-12 were not available for inclusion in this report; however, in 2010-11, the retention rate for kindergarten students was 2.0% districtwide (Jackl & Lougee, 2012) and the WCPSS overall short-term and long-term suspension rates were 12.2% and 0.4%, respectively (Gattis, 2011).

As shown in Table 53, similar to kindergarten students districtwide, most of the DPS students received a 3 or 4 on the oral language checklist and personal and social checklist. The DPS cohort tended to be somewhat more independent on oral language tasks, such as engaging in conversations, communicating wants and needs, and speaking in sentences than kindergarten students districtwide. DPS students also scored higher than WCPSS kindergarten students on social tasks such as name recognition, easy interactions with adults and peers, problem solving, and verbalizing feelings.

- The KIA results provide weak evidence of a positive effect of DPS on the oral language skills. Over 90% of DPS students were given a 3 or 4 by teachers on these tasks compared to a maximum of 85% of all kindergarten students.
- At least 75% of DPS students received a 3 or 4 score on the personal and social skill checklist items, which was similar to district results.

Considering that half of the DPS students had special needs when they applied for the program, such as anxiety issues like not wanting to talk, behavioral concerns, or speech, motor, and sensory delays, these results are positive. KIA literacy and mathematics data are reported in

Table 54. The results show that the DPS cohort typically outperformed the kindergarten students districtwide on literacy and mathematics tasks. Similar to the oral language skills results, the data offer some insight into the effectiveness of the preschool classroom, although the evidence is weak. Taken together with the BRIGANCE results, it appears that DPS is on the right track in helping the children prepare for kindergarten.

Table 53
KIA Oral Language Checklist and Personal and Social Checklist Results, 2011-12

Observable Behavior or Assessment task for the Student	DPS 2010-11 Cohort (N=16)		WCPSS Kindergarten Students (N=11,742)	
	Score		Score	
	3	4	3	4
Oral Language Checklist				
Engages in conversations	68.8%	31.2%	58.0%	25.2%
Shares thoughts and ideas with others	68.8%	25.0%	60.8%	18.3%
Communicates wants and needs to others	62.5%	31.2%	64.8%	20.5%
Speaks in sentences	62.5%	37.5%	60.8%	21.8%
Personal and Social Checklist				
Recognizes and responds to name	50.0%	43.7%	67.4%	25.5%
Appropriate choice in work and play	62.5%	18.7%	65.0%	17.7%
Takes care of personal needs and belongings	62.5%	18.7%	69.1%	20.8%
Interacts easily with adults and peers	50.0%	37.5%	63.9%	20.9%
Solves problems	50.0%	25.0%	61.8%	13.9%
Responds to adult direction	62.5%	18.7%	62.0%	18.2%
Follows school routines and procedures	56.3%	18.7%	63.3%	16.9%
Verbalizes feelings and shows empathy to others	50.0%	31.3%	66.5%	16.5%

Note1: Score 4 indicates that the child independently demonstrates the behavior or completes the task and score 3 indicates the need for some adult support.
Note2: Missing counts range from 200 to 300 students for the WCPSS results.

Table 54
KIA Literacy and Mathematics Task Results, 2011-12

Observable Behavior or Assessment Task for the Student	DPS 2010-11 Cohort (N=16)		WCPSS Kindergarten Students (N=11,742)	
Literacy Tasks				
	6-10	*11-19*	*6-10*	*11-19*
Print Concepts	12.5%	87.5%	26.0%	44.9%
	20 or below	*21+*	*20 or below*	*21+*
Letter Identification	6.3%	93.7%	24.0%	76.0%
Letter Sounds	37.5%	67.5%	56.5%	43.5%
Word Identification	*No*	*Yes*	*No*	*Yes*
(no=none identified)	37.5%	62.5%	48.6%	51.4%
Mathematics Tasks				
	20 or below	*21+*	*20 or below*	*21+*
Rote Counting	43.7%	56.3%	45.7%	54.3%
Name and describe a triangle,	*No*	*Yes*	*No*	*Yes*
circle, square, and rectangle	18.8%	81.2%	38.6%	61.4%
Add to a pattern	6.3%	93.7%	12.9%	87.1%
Copy a pattern	12.5%	87.5%	17.0%	83.0%
Create a new pattern	31.3%	68.7%	35.7%	64.3%

Note: Missing counts range from 300 to 500 students for the WCPSS results.

