

DEFINITIONS

AFFORDABLE CHILD CARE: In describing affordable co-payments for care, the Child Care and Development Fund, a program of the Department of Health and Human Services and the Office of Family Assistance Administration for Children and Families, describes 10 percent of family income as a benchmark of child care affordability.

Source: National Child Care Information and Technical Assistance Center for the Child Care Bureau. (2008). Child Care and Development Fund: Report of state and territory plans: FY 2008-2009. Section 3.5.5 – Affordable co-payments, p. 89. Retrieved June 13, 2012, from <http://www.researchconnections.org/childcare/resources/14784/pdf>

CHILD CARE SUBSIDY: If a family qualifies for a child care subsidy and funding is available, they can receive a subsidy from the Department of Social Services to help pay for child care. Families can meet situational or financial criteria to be eligible for a subsidy. If the county has insufficient funding to provide subsidies for all eligible families, it can prioritize funding to provide subsidies for families that it determines to have the greatest need. *Source: N.C. Division of Child Development and Early Education. Financial Assistance. Retrieved on October 25, 2013 from http://ncchildcare.nc.gov/parents/pr_sn_ov_fa.asp*

DIBELS RISK: In this report, a student who was at or above the DIBELS benchmark was classified as being at “no risk” for falling behind in learning to read. Students in this category are likely to achieve later reading goals. Students below the DIBELS cut point for risk were classified as “high risk” in this report. These students are unlikely to meet future reading goals and may need intensive support. Students between the DIBELS benchmark and the DIBELS cut point for risk were classified as being at “some risk” in this report, and are likely to need strategic support to meet reading goals. *Source: Dynamic Measurement Group, Inc. (2010). DIBELS Next Benchmark Goals and Composite Score. Retrieved from <http://dibels.org/papers/DIBELSNextBenchmarkGoals.pdf>*

HIGH QUALITY CHILD CARE: For the purposes of this report, child care centers rated 1 to 5 stars were considered high quality if they earned at least 4 out of 5 stars. This classification is consistent with the measures used by other North Carolina urban counties’ kindergarten readiness reports.

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HISPANIC OR LATINO: The Winston-Salem/Forsyth County School System defines being Hispanic or Latino as a race. This conceptualization is different than the one used by the U.S. Census Bureau, in which being Hispanic or Latino is considered an ethnic identity separate from race.

POVERTY LEVEL: The Census Bureau uses a set of income thresholds that vary by family size and composition to determine who is in poverty. The 2012 poverty threshold for a family with two adults and two children is about \$23,000 a year. This definition of poverty is different than some definitions of poverty used by other government agencies, such as the Department of Health and Human Services.

Source: U.S. Census Bureau. (2013). How the Census Bureau Measures Poverty. Retrieved from www.census.gov/hhes/www/poverty/about/overview/measure.html

PRE-SCHOOL AGED CHILDREN: For the purposes of this report, pre-school aged children were defined as children under the age of 5 and 5-year-olds enrolled in preschool programs.

PUBLIC PRE-K PROGRAMS: In this report, children enrolled in WSFCS Pre-k programs funded through NC Pre-K, Title I, Head Start, and funding for exceptional children. For children to be enrolled in this program, they must be in a family whose gross income is at or below 75 percent of the State Median Income Level, have an identified disability, have limited English proficiency, have a developmental need, have a chronic health condition, or have a parent who is serving or has died or been seriously injured in the military. *Source: N.C. Divisions of Child Development and Early Education. (2012). NC Pre-Kindergarten (NC Pre-K) Program Requirements. Retrieved from http://ncchildcare.nc.gov/pdf_forms/NCPre-K_Program_Requirements_Guidance_2012-2013.pdf*

PUBLIC PRE-K PROGRAMS: “Title I schools must have: 1) a percentage of low-income students that is at least as high as the district’s overall percentage; or 2) have at least 35 percent low-income students (whichever is lower of the two figures). Districts rank schools by poverty and serve them in rank order until funds run out. Schools with 75 percent or more students on free or reduced-price lunch must be served.” *Source: Winston-Salem/Forsyth County Schools. Title I FAQ’s. Retrieved October 25, 2013 from <http://www.wsfcs.k12.nc.us/Page/1161>*

