**Partnership:** Down East Partnership for Children

**Activity Name**: Community Collaboratives

**EC Profile ID:** KEA10

**PSC: 5517**

FY 23 (July 2022-June 2023) Logic Model

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| Need Statement | Target Population | Program Components | Evidence-Based/ Informed Practice | Outputs | Outcomes | | Required County Level Indicator or Strategic Framework Target |
| **Ready Schools** |  |  |  |  |  | |  |
| In Edgecombe and Nash counties, approximately 1,300 children enter Kindergarten yearly. For children to experience school success, it is imperative that all early learning settings are aligned, integrated and of high quality.  Effective transition to school strategies and elementary schools ready to meet the needs of all children and families are critical to school success.  In the 2021-2022 school year, a survey of Kindergarten families in Nash and Edgecombe counties found 20% of families in Edgecombe and Nash Counties did not report a smooth transition to Kindergarten for their children.  Attendance data also shows too many children are missing too many days of school. | Edgecombe County Public School (ECPS) and  Nash County Public School (NCPS) systems (including families and community members).  Early care providers  19 elementary schools (Edgecombe- 6; Nash- 13) serving children in grades preK-3. | Consultation and technical assistance will be provided to school systems and individual schools to implement system-wide Ready Schools strategies, including Campaign for Grade Level Reading strategies, effective kindergarten registration practices, Kindergartentransition activities, and stronger community-school relationships (including relationships between elementary schools and early care providers, kindergarten children, and families).  Ready Schools staff (working in elementary schools) will offer school support such as: participating in school/community level planning, offering leadership opportunities, acting as advocates for the early childhood community, and assisting elementary schools in designing, implementing, and continually improving Ready Schools strategies based on school data. Emphasis on effective Kindergarten transitions and family engagement activities to promote learning, physical activity, nutrition, social-emotional health, and building relationships with Kindergarten families prior to first day of school will be stressed.  Ready Schools and transition alignment planning and best practices will be facilitated in ECPS and NCPS between early care settings and Kindergartens. Preschool transition to Kindergarten plans and elementary school transition plans will be developed and monitored with support from Ready Schools. Transition alignment will support “School Readiness,” one of the three Campaign for Grade Level Reading pillars.  Preschool students will complete “I’m Pawsome” posters containing child specific information to be shared prior to Kindergarten entry. Ready Schools will facilitate and offer technical support for the use of the posters by Kindergarten teachers at the beginning of the Kindergarten year to assist with meeting student needs.  Collaborate with transition staff from both school districts to provide information around all 3 pillars of the Campaign for Grade Level Reading, with a focus on school readiness and transition to Kindergarten.  Coordinate school readiness and attendance campaigns to raise awareness and reduce chronic absenteeism beginning in early care settings and continuing to elementary schools.  Oversee DEPC’s early literacy initiatives, including Reach Out and Read, Active Reading and Dolly Parton Imagination Library (from other funding sources). | Evidence- Informed | Technical assistance and/or coaching sessions will be provided to participating elementary schools.  4 schools will convene School-Community Teams (SCT).  Number of meetings facilitated addressing the Campaign for Grade Level Reading “School Readiness” pillar.  Number of meetings facilitated addressing the Campaign for Grade Level Reading “Attendance” pillar.  Number of meetings the local partnership convened with outside organizations to address early childhood issues (add up all meetings, including SCTs, Transition, Ready Schools Committee & others) (combine with Ready Communities & HKC numbers for FABRIK).  Number of meetings led by other organizations where local partnership discussed issues related to early childhood system (combine with Ready Communities & HKC numbers for FABRIK).  Transition Facilitators will receive support and technical assistance on the usage of “I’m Pawsome” Posters. | 80% of Participating Transition Alignment members will indicate increased system alignment in Kindergarten transition children into Kindergarten.  50% of Kindergarten teachers that receive child-specific information from some entering Kindergarteners will report improved teaching capabilities as a result of the information presented.    Elementary schools with School Community Teams will report active connections with faith-based, business, civic, and early care partners.  60% of parents will report an increase in awareness about the importance of school attendance. | | An increase in the percentage of families reporting their child had a smooth transition to Kindergarten, from 81% in 2016 to 83% in 2023  75% of parents report that they read to their child daily\* |
| **Ready Communities** | |  |  |  | |  |  |
| Per the US Census Bureau (2019), 37.1% of children under 18 living in poverty in Edgecombe County; 21% of children under 18 living in poverty in Nash.  The Latino/Hispanic population of Nash County is 7.4% and Edgecombe is 4.6%    Critical community leadership and outreach are needed to build awareness of the health and early childhood development and resources, to strengthen leadership and relationships that increase cooperation, and resources and activities to improve access to and quality and efficiency of services and outcomes for young children. | Professionals, families, and community members  in Edgecombe and Nash counties committed to working together to engage and connect to programs and services for families with children ages 0-5, including: businesses, community agencies, faith-based organizations, non- profits,  human services, and civic groups; specifically, those serving children, ages 0-5, and/or the Latino/  Hispanic population. | Ready Communities will utilize systems building strategies to engage families and community partners (individuals & organizations) to work together around childhood (ages birth-5) issues (including nutrition, physical activity, and social/emotional health) and improve community systems/services for children and families.  **Community Fellows**  Community Fellows (CF) is a virtual 12-week leadership-training course to increase community members’ awareness, understanding and impact of the health and early childhood systems’ best practices and activities. CF includes leadership development to produce systems change, including shared vision, communications and defined shared outcomes for young children  **Targeted Trainings**  Targeted trainings will provide virtual workshops to parents & family leaders, volunteers, staff, partnering agencies, etc. Workshops will build skills, knowledge, and attitudes, increase capacity to collaborate and improve outcomes for children and families. Workshops will focus on the early childhood services system including kindergarten transition, early literacy, physical health, nutrition, and social/emotional health to increase family and community engagement.  **Early Childhood Community Partners (ECCP)**  Virtual Meetings of community leaders and partners will be facilitated. Meetings may include participation of other committees. The goals of ECCP include creating a positive working climate among system change partners; strengthening relationships among partners, improving communication and community planning; and training on early childhood systems practices and activities.  **System Building Volunteer Recruitment**  Support Campaign for Grade Level Reading (Summer Learning Pillar) in volunteer opportunities including summer learning, outdoor learning environments, and program-specific outreach (DPIL, Triple P, etc.) for community partners; in conjunction with the Faith Based Network), Latino Hispanic Outreach Committee (LHOC), DEPC committees, School Community Teams (SCTs),and other DEPC program specific outreach.  **Network Facilitation**  Faith Based Network (FBN)  The faith-based network will provide virtual education forums and other opportunities for collaboration to build awareness of early childhood development and resources; strengthen community relationships with schools and families; and increase communication and coordination of resources in order to improve outcomes for young children and families.  Latino Hispanic Outreach Committee (LHOC)  LHOC will be virtual and will strengthen relationships between participating agency partners to increase coordination of community resources around community planning and improve access and delivery of services to the Latino and Hispanic families and community.  