Cost Analysis

A simple cost analysis of Project Enlightenment was conducted to estimate the cost per child served by the program for 2011-12.

- First, the budget allocation for 2011-12 is described which includes amounts received from the various sources that fund Project Enlightenment.
- Second, a series of tables are presented to show data on the children who may have directly or indirectly reaped benefits from Project Enlightenment. These data include:
  1) actual counts of Project Enlightenment program participants,
  2) actual and estimated counts of siblings who may indirectly benefit from the services received by the participating child, and
  3) extrapolated numbers of children whose parents might have only enrolled in parent workshops or used the Parent Teacher Resource Center (PTRC) and of students whose teachers might have attended a workshop or guided observation.
- Third, taken together, these figures are used to provide estimates of the cost per child served.

The cost effectiveness of Project Enlightenment could not be calculated because of the lack of sufficient data. If data from the questionnaires indicating parent and teacher satisfaction with the service delivery are used to measure short-term impact, then the services may be considered effective and can be compared to program costs. Only national studies are available on the long-term impact of services such as the Parents as Teachers program, as previously discussed, and pre-K programs, as described below.

Pre-K Program Benefits

The positive benefits of pre-kindergarten programs on the social, emotional, behavioral, and educational outcomes of students are widely held by educators. The Perry Preschool Project provides strong evidence of the positive long-term impact of preschool services. This study is based on a longitudinal analysis of low-income students who attended the preschool who were followed through high school and past graduation. Barnett (1985) completed a cost-benefit analysis showing how the success of these students based on increased academic achievement and earnings and the benefits to society in terms of reduced welfare, delinquency, and crime costs exceeded the expenditures of the program. Results from a national study on preschool programs suggest that every $1 spent on quality early childhood interventions can save between $4 and $7 in remediation and treatment services for low-income students ("Investing Today for Tomorrow," 2003).

A cost-benefit analysis was conducted of the Charlotte-Mecklenburg Schools' Bright Beginnings Program, a Title I pre-K program designed to ensure that students enter kindergarten with the skills necessary for them to succeed ("Charlotte-Mecklenburg Schools Bright Beginnings Program," 2004). The program differs from Project Enlightenment in terms of some of its services and budget and the number of children it impacts; however, the report offers some useful information about the possible benefits of pre-K programs.

- Reductions of in-grade retentions, time required to teach routine, social, and literacy skills in kindergarten, and child care costs are considered short-term benefits for students who attend pre-K programs.
- Additional benefits that may yield more tangible economic benefits include reductions in interventions from English as a Second Language (ESL), special education, and external agencies, and expenditures by other agencies for social services.
- Long-term benefits of participation in a pre-K program may be a reduction in the level of public assistance usage and criminal justice costs.

The Data and Accountability Department recently conducted an evaluation of the WCPSS Tile I Pre-K program in 2010-11 (Baenen, 2011). Two separate analyses that were conducted for the evaluation show positive impacts. The results from a longitudinal analysis on a small sample of students in the pre-K program show some gains during the preschool year, fewer gains by kindergarten, and no gains at grade 3 in terms of academic achievement, retention in grade, attendance, and special education placement. The small sample size of this analysis limited the ability to generalize the results to other preschools. A second analysis on a much larger number of Title I participants, including the Title I pre-K classroom located at Project Enlightenment, also found strong evidence of short-term gains in preschool. It is possible that participating in the pre-K programs at Project Enlightenment may yield similar positive outcomes for children. These benefits might exceed the cost per child served by Project Enlightenment, as described below, especially if all children who might be directly or indirectly impacted are considered. Currently, Project Enlightenment data are not sufficient to demonstrate any long-term effectiveness of their preschool or other services.

Budget Allocation, 2011-12

Table 55 shows the Project Enlightenment budget for 2011-12 by funding source. The total budget amounted to slightly over 2 million dollars ($2,219,698). Project Enlightenment received almost one and a half million dollars ($1,481,403) from the district in 2011-12. These local funds supported 203.9 months of employment (MOE) and accounted for 67% of the total budget.