HOW WE MEASURED	CURRENT DATA SOURCE	SOURCE OF TARGET GOAL
Percent of Entering Kindergarteners at “No Risk” in the Area of Early Literacy	2012-2014 DIBELS Scores. Personal Communication Winston-Salem/Forsyth County Schools Staff, May 13 and October 29, 2013.	Healthy People 2020
Percent of Children in High-Quality Early Education Programs	N.C. Department of Health and Human Services Division of Child Development and Early Education. (2013). Child care analysis detail from 05/01/2013 to 05/31/2013. Retrieved from http://ncchildcare.dhhs.state.nc.us/general/child_care_statistical_report.asp N.C. Department of Health and Human Services Regulatory Services- Division of Child Development and Early Education Staff, personal communication, October 10, 2013.	10% Increase
Affordability of High Quality Early Education Programs	Forsyth County Department of Social Services staff. Personal communication, June 7, 2013. The Center for Urban Affairs and Community Services, North Carolina State University. (2013). Median, Mean & 75th Percentile Rates for Forsyth County- 2012-13 by All, Facility Type, Permit Type, Age Category. N.C. Department of Health and Human Services Division of Child Development & Early Education Staff, personal communication, September 6, 2013. U.S. Department of Commerce, Bureau of the Census (2012). American Community Survey: 5-Year Estimates 2007-2011. Generated by Elizabeth Perkins using DataFerrett. http://dataferrett.census.gov/ (Files generated November 5, 2013). Winston-Salem/Forsyth County Schools Staff. Personal Communication, October 15, 2013.	N/A



MAKING PROGRESS REPORT Children Ready for School 2013

FORSYTH FUTURES' MAKING PROGRESS REPORTS (MPR) serve as a tool to inform Forsyth County, N.C., residents about current issues, conditions, and trends in six areas: Engaged Community, Educational Success, Economic Self-Sufficiency, Mental and Physical Health, Sustainable Environment, and Safety.

The **Making Progress Report: CHILDREN READY FOR SCHOOL** is part of the Educational Success sector. The following report provides a description of the children ready for school indicator, identifies measures of readiness, and establishes benchmarks for continuing to make progress in Forsyth County.

Past Making Progress Reports within Educational Success have included: Educational Attainment, Adult Basic Skills, Winston-Salem Forsyth County Schools Annual Progress, and Winston-Salem/Forsyth County Schools (WSFCS) Graduation Rate. Data and analyses of these indicators are located on the Forsyth Futures website (www.forsythfutures.org). Future indicators of educational success will be reported on as a part of Forsyth County's Cradle to Career Partnership reports.

REPORT HIGHLIGHTS

- ! In 2013, about 58 percent of incoming kindergartners were at “no risk” of falling behind their classmates in learning how to read.
- ! The majority of children entering Title I schools are “at risk” of falling behind, and they are about twice as likely to be “at risk” as children entering other WSFCS schools.
- ! About 67 percent of preschool-aged children in child care rated 1 to 5 stars are in 4- or 5-star care.
- ! The average cost of high-quality child care would be more than 10 percent of the family's income for approximately 13,288 families with children under the age of 5 in Forsyth County.

DESCRIPTION

Young children's brains are developing rapidly in the time between birth and kindergarten. Their families, community, and early learning environments during this time period help them develop the physical, emotional, and intellectual tools that they will need to be successful in school.

HOW WE MEASURED

Children Ready for School

Children's readiness for kindergarten is typically measured in five domains: approaches to learning, cognitive development, emotional and social development, health and physical development, and language and communication development. The only school readiness assessment currently being used to evaluate all of the children entering WSFCS is the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) system, which measures how prepared children are to learn how to read, an aspect of language and communication development. DIBELS can be used to predict incoming kindergartners' risks of falling behind in learning to read and can help educators determine which children may need more focused support.