School Support  Ready Communities recruit community members to provide school support to ensure community voice and resources are incorporated in school planning.  **Ongoing Coaching**  Technical assistance and frequent monitoring of systems change practices will be provided to facilitate community planning, coordinate resources and activities to deliver more efficient services in order to improve outcomes for young children and their families. | Evidence- Informed | 9 leaders will complete the virtual 12-week Community Fellows Program as measured by attendance records, chat box and screen shots.  3 virtual targeted workshops will be provided as measured by attendance sheets and agendas.  Virtual ECCP capacity building trainings, networking, and alignment meetings will be held to foster a positive working climate among system change partners.    Number of meetings facilitated addressing the Campaign for Grade Level Reading “Summer Learning” pillar.  2 Virtual FBN and 3 Virtual LHOC capacity building and networking trainings to foster community involvement and volunteer participation.  Number of meetings the local partnership convened with outside organizations to address early childhood issues (add up all meetings, including targeted workshops, ECCP, FBN, LHOC & others) (combine with Ready Schools & HKC numbers for FABRIK)  Number of meetings led by other organizations where local partnership discussed issues related to early childhood system (combine with Ready Schools & HKC numbers for FABRIK)  30 Ready Communities coaching sessions will be provided to leaders/ partners | 80% of training participants will report increased skill, knowledge or attitude related to workshop topics as evidenced by evaluation of workshop.  85% of individuals completing the virtual 12-week CF program will report increased awareness, knowledge, and capacity to improve services to children and families as measured by end of program survey  In a year-end program questionnaire, 75% of ECCP respondents will report having collaborated / coordinated with other community agencies or leaders related to the early childhood system.  75% of active Ready Communities Volunteers will participate in opportunities to support community involvement.  70% of FBN AND LHOC participants will report increased awareness, knowledge, and capacity.  50% of LHOC or FBN partners will indicate implementing strategies related to nutrition, physical activity, social/emotional health, and literacy in their own setting.  70% of LHOC partnering agencies will report increased involvement with DEPC events or activities as measured by surveys.  50% of individuals receiving coaching will report increased involvement/  volunteering with DEPC as measured by end of year survey. | | An increase in the percentage of families reporting their child had a smooth transition to kindergarten, from 81% in 2016 to 83% in 2023  KEA10- Kindergarten Entrance Assessment\*  75% of parents report that they read to their child daily\* |
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| **Healthy Kids Collaborative (HKC)** | | | | | | | |
| In 2018, 34% of children, ages 2-4 in Edgecombe County seen in public health sponsored clinics were not at a healthy weight (underweight, overweight, obese) as measured by body mass index (BMI).  In Nash County, 36% of children, ages 2-4 were not at a healthy weight (EC Profile, 2019).  There is a need to ensure that children establish healthy nutrition and physical activity practices to improve health.    Food insecurity and poor nutrition in the first three years of life has been linked to delayed physical and cognitive development later in life. | Families with children, ages 0-5.  Agencies and organizations serving families with children, ages 0-5.  Community leaders, agencies and organizations including individuals, early care providers, elementary schools, faith-based groups, local government, health educators, medical providers, business leaders, and cooperative extension representatives. | Healthy Kids Collaborative (HKC) community planning promotes healthy living for children and families. Strategies include: providing direct education (including cooking classes), identifying/promoting policy changes related to nutrition and physical activity practices in targeted settings, and raising awareness of the availability of places to play. In addition, staff provide outreach support to educational organizations to promote healthy living, and participate in several local collaboratives, including School Health Advisory Committees, Twin Counties Partnership for Healthier Communities and Just Foods.  Families Involved Together, (F.I.T.), is a parent engagement group that meets to focus on child health issues, such as physical activity, nutrition, and places to play for children, ages 0-5. The F.I.T. group empowers parents to break down barriers and build knowledge and skills to advocate for their child’s health. F.I.T. provides parents with nutrition education (including cooking classes), direct engagement opportunities with their child’s school, and professional development opportunities for teachers.  Improve health in targeted childcare settings through nutrition and physical activity practices and policies, including food procurement, processing, and preparation. | Evidence Informed | Number of promotional and marketing media posts promoting health  Tracking FIT number of parents or guardians participating (unduplicated).  Track the number of menu changes in targeted childcare settings.  Track the number of nutrition/food procurement Policy, System and Environmental changes in targeted childcare centers  Number of meetings the local partnership convened with outside organizations to address early childhood issues (add up all meetings, including FIT, HKC, FEED & others) (combine with Ready Schools/Communities numbers for FABRIK)  Number of meetings led by other organizations where local partnership discussed issues related to early childhood system (combine with Ready Schools/ Communities for FABRIK) | 75% of surveyed parents will report an increase in their children’s daily physical activity.  80% of FIT parents will demonstrate increased leadership/advocacy capacity for their child's health and well-being (artifact submission by participants; includes notes from parent-principal meeting, evidence of participants presenting health information to community groups, etc.)  75% of surveyed parents will report having access to nutrition and physical activity information for children.  Participating providers will report increased consumption of nutritious foods.  75% of HKC partners will indicate program improvements (e.g., increased information sharing, collaboration, or strengthening existing or adding new strategies) based on the annual HKC partner survey. | | \*66.1% or more of low-income children aged 2-4 are at a healthy weight  75% of parents report that their child is physically active for the state recommended 60 minutes per day and consumes fruit and vegetables daily. |
| **Community Outreach** | | | | | | | |
| There is a need to educate, promote and connect community leaders and parents to early childhood resources available and opportunities for collaboration, expansion, and improvement of early childhood initiatives.  Engage and inform media platforms | Investors, Community Leaders, Parents, Business Leaders & Elected Officials  Newspaper Reporters  Community Members  Public Information Officers  Community Members, Partners, Parents | Management and maintenance of contacts including review and update contact lists in Constant Contact  Implement Contact Management Process.  Monthly updates;  Quarterly list updates from staff.  Set up meetings if any issues arise  Designate Community Outreach Specialist as primary staff person to post content on social media platforms.  Generate ways to create new interest in sites – interactive posts, feature volunteers, contests, etc. Engage staff to help in identifying content.  Assist with logistics of Week of the Young Child  Attend community events to promote early care and education for providers and families  Slate of events will be posted through social media, newspapers, fliers, and public announcements at community events. | Evidence informed | Number of unique visits to DEPC website driven from social media  Track the number of people viewing DEPC website  Track the number of people interacting on social media platforms  Outreach events in which DEPC staff participate (e.g., fairs, expos etc.). will be tracked (Smart Start: Number of community presentations given)  Number of newsletters produced  Number on newsletter distribution list | Increase in website views driven by social media  85% of recipients of service-related communications that complete a survey will report increased knowledge of DEPC services and/or their impact.  Increase of social media content sent by staff/volunteers to be shared  As a result of DEPC outreach, 65% of survey respondents report participating or attending DEPC-related events | |  |