Each year, Project Enlightenment generates monetary resources from a variety of sources such as the tuition charged for the Demonstration Preschool, the fees charged for the parent and teacher workshops, money collected in the Parent Teacher Resource Center including fees to use materials in the production area, lost book fees, registration fees for Parents as Teachers training, revenue from publication sales, donations from the Project Enlightenment Foundation and other contributions. Of these self support funds, amounting to $185,245 in 2011-12, $96,663.83 was spent on staff salaries. In 2011-12, there were four staff members whose positions were not fully funded and the Project Enlightenment Director supplemented the positions using self support funds to make them full time. Another $43,130 was spent to contract with staff to provide screening and classroom consultation services. The remainder was spent on expenses related to workshops, travel, and bank service fees for parents and teachers who pay for workshops using credit cards.

In 2011-12, Project Enlightenment used grant funds that amounted to slightly over half a million dollars ($553,050) to support their programs. Wake County SmartStart grants provided funds for

the Parents as Teachers program ($397,829) and the Supporting School Readiness program ($134,560). Some funds were also available from an Exceptional Children's Assistance Center (ECAC) grant, which was part of a Federal Parental Information and Resource Center grant awarded to the ECAC. The ECAC is a private, non-profit organization that is primarily managed and staffed by parents of children with disabilities and special health care needs. Project Enlightenment was contracted by ECAC to provide professional development and technical assistance to PAT programs throughout North Carolina. This grant ended September 30, 2011 and Project Enlightenment spent the carryover funds in 2011-12 on staff to provide the professional development and technical assistance and to defer related travel and material expenses.

Table 55
Project Enlightenment Budget, 2011-12

Funding Source	Amount	% of total	Months of Employment
Local	$1,481,403	67%	203.9
Self Support	$185,245	8%	10.6
Total Local and Self Support	**$1,666,648**		
Grants Wake County Smart Start Parents as Teachers Supporting School Readiness Exceptional Children's Assistance Center	 $397,829 $134,560 $20,661	25%	90.5 74 for PAT 14 for SSR
Total Grant Support	**$553,050**		
Total Budget	**$2,219,698**	**100%**	**305**

Project Enlightenment Service Cost per Child

Table 56 presents the numbers of children served by the varied funding sources. The actual numbers of children served by Project Enlightenment services are considered as well as their siblings. Project Enlightenment collects sibling data for the families they serve; however, it was necessary to estimate sibling data for the children who participate in PAT and SSR. Siblings are considered as potential beneficiaries of the impacts that the pre-K services are expected to have on the child or parent who is being served.

Table 56
Actual and Estimated Number of Children Served, 2011-12

Funding Source	Amount	Actual # of Children Served	Estimated # of Siblings	Calculated Total # of Children
Parents as Teachers	$397,829	308	152	460
Supporting School Readiness	$134,560	334	167	501
Local and Self Support	$1,666,648	1,761	789*	2,550
Total Budget	**$2,219,698**	**2,403**	**1,108**	**3,511**

Note1: Siblings for PAT and SSR are estimated as half of the actual number of children.
Note2: *Siblings for local funding are based on actual data collected by Project Enlightenment staff; the number is about half the number of children served.

As shown in Table 57, the PAT program yielded the highest cost per child when considering only the children served ($1,292). It costs $1,057 per child for Project Enlightenment to serve children with their local and self-support dollars. The cost per child served by SSR was $403. It is important to remember that PAT has the strongest evidence, based on national research, of positive effects on students as they transition into kindergarten and as they continue their education. Therefore, the PAT program may actually be cost effective based on its long-term benefits.

There is a considerable reduction in cost per child served when siblings are included in the number of children served; however, the pattern of the highest costs per child remains the same. Based on the total budget, the total cost of the Project Enlightenment services per child decreases from $924 to $632 when the impact on siblings is considered.

