



edc*i*

# East Durham Children's Initiative

- Modeled after the Harlem Children's Zone and tailored to Durham
- First envisioned in 2008; first year of implementation in 2010
- Focus on a specific geographic area
- Continuum of services from cradle to college or career
- Includes partner-provided and EDCl-provided services
- Work collectively with partners and community members to change outcomes at child, family, organizational, and community levels

# The EDCI Zone



**120 blocks, 1.2 sq. miles**  
**~10,000 residents**  
**~3,000 children ages 0-17**  
**~1,000 children ages 0-4**

# Vision and Mission

- **Vision:** To have every child in the EDCI Zone graduate from high school, ready for college or a career
- **Mission:** To promote the success of East Durham youth at school and in life by providing a pipeline of high-quality services from birth through high school graduation for children and families in the EDCI Zone, with support from partners and the community

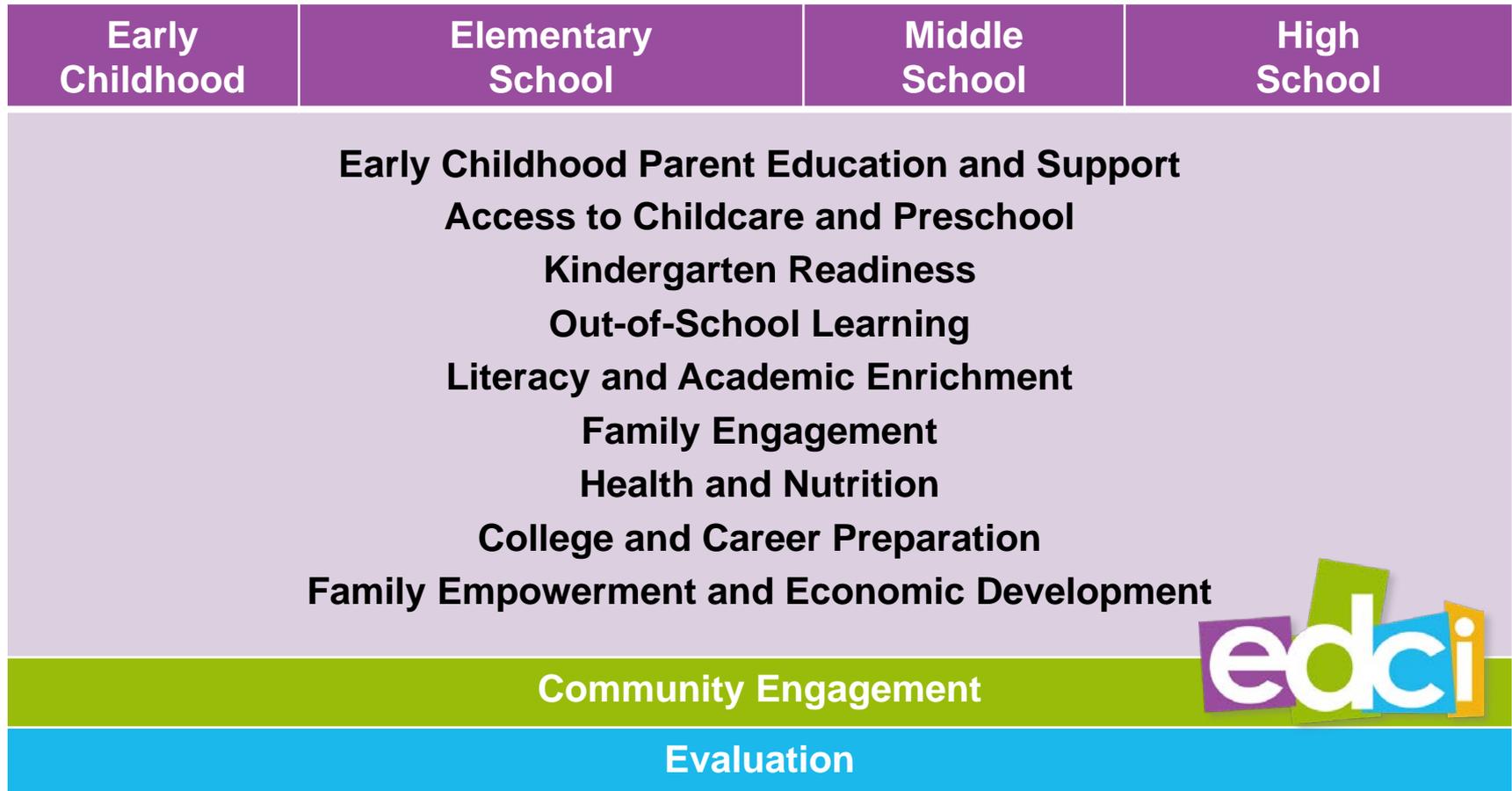


# Overarching Goals

- EDCI children are healthy and ready to learn
- EDCI children are prepared for kindergarten
- EDCI parents and caregivers are actively engaged in their children's educational success
- EDCI students are academically proficient
- EDCI youth are prepared to graduate from high school, ready for college or career
- **The EDCI Zone is a safe, healthy, and economically thriving community**



# EDCI Pipeline of Services



← Over 40 opportunities provided by EDCI and partner organizations →

# EDCI Program Partners

- EDCI partners share EDCI's vision and mission
- Provide high-quality, evidence-based or promising practice interventions in the EDCI Zone or at EDCI target schools Work collectively with EDCI and other partner organizations across areas to serve families
- Identify ways to collectively fundraise
- Attend and participate in EDCI partner meetings
- Communicate work as being a part of EDCI



# Community Assets

- Significant interest and investment from multi-sector stakeholders including residents, community groups, local government, higher education, businesses, nonprofits, and faith-based organizations
- Commitment from city and county agencies
- Historic home & building preservation, renovation of business district