Worksheet 1

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| Program  Components | Documented Research | Written Guidelines |
| Ready Schools | A Framework for Evaluating systems Initiatives  Julia Coffman  <https://www.buildinitiative.org/Portals/0/Uploads/Documents/Framework%20for%20Evaluating%20Systems%20Initiatives.pdf>  Coffman, J. and S. Parker, Issue brief: Early childhood systems building from a community perspective. 2010.  SERVE Center: *Terrific Transitions*  https://nceln.fpg.unc.edu/sites/nceln.fpg.unc.edu/files/resources/Transition%20to%20Kindergarten%20Terrific%20Transitions.pdf  Meier, D.R. & Schafran, A. (1999). Strengthening the preschool-to-kindergarten transition: A Community collaborates. *Young Children,* 54(3), 40-46.  Southeastern Regional Vision for Education. (2000). *Terrific transitions: ensuring continuity of services for children and their families.* Greensboro, NC: the Regional Educational laboratory at SERVE.  Early, D. M., Maxwell, K. L., LaForett, D. R., Pan, Y., Kraus, S., & Hume, K. (2014). Evaluation findings from Georgia’s 2013 rising kindergarten and rising pre-kindergarten summer transition programs. Chapel Hill: The University of North Carolina, FPG Child Development Institute.  LoCasale-Crouch et al. (2008). Pre-kindergarten teachers’ use of transition practices and children’s adjustment to kindergarten. Early Childhood Research Quarterly, 23, pp. 124–139.  Pianta and Kraft-Sayer (2003). Successful kindergarten transition: Your Guide to Connecting Children, Family, and Schools. PH Brookes Publishing.  Hindman et al. (2013) Teacher outreach to families across the transition to school: An examination of teacher practices and their unique contributions to children’s early academic outcomes. Early Childhood Education Journal, 41, pp. 391-399. | **Consultation, Technical Assistance and Coaching**  *Ready Schools Toolkit: A Guide to a Successful Ready School Initiative DEPC May 2011* - “The Ready Schools Process.”  *Read to Rise,* DEPC’s Campaign for Grade Level Reading Community Solutions Action Plan August 2019.  **Twin County Transition Alignment Committee and Ready Schools Transition Support**   1. Within both school systems, identify and network with district level school personnel responsible for transition planning. 2. Identify person(s) from both school systems who have influence on policy/processes to serve on Transition Alignment Committee along with DEPC personnel responsible for transition in early care environments. Identify and recruit additional members having direct influence on transition practices to serve on the Committee. 3. Convene Transition Alignment Committee for a minimum of one time per quarter. (More often as need arises.) 4. Facilitate Transition Alignment Committee meetings, share outcomes of meetings, and guide committee to identify and implement strategies reflecting “best educational practices” in transition. 5. Deploy the Kindergarten Family Survey annually (during the fall) to all Kindergarten families in both districts, analyze data, and revise and implement best practice strategies based on survey data. 6. Coach and support district-level Kindergarten transition leaders in Edgecombe County Public Schools and Nash County Public Schools on effectively connecting with early care providers and implementing best practices related to transitioning students into Kindergarten and promoting early registration. 7. Participate in/facilitate training opportunities as needs are identified. 8. Monitor transition plans as needed. 9. Utilize School-Community Teams (SCT) to support transition between early care settings and Kindergarten. Team membership will include: school staff and administration, families, faith-based representatives, civic and business representatives, and early care representatives. 10. SCT will review relevant data, develop written work plans to guide the work, and support implementation of the plan. To ensure sustainability of the work, team members will assist in identifying additional members when appropriate. 11. Ready Schools staff will deploy (with assistance from DEPC Evaluation Specialist) the Ready Schools End-of-Year Survey to appropriate elementary schools in both districts, analyze data, and share outcomes with district and school level personnel as well as school staff and SCT members.   Transition Alignment will: strengthen Kindergarten registration process, interaction between child, family, and teacher prior to first day of Kindergarten; support the “School Readiness” pillar of Campaign for Grade Level Reading; deploy Kindergarten Family Survey and share results with the larger community; and utilize outdoor learning environments to promote transition, family engagement, and child health. |
| Ready Communities | **Community Fellows**  Evidenced-Informed not in NCPC Resource Guide    Research Project on the Impact of Community Involvement  <http://www.iowaparents.org/learning-about-my-community/communityresearch>    Journal of Extension- Community Voices- A Leadership Program Making a Difference in Rural Underserved Counties in NC- [www.joe.org](http://www.joe.org/);    Coffman, J., *A framework for evaluating systems initiatives*. 2007, Build Initiative: Boston, MA.    Coaching Grassroots Leaders: The Community Fellows Experience Publication - Mary Reynolds Babcock Foundation 2002  [www.mrbf.org/resource](http://www.mrbf.org/resource)    Assessing Leadership Learning: The Community Fellows Experience Publication – Mary Reynolds Babcock Foundation 2002  [www.mrbf.org/resource](http://www.mrbf.org/resource)    Voices From the Field Essay: Grassroots Leadership, Mary Reynolds Babcock Foundation 2002 [www.mrbf.org/resource](http://www.mrbf.org/resource)    Foster-Fishman, P., Nowell, B., Yang, H. (2007). Putting the system back into systems change: a framework for understanding and changing organizational and community systems. American Journal of Community Psychology, Volume 39, Issue 3-4, pp 197-215.    Trivette, C.M., Dunst, C.J., Hamby, D.W., & O’Herin, C.E. (2009). Characteristics and consequences of adult learning methods and strategies. Research Brief (Tots ‘n Tech Research Institute), 3(1). Retrieved October 11, 2010, from <http://tnt.asu.edu/files/AdultLearning_rev7-04-09.pdf>.    Community Schools: Promoting Student Success, a Rationale and Results Framework  <http://www.iel.org/_assets/docs/ccs/results-framework.pdf>    NC Institute of Medicine: Eat Smart Move More  <http://www.nciom.org/wp-content/uploads/2013/10/Community-engagement>    K. B. Reynolds Charitable Trust: Healthy Lifestyles in Edgecombe-Nash Counties  <http://kbr.org/content/edgecombe-nash-counties>  **Targeted Trainings**  Coffman, J. and S. Parker, Issue brief: Early childhood systems building from a community perspective. 2010.  National Family, School and Community Engagement Working Group  [www.hffrp.org/family-involvement/projects](http://www.hffrp.org/family-involvement/projects)  Harvard Education and Publishing Group  <http://www.hfrp.org/publications-resources/browse-our-publications/transforming-schools-through-community-organizing-a-research-review>  NC Institute of Medicine: Eat Smart Move More  <http://www.nciom.org/wp-content/uploads/2013/10/Community-engagement>  K. B. Reynolds Charitable Trust: Healthy Lifestyles in Edgecombe-Nash Counties  <http://kbr.org/content/edgecombe-nash-counties>  **Early Childhood Community Partners**  Harvard Family Research Project - Transforming Schools Through Community Organizing – [www.finenetwork.org](http://www.finenetwork.org/)    Harvard Family Research Project Informing Family Engagement  [www.hfrp.org/family-engagement/informing](http://www.hfrp.org/family-engagement/informing)  Harvard Education and Publishing Group  <http://hepg.org/hep-home/books/community-organizing-for-stronger-schools>  NC Institute of Medicine: Eat Smart Move More  <http://www.nciom.org/wp-content/uploads/2013/10/Community-engagement>  K. B. Reynolds Charitable Trust: Healthy Lifestyles in Edgecombe-Nash Counties  <http://kbr.org/content/edgecombe-nash-counties>  **Volunteer Coordination**  Organized Communities, Stronger Schools  <http://annenberginstitute.org/pdf/OrganizedCommunities.pdf>  Faith-Based Organizing for School Improvement in the Texas Borderlands  [www.hfrp.org/publications-resources/browse-our-publications/faith-based](http://www.hfrp.org/publications-resources/browse-our-publications/faith-based)  Case Study: Austin Interfaith- Strong Neighborhoods, Strong School – the Indicators Project on Organizing  Community Partnering for Student Success  <http://www.iowaparents.org/learning-about-my-community/communityresearch>;  NC Institute of Medicine: Eat Smart Move More  <http://www.nciom.org/wp-content/uploads/2013/10/Community-engagement>  K. B. Reynolds Charitable Trust: Healthy Lifestyles in Edgecombe-Nash Counties  <http://kbr.org/content/edgecombe-nash-counties>  **Ongoing Coaching**  K. B. Reynolds Charitable Trust: Healthy Lifestyles in Edgecombe-Nash Counties  <http://kbr.org/content/edgecombe-nash-counties> | **Community Fellows**  A new cohort of Community Fellows will be recruited and trained every other year.  *Community Fellows Program Manual*, published in March 2003.  *Coaching Grassroots Leaders: The Community Fellows Experience*, Mary Reynolds Babcock Foundation Publications, 2002  *Assessing Leadership Learning: The Community Fellows Experience*, Mary Reynolds Babcock Foundation, 2002  *Voices from the Field,* Mary Reynolds Babcock Foundation.  *ABLe Change Framework,* Pennie Foster-Fishman  *Community Voices Manual,* North Carolina A&T University, January of 1993.    Implementation steps include:   1. Application and Recruitment 2. Selection of Leaders 3. Orientation 4. Training and Coaching - 12-week virtual training utilizing *Community Voices, Community Fellows and ABLe Change Framework* curriculums. 5. Graduation of leaders after completing at least 8 of 12 training sessions.   Implementation Coaching - Individual coaching through implementation of self-selected community action steps.  **Targeted Trainings**   1. Community Outreach Support – Collaborate with DEPC program staff, early childhood partners and other community members to gain input in specific workshop topics for professional training for DEPC systems building. 2. Using data, identify community resources and facilitators for specific trainings/workshops to design curriculum, workshop agenda, outcomes, action learning, timeline and prioritize workshop topics. 3. General outreach to targeted populations to include families, faith community, Community Fellows, volunteers, DEPC staff, partnering agencies to engage or re-engage in specific workshops to build the capacity to connect to DEPC efforts. 4. Evaluate each workshop session for participants’ increase in skills, knowledge, or attitudes. 5. Follow-up coaching and technical assistance with DEPC program staff and community partners to update on volunteer opportunities, as necessary.   **Early Childhood Community Partners**   1. Support the Campaign for Grade Level Reading and Read to Rise Summer Learning Pillar 2. Determine goals, objectives, and outcomes for meetings to include professional development needs to be developed in collaboration with Community Collaborative Director/Executive Director and other designated DEPC staff 3. Recruit diverse groups of community agencies, community leaders and parent leaders. 4. Evaluate each session.   **System Building Volunteer Recruitment**   1. See DEPC Volunteer Policy and Procedures. 2. Opportunities may include:    1. DEPC Committees    2. Latino Hispanic Outreach Committee    3. Faith Based Network    4. School Community Teams (Ready Schools)    5. Targeted Outreach on DEPC Shared Outcomes    6. Faithful Families 3. Volunteers will be supervised by specific program staff and receive leadership coaching and support from Ready Communities staff. Volunteers will be provided the “Boots on the Ground” document for more information about volunteer opportunities   System Building Network Facilitation  **Faith-Based Network**   1. Identify and/or respond to requests from a faith-based institution interested in implementing a virtual Faith-Based Educational Forum. 2. Consult with representatives of faith-based institutions to plan Forum including scheduling, target audience and marketing event. 3. Implement virtual Faith-Based Educational Forums building awareness of health/ early childhood issues and educating and informing about DEPC programs and services. (Follow guidelines for effective meetings and model the use of family support principles). 4. After Forum, consult with targeted, faith-based partners to determine interest in developing community action. Use menu of options (Boots on the Ground) tool to guide their selection in specific activities and/or initiatives. 5. Provide targeted training to selected faith-based partners interested in active involvement in connecting families/communities with DEPC initiatives. (Follow training best practices.) 6. Provide coaching to partners as they perform community action to impact families and/or system change. (Follow Strategic Framework Indicator, DEPC evaluations and coaching best practices as outlined in *Coaching Grassroots Leaders: The Community Fellows Experience*) 7. Evaluate partners and activity on an ongoing basis aligning with DEPC and program specific guidelines to ensure quality work.   **Latino-Hispanic Outreach Committee (LHOC)**   1. Hold virtual LHOC meetings three times per year 2. During meetings, build awareness of health and early childhood issues; educate and inform about DEPC programs and services; and determine interest in developing community action. (Follow guidelines for effective meetings and model use of family support principles). Use menu of options (Boots on the Ground) tool to guide their selection in specific activities and/or initiatives. 3. Provide coaching to group members and group as a whole for community action that impacts families and/or systems change. (Follow coaching best practices as outlined in *Coaching Grassroots Leaders: The Community Fellows Experience*) 4. Evaluate partners and activity on an ongoing basis aligning with DEPC and program specific guidelines to ensure quality work. |
| Healthy Kids Collaborative | A Framework for Evaluating Systems Initiatives, Julia Coffman  <http://www.buildinitiative.org/WhatsNew/ViewArticle/tabid/96/smid/412/ArticleID/621/Default.aspx>  Flaspohler, P., Duffy, J., Wandersman, A., Stillman, L., Maras, M.A. (2008). Unpacking prevention capacity: An intersection of research-to-practice models and community-centered models. American Journal of Community Psychology.  Hays C.E, Hays, S.P. DeVille, J.O., & Mulhall, P.F. (2000) Capacity for effectiveness: The relationship between coalition, structure and community impact. Evaluation and Program Planning.  Partnership and Coalitions <https://www.ruralhealthinfo.org/community-health/health-promotion/3/partnerships-coalitions>  Rural Health Information Hub, formerly the Rural Assistance Center 2002-2017  Feinberg, E., Greenberg, M.T., & Osgood, D.W (2004) Readiness, Functioning, and Perceived Effectiveness in Community Prevention Coalitions: A Study of Communities That Care. American Journal of Community Psychology.    Preventing Childhood Obesity in Early Care and Education Programs, Selected Standards. Developed by American Academy of Pediatrics, American Public Health Association, National Resource Center for Health and Safety in Child Care and Early Education, 2010.  Report from the North Carolina Task Force on Preventing Childhood Obesity, January 2009.  Safe Play Spaces To Promote Physical Activity in Inner-City Children: Results from a Pilot Study of an Environmental Intervention. Thomas Farley, MD, MPH, et. al American Journal of Public Health. 2007.  Eat Smart Move More: North Carolina’s Plan to Prevent Overweight, Obesity and Related Chronic Diseases. 2007-2012  Let’s Move: Toolkit for Faith-based and Neighborhood Organizations. US Department of Health and Human Services.  The Natural Learning Initiative (NLI). *Preventing Obesity by Design POD.* 2012, College of Design, NC State University: Raleigh, NC. | *Healthy Kids Collaborative Partnership Guidelines*  **Community Collaborative**  The Healthy Kids Collaborative (HKC) is a community-driven effort to blend policy and practice changes to support a healthy weight for children ages 0-5. The Collaborative is comprised of community members, including parents, community agencies, organizations, local government officials, and other leaders that want to help children and families lead healthier, more active lives.   