Table 57
Estimated Cost per Child by Funding Source, 2011-12

Funding Source	Amount	Actual # of Children Served	Estimated # of Siblings	Cost Per Child Served	Cost Per Total Child (Served Children plus Siblings)
Parents as Teachers (PAT)	$397,829	308	152	$1,291.65	$864.85
Supporting School Readiness (SSR)	$134,560	334	167	$402.87	$268.58
Local and Self Support	$1,666,648	1,761	789*	$1,056.61	$653.59
Total Budget	**$2,219,698**	**2,403**	**1,108**	**$923.72**	**$632.21**

Note1: Siblings for PAT and SSR are estimated as half of the actual number of children.
Note2: *Siblings for local funding are based on actual data collected by Project Enlightenment staff; the number is about half the number of children served.
Note3: The cost per child served was calculated by dividing the funding source by the actual number of children served by the program.
Note4: The cost per total child was calculated by dividing the funding source by the calculated total number of children (served children and siblings) served by that program.

Extrapolations of the numbers of children whose parents might have only enrolled in parent workshops or used the Parent Teacher Resource Center (PTRC) and of students whose teachers might have attended a workshop or guided observation are presented in Table 58. The notes presented under Table 58 explain the method of determining each estimate.

- An additional 1,000 parents accessed the PTRC and another 250 were estimated to have attended parent workshops during the 2011-12 school year.
- An estimated 2,188 children may have been indirectly impacted, based on an estimated average number of children per family with children in North Carolina, according to the U.S. Bureau of the Census, 2000.
- In 2011-12, there were 3,504 teachers who attended workshops, guided preschool observations, and/or used the PTRC. Assuming that 10 students per teacher would have been impacted, about 35,000 children may have received implicit benefits through those received by their teacher.

Table 58
Actual and Estimated Number of Additional Parents and Teachers Served, 2011-12

	Parents		Teachers	
Total Budget	**Estimated Additional # of Parents Served**	**Estimated # of Children living with these Parents**	**Actual # of Teachers Served**	**Estimated # of Children taught by these Teachers**
$2,219,698	1,250	2,188	3,504	35,040

Note1: The estimated additional number of parents served is based on the number of parents who might have only enrolled in parent workshops (25 workshops * 10 parents per workshop=250) plus the 1,000 parents who accessed the Parent Teacher Resource Center (PTRC). These parents would likely not have children who were included in the "actual number of children served" since they did not access the other services.

Note2: The number of children living with these parents is estimated by multiplying the estimated number of additional parents served (1,250) by 1.75, which is the estimated average number of children per family with children in North Carolina, according to the U.S. Bureau of the Census, 2000, the most recent year for which these data are available.

Note3: The actual number of teachers served in based on actual data of teachers who attended workshops or guided preschool observations and used the PTRC.

Note4: The number of children taught by these teachers is estimated by multiplying the actual number of teachers served (3,504) by 10, which is the estimated number of children impacted per teacher.

Table 59 shows the cost per child served based on the total budget and different counts of children served. As previously shown in Table 57, the cost per actual child served is $924, and when their siblings are included, the cost per child is $632. As the children of the additional parents served by parent workshops and the PTRC are considered in the cost per child, the amount drops to $389 (see Table 59). If we also consider the large number of children who may be impacted by their teachers who attended workshops, then the cost per child drops to $54.

Table 59
Estimated Total Cost per Child, 2011-12

	Counts of Children Served	Actual Children Served	Children Served plus their Siblings	All Children including those of Additional Parents Served	All Children including those of Teachers Served
Total Budget	**Total Children Served**	2,403	3,511	5,699	40,739
$2,219,698	**Cost Per Child**	$923.72	$632.21	$389.49	$54.49

Note1: The cost per child including those of the additional parents served was calculated by dividing the total budget by 5,699 (total number of children 3,511 plus the estimated number of children living with additional parents 2,188).

Note2: The cost per child including those of teachers served was calculated by dividing the total budget by 40,739 (the total number of children 5,699 plus the estimated number of children taught by these teachers 35,040).

Note3: The Exceptional Children's Center Grant for $20,661 was used in the calculations for the total budget but not elsewhere since the grant allowed staff to provide professional development and training to PAT parent educators across NC, which would allow children across the state to reap benefits.

