V(A). Planned Program (Summary)

Program # 7

1. Name of the Planned Program

Early Care and Education

V(B). Program Knowledge Area(s)

1. Program Knowledge Areas and Percentage

<table>
<thead>
<tr>
<th>KA Code</th>
<th>Knowledge Area</th>
<th>%1862 Extension</th>
<th>%1890 Extension</th>
<th>%1862 Research</th>
<th>%1890 Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>802</td>
<td>Human Development and Family Well-Being</td>
<td>80%</td>
<td>80%</td>
<td>20%</td>
<td>20%</td>
</tr>
<tr>
<td>803</td>
<td>Sociological and Technological Change Affecting Individuals, Families, and Communities</td>
<td>20%</td>
<td>20%</td>
<td>80%</td>
<td>80%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

V(C). Planned Program (Inputs)

1. Actual amount of professional FTE/SYs expended this Program

<table>
<thead>
<tr>
<th>Year: 2009</th>
<th>Extension</th>
<th>Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan</td>
<td>11.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Actual</td>
<td>12.8</td>
<td>0.0</td>
</tr>
</tbody>
</table>

2. Actual dollars expended in this Program (includes Carryover Funds from previous years)

<table>
<thead>
<tr>
<th>Extension</th>
<th>Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smith-Lever 3b &amp; 3c</td>
<td>1890 Extension</td>
</tr>
<tr>
<td>321030</td>
<td>0</td>
</tr>
<tr>
<td>1862 Matching</td>
<td>1890 Matching</td>
</tr>
<tr>
<td>321030</td>
<td>0</td>
</tr>
<tr>
<td>1862 All Other</td>
<td>1890 All Other</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

V(D). Planned Program (Activity)

1. Brief description of the Activity

Train FCS Area Agents & early childhood staff (Educators) in content & teaching techniques as it relates to children ages 0-5 & 6-12.

Train Child and Family Development (CFD) Area Agents and project staff in parent education as related to readiness issues

CFD Area Agents & project staff collaborate with local organizations, agencies, and businesses.

CFD Area Agents & project staff serve as a community resource in childcare issues.

CFD Area Agents & project staff produce & distribute newsletters, news articles, publications, and training calendar.

CFD Area Agents & project staff design, facilitate & conduct direct trainings, & distance trainings.

CFD Area Agents & project staff, develop, & implement evaluation strategies.

CFD Area Agents & project staff market program (including distance ed.) among agencies & in local media, produce flyers.
CFD Area Agents & project staff provides mandated staff development training to keep providers in good standing with legal requirements. CFD Area Agents & project staff provide technical assistance to providers & businesses. CFD Area Agents and project staff will receive/maintain ECERS; ITERS; and FDCRS Certification.

2. Brief description of the target audience

In general, audience for this program is families and communities. Specifically, the following groups are target audiences: Early Care & Education Providers, including Directors, Center-based professionals, Family Childcare providers, and School-age providers.

Industry/Business owners
Parents
Grandparents
Agencies
Professional Organizations
Elementary teachers
Elected officials

V(E). Planned Program (Outputs)

1. Standard output measures

<table>
<thead>
<tr>
<th></th>
<th>Direct Contacts Adults</th>
<th>Indirect Contacts Adults</th>
<th>Direct Contacts Youth</th>
<th>Indirect Contacts Youth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan</td>
<td>18400</td>
<td>72000</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Actual</td>
<td>34755</td>
<td>34863</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

2. Number of Patent Applications Submitted (Standard Research Output)

Patent Applications Submitted

Year: 2009
Plan: 0
Actual: 0

Patents listed

3. Publications (Standard General Output Measure)

Number of Peer Reviewed Publications

<table>
<thead>
<tr>
<th></th>
<th>Extension</th>
<th>Research</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Actual</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
</tbody>
</table>

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

- Number of clientele attending seminars, workshops, and short courses.

<table>
<thead>
<tr>
<th>Year</th>
<th>Target</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>17252</td>
<td>11603</td>
</tr>
</tbody>
</table>
## V(G). State Defined Outcomes

### V. State Defined Outcomes Table of Content

<table>
<thead>
<tr>
<th>O. No.</th>
<th>OUTCOME NAME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Number of clientele increasing knowledge in child care and development content areas.</td>
</tr>
<tr>
<td>2</td>
<td>Number of care providers maintaining certification requirements.</td>
</tr>
<tr>
<td>3</td>
<td>Number of care providers increasing the quality of care provided.</td>
</tr>
</tbody>
</table>
Outcome #1

1. Outcome Measures

Number of clientele increasing knowledge in child care and development content areas.

2. Associated Institution Types

- 1862 Extension
- 1862 Research

3a. Outcome Type:
Change in Knowledge Outcome Measure

3b. Quantitative Outcome

<table>
<thead>
<tr>
<th>Year</th>
<th>Quantitative Target</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>3400</td>
<td>2321</td>
</tr>
</tbody>
</table>

3c. Qualitative Outcome or Impact Statement

**Issue (Who cares and Why)**
Current government regulations permit the educational levels of non-Head Start early care and education providers to be minimal, creating a disparity in the quality of care provided to infants, toddlers, and pre-school age children. In order to improve the quality of care for Mississippi's most vulnerable population, it is critically important to maintain a rigorous training system with numerous opportunities for face-to-face training, distance training, and personal technical assistance. This ensures the two-fold gain of increased school readiness for young children and improved capacity of the early childhood workforce.