1. The HKC Manager with support from the HKC Specialist plan, schedule and convene HKC meetings to discuss and provide input into the strategies, progress, and impact of the work plan. 2. Participants, including representatives from agencies, organizations and interested community members, are notified of the meeting date and time. 3. The HKC Manager, with support from the Specialist, facilitates the meeting following guidelines for effective meetings. Agenda includes presentations about issues related to health, nutrition, and physical activity. 4. Minutes of each meeting are kept and forwarded to all HKC members.   **HKC Families Involved Together (F.I.T. parent group)**   1. FIT, Families Involved Together, is facilitated by the Healthy Kids Specialist and is made up of families/parents in the community that have an interest in health, including physical activity, nutrition, and places to play. The FIT group meets at least 11 times each year, providing nutrition education opportunities, including 6 cooking classes. The HKC Specialist facilitates the work of the group to ensure that it remains aligned with the larger HKC. In addition, the meeting is held in the evenings, with dinner provided at the DEPC Family Resource Center to meet the needs of parents and include the availability of childcare. The FIT group is invited to participate in the HKC to report out on their status.   **HKC Program or Activity**   1. HKC staff or collaborative community partners, community members or other agencies/organizations identify a healthy eating and/or physical activity need that can be met by a targeted program. 2. HKC staff research local availability of a program/activity that can meet the identified need. If none is available, HKC staff may research models and create a program/activity to meet the identified needs. 3. Funding is sought as needed to implement the program/activity. 4. HKC staff may facilitate implementation of the program/activity through another agency or provide the program activity through DEPC. Implementation includes marketing, recruiting participants and leaders, scheduling, providing materials and supplies, implementation, and assessment. 5. The program/activity is evaluated on an ongoing basis utilizing evaluation tools specific to the program/activity or through DEPC designed tools.   **HKC Policy and Environmental Changes**   1. HKC staff, HKC collaborative community partners, community members or other agencies/organizations identify a policy target or environmental change that could impact the healthy weight of young children. 2. HKC Manager researches the policy target/environmental change to determine how other communities handle similar issues. 3. The policy target/environmental change is discussed by the collaborative and F.I.T. to get buy-in, gather local information and identify contact people/groups who can provide more information and/or are able to help create change. 4. The HKC Manager or other HKC community leaders contact and consult with identified people or groups to discuss policy target/environmental change. 5. The group creates a plan of action to impact the policy or environmental change and reports to the HKC Committee to provide information and get buy-in. |
| Community Outreach | Coffman, J. and S. Parker, Issue brief: Early childhood systems building from a community perspective. 2010.  Siraj-Blatchford, I., and J. Siraj-Blatchford, Improving children's attainment through a better quality  of family-based support for early learning. 2009, Centre for Excellence and Outcomes in Children and Young People's Services. Available at: www.c4eo.org.uk: London.  Goodall, J., et al., Review of best practice in parental engagement. 2011, Department for Education:  London, England, UK.  Evangelou, M., et al., Supporting parents in promoting early learning: The evaluation of the early learning partnership project, Research report no. DCSF-RR039. 2008, University of Oxford. Available at: https://www.gov.uk/government/publications?keywords=&publication\_filter\_option=research-and-analysis&topics[]=all&departments[]=department-for-education&official\_  document\_status=all&world\_locations []=all&from\_date=& to date=: Oxford, England, UK.  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Dunst, C.J. and E. Gorman, Practices for increasing referrals from primary care physicians.  Cornerstones, 2006. 2(5): p. 1-10.  Clow, P., et al., Educational outreach (academic detailing) and physician prescribing practices.  Cornerstones, 2005. 1(1): p. 1-9.  Trivette, C.M., et al., Direct mailings to parents and self-referrals to early intervention. Snapshots,  2006. 2(2): p. 1-7. Available at http://tracecenter.info/snapshots/snapshots\_vol2\_no2.pdf. | **Community Outreach Committee**  The Community Outreach Committee is comprised of community members, including parents, community agencies, organizations, local government officials, business leaders and others that want to raise awareness of early childhood education.   1. The purpose of the Committee is to increase visibility of DEPC and strengthen connections to strategic partners that promote action from investors, community leaders, business leaders, elected officials, faith community, and individuals to support DEPC. 2. The R&D Director and Communications & Development Coordinator plan, schedule and convene quarterly Community Outreach meetings to discuss and provide input into the strategies, progress, and impact of the community action plan. 3. Participants, including representatives from agencies and organizations and interested community members, are notified of the meeting date and time. 4. Research and Development Director and/or the Communications and Development Coordinator facilitate the meeting following guidelines for effective meetings. Agenda includes reports about communication, parent involvement, and public awareness activities; as well presentations about issues related to increasing support and private donations for early childhood education. 5. Minutes of each meeting are kept and forwarded to all Community Outreach members.   **Community Outreach Activities**  Coordinator and Specialist plan, create and distribute outreach materials to make families aware of DEPC’s services in an effort to connect them to resources.   * Maintain website and social media functions. * Create and maintain materials for defined targeted audiences. * Maintain databases for communication/outreach efforts   **Community Outreach Events**  Week of the Young Child – Every April  list of events reaching out to Faith Community, Child Care Providers, Parents, Community and Business members. Events of the week include:   * Faith Community   Faith based groups will have the opportunity to choose from a menu of options, to “do something” during Sunday service/program. Send flyer to announce WOYC and offer a menu of options to “do something” during Sunday service/program.   * Children’s Parade   Promoted to childcare centers and homes to participate in events that promote literacy and health. Event is held at Discovery Park and brings hundreds of children to the park to participate in the parade. A theme is provided, and centers are encouraged to promote the theme in their classes throughout the week.   * Party in the Park   A community event that includes healthy food tastings, fitness and movement, parent education and community resources through a variety of community partners and organizations. Hundreds of children and families participate  **Employee Health and Community Fairs**  Attend, coordinate and distribute information about DEPC services at community expos, fairs, and events.  **DEPC Tours**  One of the most effective ways to learn more about DEPC’s programs and services is to visit DEPC’s Family Resource Center through a tour. Quarterly tours are planned but the facility is open to host community groups on a regular basis. Tours create the opportunity for visitors to ask questions and see some programs in action.  The Community Outreach Specialist and Communications & Development Coordinator provide support for tours. |