These results suggest that the total cost for direct service to children is just under $1,000 each; however, the indirect impact reduces the cost per child substantially. Including the children of parents who access parent workshops and the PTRC and those of teachers who attend workshops as indirect beneficiaries of those services further diminishes the cost of Project Enlightenment services.

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Attachment 1

Wake County Public School System
Free and Reduced Meal Benefits, 2011-12

INCOME ELIGIBILITY GUIDELINES FOR FREE <u>OR REDUCED-PRICED MEALS</u>

Effective July 1, 2011 through June 30, 2012

Family Size	Yearly	Monthly	2x Month	Every Two Wks	Weekly
1	$20,147	$1,679	$840	$775	$388
2	$27,214	$2,268	$1,134	$1,047	$524
3	$34,281	$2,857	$1,429	$1,319	$660
4	$41,348	$3,446	$1,723	$1,591	$796
5	$48,415	$4,035	$2,018	$1,863	$932
6	$55,482	$4,624	$2,312	$2,134	$1,067
7	$62,549	$5,213	$2,607	$2,406	$1,203
8	$69,616	$5,802	$2,901	$2,678	$1,339

Each additional household member add:

	$7,067	$589	$295	$272	$136

Data Source: WCPSS Child Nutrition Services

Attachment 2

Qualitative Questions for District Comparative Analysis

1. How many staff members do you have? How many students are served annually?

2. How many students are in your school system?

3. Does your department or organization offer any of the following?
   a. Teacher Parent Consultants (staff who work with parents and teachers to address classroom difficulties related to development and behavior)
   b. Parent counseling
   c. Workshops for teachers and parents (on areas such as positive discipline, communication, and early literacy)
   d. Resource center (books, articles, brochures, and videos that address development, parenting, and other related areas)
   e. Demonstration Preschool classroom (half-day pre-K students with developmental delays)
   f. The Family Literacy classroom (full-day pre-K classroom)
   g. Any other preschool services (ages 0-5) for parents, teachers, or children

4. Developmental screenings
   a. Do you know who is in charge of "Child Find" or some kind of proactive screening to find preschool student who may need special education?
   b. Who does the screenings for children 0 – 2 years 10 months? 2 yrs 10mo to 5?

WCPSS Project Enlightenment, 2011-12

The Wake County Public School System (WCPSS) Data and Accountability Department is conducting an evaluation of Project Enlightenment. This survey is an opportunity for you to provide input based on your experiences as an employee. Your responses will be used to evaluate the program and guide future actions. Individual responses will be kept confidential, and results will only be reported at the group level. It should take you approximately 30 minutes to complete the survey. Please plan to complete the survey between June 12, 2012 and June 21, 2012. The survey will be closed as of June 22, 2012. Thank you for your participation.

1. What is your primary employment responsibility?

- ○ Developmental Screening
- ○ Demonstration Preschool
- ○ Parents as Teachers
- ○ Parent Counseling
- ○ Resource Center
- ○ Supporting School Readiness
- ○ Teacher Parent Consultant
- ○ Title I Pre-K Teacher
- ○ Training

Other (please specify)