**What has been done**
Over the past six years, Mississippi State University developed its community college partnerships and relationships with other organizations to increase the number of Mississippi Child Care Resource & Referral sites from the original three to twelve. The sites provide a wide array of materials, supplies, equipment, and services to parents, early care and education providers, students, child development centers, and community members at little or no charge. By working with local school districts, we've developed a site at the Pearl Parent and Teacher Community Resource Center in addition to our site at the Center for Families and Children in Petal. The Mid-Jackson Family Resource Center was agreed upon in 2009 and will open in 2010.

In 2009, eleven training coordinators and seven MSU-ES Child and Family Development Area Agents work with the MSCCR&R Network provided training workshops across the state.

In addition to traditional trainings, our organization supported nine mini-conferences and the annual Mississippi Early Childhood Association (MSECA) conference with trainings, displays, materials, and outreach.

**Results**
Twelve "bricks and mortar" sites and one Mobile Resource & Referral serve all 82 counties in Mississippi. In the 2009 calendar year the MSCCR&R Network presented 574 training workshops, a 31.1% increase over 2008. These workshops were attended by 18,223 participants, a 36.6% increase over 2008. As word of our services spread, our site visits increased 142%, from 1,583 in 2008 to 3,833 visits in 2009. 6,977 educational items were checked out from the Resource & Referral offices (+47.3%). 902 hours of technical assistance were provided to 39 child care centers. 55 child care referrals were made. Expanding the training and educational opportunities for early care and education providers will increase the quality of current child care programs throughout the state, supporting the Quality Rating System established by the Mississippi Department of Human Services. Additional benefits are improved school readiness and workforce development.

4. Associated Knowledge Areas
Outcome #2

1. Outcome Measures

   Number of care providers maintaining certification requirements.

2. Associated Institution Types

   ● 1862 Extension
   ● 1862 Research

3a. Outcome Type:

   Change in Action Outcome Measure

3b. Quantitative Outcome

<table>
<thead>
<tr>
<th>Year</th>
<th>Quantitative Target</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>2720</td>
<td>1856</td>
</tr>
</tbody>
</table>

3c. Qualitative Outcome or Impact Statement

   Issue (Who cares and Why)

   What has been done

   Results

4. Associated Knowledge Areas

   KA Code  Knowledge Area
   802      Human Development and Family Well-Being
   803      Sociological and Technological Change Affecting Individuals, Families, and Communities

Outcome #3

1. Outcome Measures

   Number of care providers increasing the quality of care provided.

2. Associated Institution Types

   ● 1862 Extension
   ● 1862 Research

3a. Outcome Type:

   Change in Condition Outcome Measure

3b. Quantitative Outcome

<table>
<thead>
<tr>
<th>Year</th>
<th>Quantitative Target</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)
The relationship between caregiver and child is a key indicator of the quality of care. The social, emotional, cognitive, and physical development of children is dependent on the quality of interactions with caregivers and the environment established by child caregivers. Children who receive supportive, stimulating care are more likely to show normal development at two, six, and ten years old. With an estimated fifty-seven percent (57%) of Mississippi's children in unlicensed settings, it is vital to provide additional educational information and programs to those in-home care providers.

What has been done
The Nurturing Homes Initiative (NHI) project provides educational information, training and technical assistance to in-home care providers who offer full-day, full-year childcare services to children. Since 2001, the Nurturing Homes Initiative, a collaborative effort between the Mississippi State University Extension Service, the Mississippi Department of Human Services, and the Office for Children and Youth, has provided educational programming and technical assistance to in-home early care and education providers. The program uses a nationally normed assessment tool, the Family Day Care Rating Scale (FDCRS), to assess the quality of childcare provided by the in-home providers. Through a unique system of support, NHI training coordinators utilize printed educational materials, one-on-one technical assistance, and interaction with the children to provide training that is time efficient, economically feasible for the early care and education providers, and tailored to each provider's specific needs. In 2009, the NHI team focused on the Mississippi Early Learning Guidelines for three and four year old children, in addition to basic curricular topics such as health and safety (i.e. hand-washing) and reading aloud.

Results
During 2009 the Nurturing Homes Initiative was conducted in 45 counties with 100 in-home child care providers. 6 Field Staff Technical Assistants conducted personalized technical assistance.

Of the 100 providers on whom posttest data were collected, all improved. All of the participating providers improved at least one rating point or to the score of 4.0-4.5 on the Family Day Care Rating Scale. Results of the Arnett Caregiver Interaction Scale show that one hundred percent (100%) of the participating providers demonstrated positive and appropriate interactions with their children.

4. Associated Knowledge Areas

<table>
<thead>
<tr>
<th>KA Code</th>
<th>Knowledge Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>802</td>
<td>Human Development and Family Well-Being</td>
</tr>
<tr>
<td>803</td>
<td>Sociological and Technological Change Affecting Individuals, Families, and Communities</td>
</tr>
</tbody>
</table>

V(H). Planned Program (External Factors)

External factors which affected outcomes
- Economy
- Appropriations changes
- Public Policy changes
- Government Regulations

Brief Explanation
Fewer positions that target this area led to a decrease in programming this year. This has been addressed in the 2011 to 2015 plan.

V(I). Planned Program (Evaluation Studies and Data Collection)

1. Evaluation Studies Planned
   - Before-After (before and after program)
Evaluation Results

{No Data Entered}

Key Items of Evaluation

{No Data Entered}