**Additional Information**

1. For each unique Program Component listed in the above Logic Model provide a narrative description.

The Community Collaboratives project includes 4 major components: Ready Schools, Ready Communities, the Healthy Kids Collaborative, and Community Outreach.

Ready Schools

The Ready Schools component of this activity, funded partially by Smart Start, will provide consultation and technical assistance to both local school systems and individual schools to implement system-wide Ready Schools strategies, including effective Kindergarten transitions, building stronger community-school and family relationships, and supporting the “School Readiness” and “Attendance” pillars of the Campaign for Grade Level Reading. Technical assistance will also include conversations around the health of school communities – physical activity, nutrition, and social-emotional health. This activity includes supporting the development of School-Community Teams (SCT) that include preschool teachers (when located on school site), Kindergarten teachers, community partners and preschool families at each school, and facilitation of Twin County Transition Alignment Committee and Ready Schools Committee. Networking, training, and/or coaching will continue to be provided to schools to support implementation of best practices, including parent engagement and review of school-specific data. A strong area of work will include sharing information between preschool settings and Kindergarten to ensure children and families are connected prior to the first day of Kindergarten and Kindergarten teachers receive and use child specific data prior to the start of school (see Ready Schools Pathways and the Read to Rise Community Solutions Action Plan for additional details).