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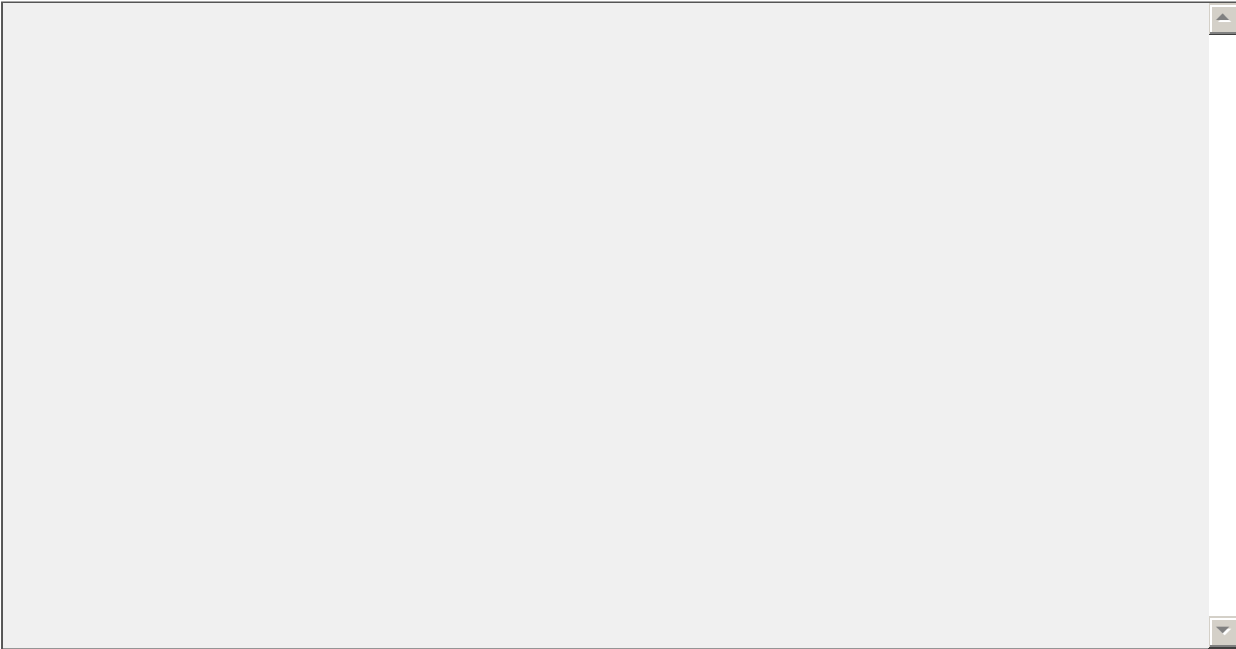
2. Please indicate the average percentage of your time that you spend working within each component on an ANNUAL basis.

	100%	>75%	25%-75%	<25%	none
Developmental Screenings	☐	☐	☐	☐	☐
Demonstration Preschool	☐	☐	☐	☐	☐
Observations of Demonstration Preschool	☐	☐	☐	☐	☐
Parents as Teachers	☐	☐	☐	☐	☐
Parent Counseling	☐	☐	☐	☐	☐
Resource Center	☐	☐	☐	☐	☐
Supporting School Readiness	☐	☐	☐	☐	☐
Teacher Parent Consultations	☐	☐	☐	☐	☐
Teacher Parent Workshops	☐	☐	☐	☐	☐
Training	☐	☐	☐	☐	☐

3. Do you devote at least 25% of your time ANNUALLY to screening children?

○ No

○ Yes

4. Please describe a typical screening process (such as gathering basic information, meeting with a teacher/parent/child, observing the child, writing a report, and conducting follow-up meetings.

5. How long does it take you to complete the typical screening process that you described above?

○ 1-4 hours

○ 5-8 hours

○ 2 days

○ 3-5 days

○ 2 weeks

○ 3-4 weeks

○ More than a month

6. Approximately, how many clients do you serve each month?

Children   [   ]

Parents   [   ]

Teachers   [   ]

7. What is the maximum number of clients you think you could serve each month?

Children   [   ]

Parents   [   ]

Teachers   [   ]

8. Who typically refers your clients to Project Enlighenment?

☐ Community Agencies

☐ Family Members or Friends

☐ Former Clients of Project Enlightenment

☐ Pediatricians

☐ Private Childcare Centers

☐ Private Preschool Centers

☐ Wake County Clinics

☐ Wake County Public School System Staff

☐ I do not know

☐ No one

Other (please specify)

