



EVERY CHILD COUNTS EVALUATION HIGHLIGHTS

Every Child Counts conducted several evaluations to reflect on how to best serve the county's families with young children. In addition to highlights from selected evaluation efforts below, formal evaluations for Partners In Collaboration and Every Director Counts programs are in process.

“Changing Systems: Assessing the Impact of Every Child Counts,” Public Health Institute, Dr. Serena Clayton

- The focus on prevention and social-emotional development in family support programs and Early Care and Education trainings fills an important gap in county's system of care
- Training and advocating for culturally competent services reduce service barriers
- The use of best practices improves service quality
- Increasing providers' knowledge and skills enhances morale and education of child care and family support providers
- Training and technical assistance promote results-based accountability
- Successful systems change requires strong vision and leadership, high quality staff, an investment in relationship-building, opportunities for broad input and inclusiveness, a mix a universal and targeted strategies and a commitment to “out-of-the-box” thinking

“Quality Improvement Initiative Report,” LaFrance Associates, LLC

- The relationship between a child care provider and his or her child care quality consultant and a strong technical assistance model are critical in successful implementation of the Initiative
- 40% of providers surveyed indicated that learning new things was the most useful aspect of QII trainings; 36% took advantage of the opportunity to network with other providers during trainings.
- Spanish-speaking and Chinese-speaking providers found the application process more challenging than English-speaking providers
- Providers felt they became more aware of available trainings in Early Childhood Education

Another Road to Safety (ARS) Program Replication Guide, Amy Conley, MSW

- Community is a cornerstone of ARS as home visitors connect clients with community resources and reduce their isolation
- Families are eager for knowledge of parenting and child development and of resources to meet basic needs and achieve economic self-sufficiency
- Relationships on many programmatic levels—client and home visitor, ARS staff, and the four partnering ARS agencies—are key for successful collaboration. With involvement by four institutional partners, working together has meant learning from each other and understanding the different organizational cultures.

Every Child Counts Annual Reports-2000 through 2004

“Before I got pregnant, I never intended to keep going to school – I hated it.” After enrolling into a special school for teen mothers, “[My case manager at The Perinatal Council]...helped me to set goals...to save money, to stay in school and to always look forward.”

Teen Parenting Program

“I have learned so much from [my mentor]. She believed in me and supported me – even ... when I thought I might not have what it takes to be in the child care business.”

Child Care Provider Who Received Mentoring, 2003-04

“[I learned] there are other single fathers in the world and I don’t have to have the answers to everything. It’s okay that I am still learning and I will always be learning.”

Grantee Report, 2001-02

“Then I thought, if I can do 12 [units,] then I can do another 12. Okay, I gotta go for the AA now.... Now, I am working on the BA, the AA has not satisfied me.”

Focus Group with Family Child Care Corps Members, 2002

“ECC funds have been used to significantly increase resources in the community for children ages 0-5 years old and their families, and to foster collaboration between community agencies.”

Survey of Grantees, 2002

“This mom had been struggling with depression for almost half her life. She had never been offered support and she did not know where to turn. The look on her face was a success for the day, the program and everything we set out to do as an agency.”

Every Child Counts Hospital Outreach Coordinator, 2003-04

“My child likes writing and drawing; she wants to come to school every day.”

Summer Pre-Kindergarten Camp Parent, 2003-04

“After completing this [business] class, I felt that I could develop and implement a business plan, facilitate planning, financing, and completion of a renovation project and create a much better environment for children.”

ECE Provider Who Completed Business Course, 2003-04

“I am more aware of my role in facilitating teachers’ exploration of the meaning of a child’s behavior rather than a ‘problem’ that needs to be ‘managed’.”

Training Survey of Mental Health Partnership Grantees, 2003-04

“It means that I am going to stay in the [Early Care and Education] field a while longer. I had considered stopping family child care before this program started due to burn out and lack of validation.”

Survey of Child Development Corps Members, 2001

“It was my first baby and [the home visiting nurse] taught me things that I didn’t know.”

Family Support Services Telephone Survey, 2001