The Ready Schools Coordinator will act as a liaison between the two local school systems as related to Kindergarten transition, Ready Schools, and Ready Communities. This work will focus on encouraging system-wide support of the Ready Schools initiative, facilitating a Ready Schools Committee on a regular basis, developing, and implementing community-wide strategies for Ready Schools, aligning with Ready Communities efforts, and Read to Rise (the local Campaign for Grade Level Reading initiative) and collaborating with local community agencies on the importance of early childhood education and smooth transitions to school. This will include initiating communication with individual schools and school systems, completing on-site visits and coordinating/facilitating the Ready Schools process, including maintaining documentation and evaluation of the work. In addition, the Ready Schools Coordinator oversees early literacy initiatives, including the Dolly Parton Imagination Library (DPIL) and Reach out and Read (ROR) programs for both counties (See Ready Schools Coordinator job description for additional details).

The Ready Schools Specialist will work with targeted elementary schools to help them develop SCTs build Ready Schools work plans using the Ready School Pathways and Read to Rise Community Solutions Action Plan as a guide for best practice, and monitor implementation of the work plan.

With funding from another source, the Ready Schools Specialist coordinates/facilitates early learning initiatives, including Active Reading, DPIL and ROR programs. ROR supplies books to seven medical providers in Edgecombe and Nash counties. These books are to be used with families during well-child visits to promote early literacy and school readiness for children, up to 5 years old.

Ready Communities

Ready Communities is designed to strengthen the community’s investment in and support families with children, ages 0-5. Areas include early childhood education, literacy, and child health (nutrition, physical and social/emotional health). Ready Communities uses system building strategies to engage families and community partners including individuals, health and human service agencies, schools, businesses, early care providers, faith institutions and others to support shared outcomes for children. Ready Communities builds the capacity of the community to connect families with programs and services and facilitate community-driven action to strengthen the health & early childhood system.

**Targeted Trainings/Workshops**

Targeted training opportunities are offered at DEPC to build the skills, knowledge, and attitudes of participants through professional training and skill building activities. Participants include current and graduate Community Fellows, staff from programs funded by DEPC, staff from other human service organizations, DEPC volunteers and parents. The goals of training are to increase collaboration between community leaders and programs and organizations serving children and families and engage/ connect families to DEPC and other community programs, services, and initiatives. Trainings are designed based on identified needs of the community and community partners. Participants are offered a menu of training options to choose from, including child health, early childhood education, child literacy, and family support programs.

**Early Childhood Community Partners**

Early Childhood Community Partners (ECCP) meetings are offered annually at DEPC for local community partners and leaders interested in building relationships, connections, and collaborations in the early childhood system. ECCP meetings also provide a forum for other community partners to share their work on behalf of early childhood, as well as inform partners about statewide initiatives. The meetings serve as an infrastructure for the community partners and leaders to be equal stakeholders in collaborative action. An opportunity for networking is also provided.

**System Building Volunteer Recruitment**

Volunteers are critical to accomplishing DEPC’s vision, mission, and goals and to engage families and the community in DEPC’s programs, services, and initiatives. Volunteer recruitment supports and sustains volunteers by offering them options to self-select their ongoing volunteer opportunity (action area). In addition, training and coaching is provided in the selected action area by the Ready Communities staff and DEPC program staff. The menu of options for volunteers will include participating in DEPC committees, School-Community Team involvement to engage families with young children in community-school relationships, the Faith- Based Network and Latino Hispanic Outreach Committee activities to engage and education families with young children and communities about nutrition, physical activity, social/emotional health, and early literacy. “Boots on the Ground” lists other opportunities for volunteering.

**System Building Network Facilitation: Faith-Based Network and LHOC**

*Faith-Based Network*

In 2008, the Down East Partnership (DEPC) launched a Faith-Based Network to build partnerships with the faith communities of Edgecombe and Nash Counties. The goal of the network is to expand the knowledge, skills, and strategies of faith institutions in building strong foundations for children and families, and to launch children as life-long learners by the end of third grade. The faith community is a portal to a family’s success. The network includes over 30 faith- based partners engaged in promoting early childhood initiatives, specifically early literacy, and healthy lifestyles (nutrition, physical activity, and social emotional health).

*Latino- Hispanic Outreach Committee (LHOC)*

The LHOC strives to strengthen the involvement of Latino and Hispanic communities in educational and community matters through productive agency collaboration, while increasing understanding of the Latino and Hispanic culture. The team consists of various community members (Latino, Hispanic, non-Latino, and non-Hispanic), agency leaders, and volunteers.Anyone who expresses an interest in being involved and reaching out to Latino and Hispanic communities can be a part. The team meets three times a year to discuss needs and concerns of which they have identified and to be informed of resources to address those needs and concerns; as well, make connections and build relationships with other community agencies.

**Coaching**

Coaching is a leadership development “best practice” that is fundamental to Ready Communities and is essential to strengthening the skills of community leaders. Coaching is provided by Ready Communities and other DEPC program staff on an individual basis or in group settings, via emails/texts or telephone calls. Coaching facilitates the development and implementation of action driven strategies to meet DEPC’s program needs.

Healthy Kids Collaborative

The goal of the Healthy Kids Collaborative (HKC) component, partially funded by Smart Start, is dedicated to children reaching and maintaining a healthy lifestyle, and ensuring all environments are healthy environments for children. The Healthy Kids Manager and Specialist facilitate the Healthy Kids Collaborative, a committee formed to build awareness around healthy nutrition and physical activity; advocate for policy and practice changes to increase access to healthy food and outdoor resources for physical activity; and to promote family and community education. HKC collaborates with community agencies, organizations, the medical community, local government officials, parents/families in Nash and Edgecombe, and other community leaders. In addition, HKC staff provide outreach to partners within the collaborative (as well as additional education focused organizations) through participating in committees/workgroups, attending events, and presenting information that promote healthy living. Additionally, HKC staff participate in several local collaboratives, including School Health Advisory Committees, Twin Counties Partnership for Healthier Communities and Just Foods.

**Families Involved Together (FIT)**

The HKC Specialists facilitates F.I.T. (Families Involved Together), a DEPC Parent Engagement group focusing on issues related to HKC and on empowering parents to break down barriers and build skills to advocate for their children’s health.

HKC staff provide technical assistance to childcare environments to develop and implement healthy eating and physical activity practices and policies.