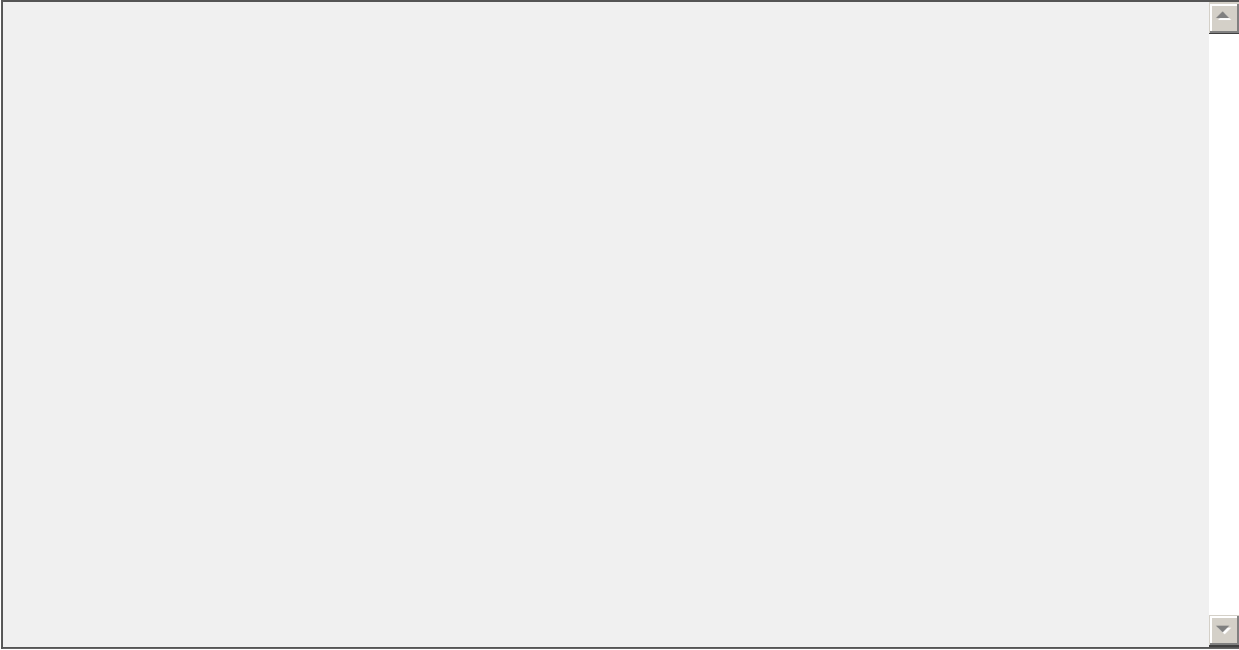[   ]