High-Quality Child Care and Early Education Opportunities

High-quality interactions with caregivers and other adults play an important role in the development that helps young children be ready for school. It is not possible to measure the quality of care that children receive in their own homes, but the quality of care in licensed child care centers and homes is measured by their star licenses. Facilities can apply to receive a license rating of 1 to 5 stars for staff education, program standards, and quality. Religious child care facilities and North Carolina Pre-K programs housed in the public schools can opt out of the star rating program in some circumstances and may not be included in this report.

Affordability of Child Care Opportunities

While high-quality child care and early education arrangements can help children develop the skills they need to be ready for school, the increased cost of high quality care, which is more expensive than low quality care on average, could be burdensome to some families. The average cost of child care arrangements in Forsyth County was measured using data collected by North Carolina State University's Child Care Market Rate Survey, a survey conducted for the North Carolina Division of Child Development and Early Education to set supplement reimbursement rates. The numbers of children currently receiving financial assistance for care and early education arrangements was acquired through personal communication with the agencies providing assistance.

KEY FINDINGS

Percent of Children Entering Kindergarten at "No Risk" of Falling Behind in Reading

- In 2013, about **58 percent** of incoming kindergartners were at "no risk" of falling behind their classmates in learning how to read. Around **17 percent** were at "some risk," and another **25 percent** were at "high risk."
- Figure 1 shows that white students are the least likely to be at any level of risk, with **72 percent** being at "no risk."
- Black and African American kindergartners are about **60 percent more likely** than white kindergartners to be at any level of risk, and Hispanic and Latino students are **more than twice as likely** as white students to be at any level of risk.
- The majority of children entering Title I schools are "at risk" of falling behind in learning how to read. Figure 2 shows that about **44 percent** of children entering Title I schools are at "no risk," compared to about **71 percent** of children entering other WSFCS elementary schools.

- Kindergartners entering Title I schools in 2013 were about **twice as likely** to be at some level of risk as kindergartners entering other WSFCS schools.
- The proportions of incoming kindergartners at "some risk" and "no risk" were fairly consistent between 2012 and 2013. However, there was about a **7 percent** decrease in the proportion of children at "high risk", from 27 percent in 2012 to 25 percent in 2013.

High Quality Early Education Programs

- As of May 2013, Forsyth County has around **196** child care centers and homes rated 1 to 5 stars. Of those 196 centers and homes, about **54 percent** are rated 4 or 5 stars.
- In an average month in 2012, an estimated **5,448** preschool-aged children were enrolled in child care facilities and programs rated 1 to 5 stars.
- From 2010 to 2012, the percentage of preschool-aged children in star-rated facilities who are enrolled in 4- and 5-star care has increased by an average of about **5 percent** a year from **62 percent** in 2010 to **67 percent** in 2012.
- In 2012 and 2013, the average monthly cost of 1- to 3-star child care for children of any age in Forsyth County is about **\$561** per child. The average monthly cost of 4- and 5-star care is **\$608** and **\$672**, respectively.
- Higher quality care costs more on average than lower quality care; care for younger children is generally more expensive than care for older children; and enrollment in child care homes is generally less expensive than enrollment in child care centers. For Forsyth County families enrolling children in 4- and 5-star care, the average cost ranges from **\$493** a month for a 3- to 5-year-old in a 4-star child care home to **\$760** a month for an infant or toddler in a 5-star center.
- The average annual cost of 4-star child care for one child would be about **\$7,296** a year. A family would need to make about **\$73,000** a year for this cost to not exceed 10 percent of the family's income, a federally-described benchmark of child care affordability.

- Figure 3 shows that the average cost of 4-star child care for one child would exceed 10 percent of the family's income for an estimated **74 percent** of families with children under the age of 5, or about **13,228** families.
- As of May 2013, **1,723** children under the age of 6 were receiving child care subsidies to help their families afford care, and about **80 percent** of those children were enrolled in a 4- or 5-star child care facility.
- In May 2013, there were **2,252** Forsyth County children who were eligible to receive child care subsidies but were on the waiting list.
- In the 2013-2014 academic year, around **726** 4-year-olds are enrolled in public Pre-K programs to help them prepare for kindergarten.