- Resident-led efforts (e.g., community potlucks, block parties)
- Engaged parents and children



# Evaluation

- Duke's Center for Child & Family Policy (CCFP) conducts EDCI evaluation
- Assess child, program, and community level outcomes over time
- Use online database (COACH) for longitudinal data collection
- Obtain informed consent from families
- Start with evaluation of core programs, including some shared partner data



# Evaluation highlights

**1,363 children from about 600 families** have been enrolled in EDCI since 2011.

**66%** of all children enrolled in EDCI since 2011 continue to be actively engaged.

**78%** of parents with an EDCI Parent Advocate agreed that EDCI had helped them feel more connected to their neighbors.

**91%** of parents agreed that their Parent Advocate had given them helpful advice to improve their child's school learning skills.

# Evaluation highlights

## EDCI MAKES A DIFFERENCE IN EARLY CHILDHOOD

- 93% of children working with an EC Parent Advocate over the past year demonstrated developmentally age-appropriate skills.
- **93% of rising kindergartners** attending the EDCI LEAP Academy were assessed to be ready for school upon graduation.
- More than **80% of families** in core EDCI early childhood programs are connected to other services in the EDCI pipeline.

# Evaluation highlights

## EDCI BUILDS SUPPORTIVE RELATIONSHIPS WITH FAMILIES

- **200 families** and about **400 children** have worked with a Parent Advocate since 2011.

## EDCI IMPROVES OUTCOMES THROUGH MULTIPLE PROGRAM CONNECTIONS

- During EDCI Summer Camp 2015, children's **participation in multiple EDCI programs predicted their change in literacy skills over the summer**—the more involved they were with other EDCI programs, the more likely they were to improve or maintain their reading skills.

# Challenges and opportunities

- This work takes time – establishing pipeline, building relationships, setting realistic expectations, and so on.
- Working with multiple stakeholders and organizations
- Transient community with children attending multiple schools
- Transportation for families
- Measuring outcomes
- Meaningful, ongoing engagement of community members





EAST DURHAM  
**CHILDREN'S INITIATIVE**

[www.edci.org](http://www.edci.org)