9. To whom do you most typically refer your clients for additional services?

☐ Financial Assistance Agencies

☐ Health Assistance Agencies

☐ Information/Referral Agencies

☐ Mental Health Agencies

☐ Occupational and Physical Therapy Resources

☐ Private Daycares and Preschools

☐ Private Pediatric Therapy Resources

☐ Speech and Hearing Agencies

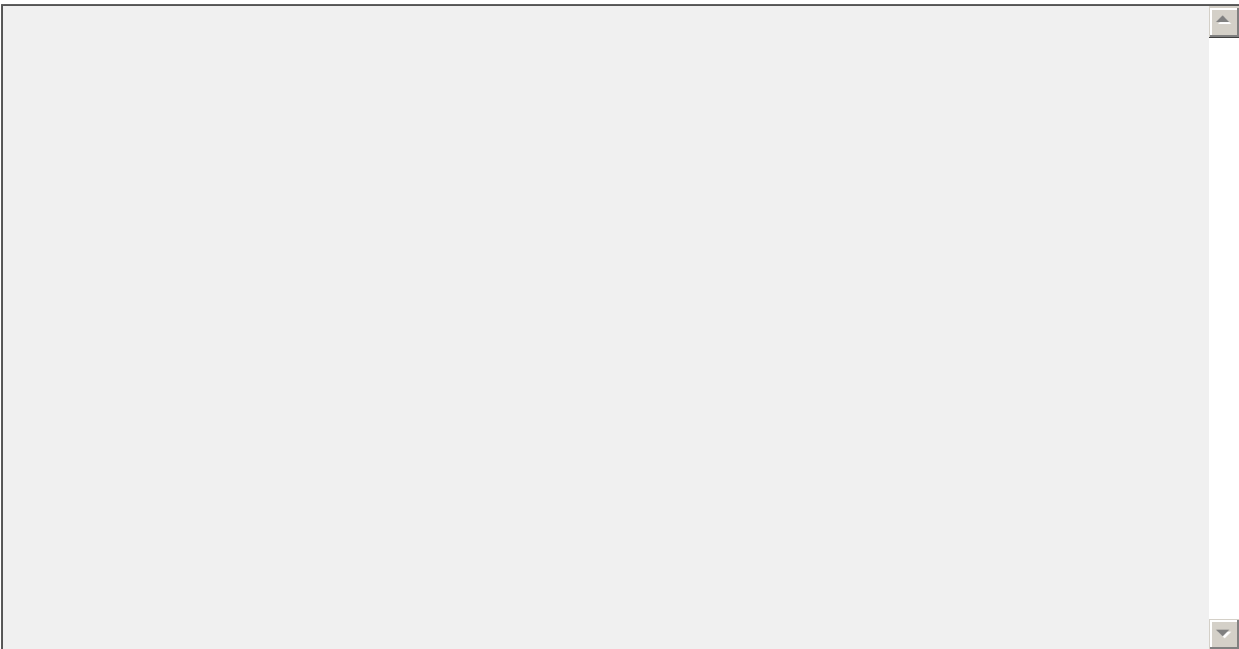☐ Support Groups

☐ I do not make referrals

Other (please specify)

[   ]

10. How do you follow-up with clients to see if they have implemented your recommendations or sought out referrals?
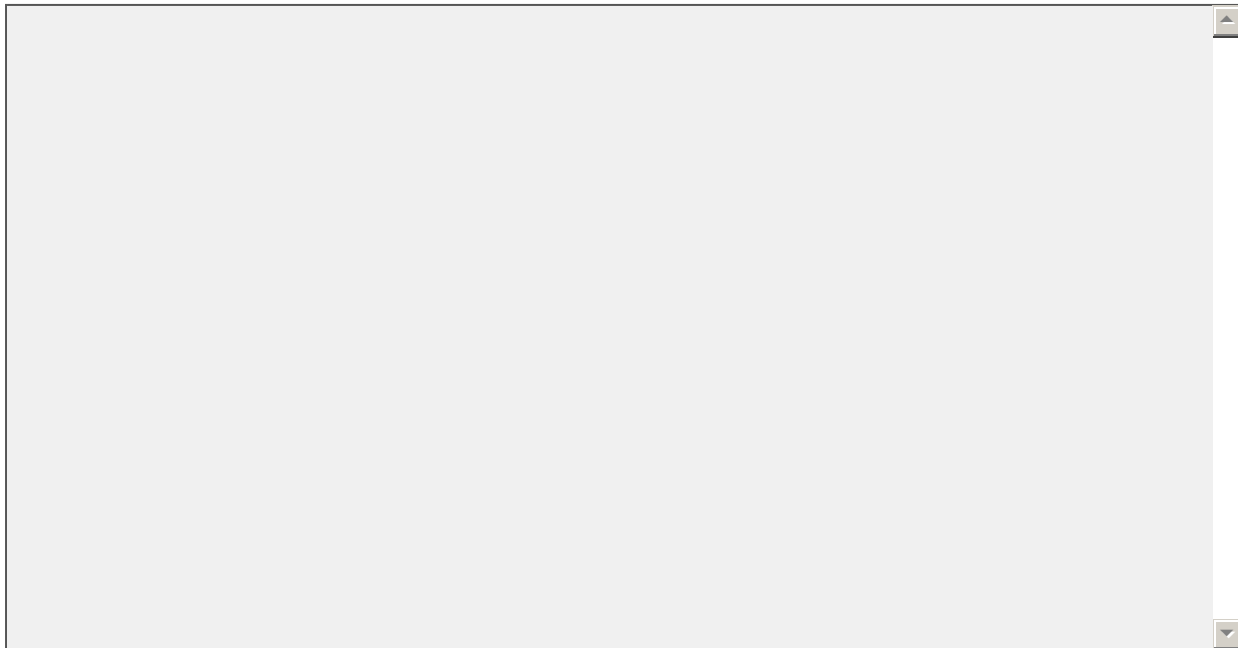
11. What area of your work do you think could be delivered in a less time-consuming way? Why?

12. Please explain how you contribute to Child Find - finding preschool age children in Wake County who have special education needs.

13. What do you believe are the greatest strengths of Project Enlightenment?