HOW DO WE MAKE PROGRESS?

In 2011, Forsyth Futures set a goal to increase by 10 percent the proportion of incoming kindergartners at "no risk" in the area of early literacy by 2020. The DIBELS scoring standards changed in 2012, however, preventing a comparison across years. Due to this change in scoring, a new goal, based on the 2020 Healthy People Guidelines, was set to increase the proportion of kindergartners with "no risk" by 10 percent by 2020. As can be seen in Table 1, meeting this goal would require an average annual change of about 1.4 percent a year. Based on the size of this year's incoming kindergarten class, this change would require an average of 36 additional children each year entering kindergarten with "no risk" in the area of early literacy.

Forsyth Futures also set a goal to increase the proportion of preschool-aged children in child care centers rated 1 to 5 stars who are in 4- and 5-star care by 10 percent by 2022. To reach this goal of having about 74 percent of children in star-rated care enrolled in 4- and 5-star care by 2022, the proportion of children in 4- and 5-star care would need to increase by an annual average of about 1 percent a year. Based on the number of preschool-aged children enrolled in star-rated child care in 2012, an estimated 37 children in child care rated 1- to 3-stars would need to move to 4- and 5-star care each year to achieve this goal.

FIGURE 1. DIBELS Scores by Race, 2013

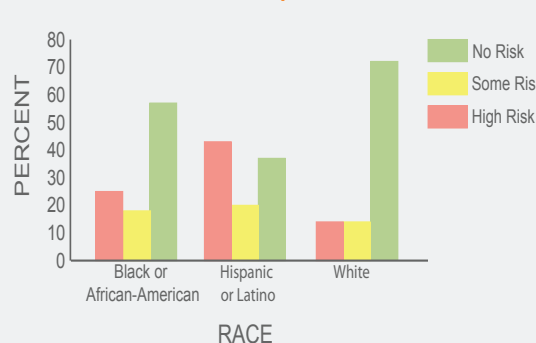


FIGURE 2. DIBELS Scores by Title I Status, 2013

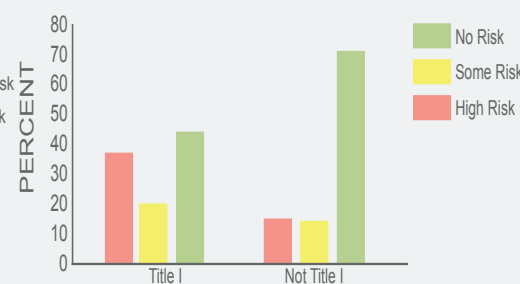


FIGURE 3. Affordability of Child Care

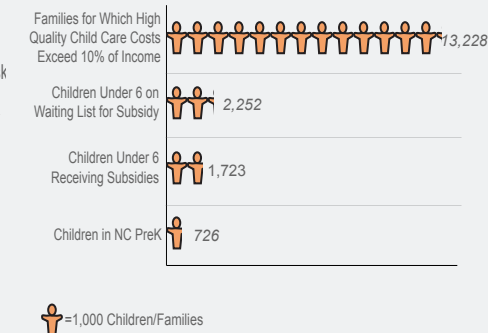


TABLE 1. Making Progress in School Readiness

MEASURE	WHERE WE ARE		WHERE WE COULD BE		
	CURRENT (YEAR)	CURRENT ANNUAL AVERAGE CHANGE (YEARS)	NEEDED AVERAGE ANNUAL CHANGE	NEEDED AVERAGE ANNUAL CHANGE (CHILDREN)	TARGET (YEAR)
Percent of Children Entering Kindergarten with "No Risk" in the Area of Early Literacy	58% (2013)	N/A	1.4%	36	64% (2020)
Percent of Preschool-Aged Children in Star-Rated Care Who are in 4- and 5-Star Care	67% (2012)	4.5% (2010-2012)	0.7%	37	74% (2022)