Oversee Food/Health Coaches, provide supervisory and administrative support, and connect coaches to targeted elementary schools and PreK sites. Coaches participate in the School Community Team at assigned schools, further connecting healthy food and nutrition to the school community as a whole.

Community Outreach

The Research and Development Director will oversee the implementation of DEPC’s general outreach to the community. General outreach will include strategies to inform families with children ages 0-5 of available services and build their awareness and knowledge of early child development and early childhood issues such as health and early education. Outreach strategies will also link to community agencies and organizations in order to increase the community’s knowledge and commitment to early childhood and improve access to and quality and efficiency of services and outcomes for young children. Activities of this component will include a DEPC website, monthly e-blasts, social media, an annual Week of the Young Child event, community planning, and outreach events. A communications and development coordinator will assist in developing these strategies.

**Community Outreach Committee**

The Community Outreach Committee reaches out to parents, business partners, volunteers, and community members to strengthen support for early childhood education, and increased access to DEPC services. Committee Purpose: Increase visibility, promote action, and strengthen connections. This committee helps facilitate community outreach and development, laying the groundwork for key messaging, planning and events that promote the services of DEPC. The Community Outreach Specialist, R&D Director and Communications and Development Coordinator plan, coordinate and support this committee.

1. Staff

|  |  |  |
| --- | --- | --- |
| Job Title | FTE | Minimum Education & Experience Requirements (Please indicate any requirements if mandated by your EB model) |
| Ready Schools Coordinator | 1 | See job description. |
| Ready Schools Specialist | 1 | See job description. |
| Ready Communities Coordinator | 1 | See job description. |
| Ready Communities Specialist | 1 | See job description. |
| Healthy Kids Manager | 1 | See job description. |
| Healthy Kids Specialist | 1 | See job description. |
| Community Outreach Specialist | 1 | See job description. |
| R&D Director | 1 | See job description. |
| Communications & Development Coordinator | 1 | See job description. |

1. Does this activity contain grants of any kind or incentives to participants?

Yes ☐ No X

What is given to participants? If you have checked yes, describe in detail, and attach a copy of any associated grant agreement(s).

1. Is any portion of this activity Medicaid reimbursable?

Yes ☐ No X

If you have checked yes, describe in detail.

1. Community Collaborations:

The Community Collaborative project collaborates with families, community agencies, faith institutions, civic groups, organizations, childcare providers, elementary schools, and volunteers to increase the awareness, support and utilization of programs, services, and resources for families with children, ages birth-5, in the Edgecombe-Nash communities. Collaborations with the business community, both county chambers of commerce and school systems, and local agencies and organizations help build the community’s capacity to support programs and services for children and families—quality early childhood education, school readiness, literacy, successful transitions, and child health including nutrition and physical activity. Collaboration with community agencies, faith organizations, civic groups, community members, early education providers, businesses and local organizations are also utilized to identify, support, and strengthen community leaders committed to connecting families with children, birth-5, to services. These volunteers maximize the use of evidence-based/evidence-informed programs and services.

1. History of Results

Ready Schools

The Ready Schools work has strengthened the capacity of Nash and Edgecombe County elementary schools (schools housing a Kindergarten grade level) to be ready for all children. Strategies to strengthen district level work in addition to school level work have been implemented. Great strides in transition from early care settings to Kindergarten and collaborative partnerships between schools and community are evident.

* District level leadership coordinated Kindergarten transition planning by participating in the Transition Alignment Committee facilitated by DEPC. Additionally, Ready Schools participated in/supported meetings between early care providers and school level leadership and staff in Nash County Public Schools.
* 100 percent of the 19 elementary schools have continued development and implementation of formal kindergarten transition plans.
* Ready Schools, in collaboration with the Transition Alignment Committee, utilizes a Transition Timeline to coordinate transition efforts across both Nash and Edgecombe counties.
* In June 2020, 100% of Transition Alignment Committee members reported that transition practices between early care settings and elementary schools in both school districts was more aligned than in past work.
* Ready Schools has aligned their work with transition and School-Community Teams to Campaign for Grade Level Reading and the Ready Schools Pathways.
* Four elementary schools have strengthened their School-Community Teams, which include school leadership, teaching staff (including preschool and kindergarten teachers), community members, and families.

Ready Communities

Ready Communities has strengthened the capacity of multiple programs or initiatives within DEPC to provide or impact services to children, ages 0-5, and their families. The volunteers and leaders identified through Ready Communities linked families and/or the community to the following DEPC programs or initiatives: Healthy Kids Collaborative; Child Care Resource & Referral, Family Services, Healthy Kids Collaborative (HKC), CGLR, and Ready Schools. Specific examples during the current fiscal year include:

* Implemented Read to Rise workshops for community partners
* Implemented Kindergarten Canvassing in Nash and Edgecombe counties
* Community Fellows participated/supported in Baskerville Elementary and GW Carver Elementary’s Read Across America event
* Community Fellows volunteered at DEPC to support Food Box distribution to families, served on ECCP, Board of Directors, COC, CCR&R Committee & HKC to name a few.
* In collaboration with Ready Schools and Healthy Kids Collaborative, community partners were connected to School Community Teams at Baskerville Elementary. Covid prevented the other 3 schools from community partners being connected: G. W. Carver, G. W. Bulluck and Coker-Wimberly Elementary
* Connected community partners to the Healthy Kids Collaboration to increase health & physical activity
* Maintained connections with faith-based partners to support DEPC’s shared outcomes
* Facilitated faith-based launch of Week of the Young Child
* Connected community partners to the Early Childhood Community Partners Meetings emphasizing Campaign for Grade Level Reading.
* Facilitated stronger collaboration & community planning between agencies and individuals on the LHOC to focus on health and early childhood initiatives to increase family engagement and service delivery to the Latino and Hispanic populations and to implement a Needs Assessment Survey for families with children, ages 0-5. Campaign for Grade Level Reading information was shared and tailored for the LHOC community
* Implemented workshop on Kindergarten Canvassing and assisted Ready Schools in Registered and Ready
* Continued to support PreK and kindergarten transition activities with community partner
* Garnered and maintained a strong community support for DEPC’s internal programs, including R&D, HKC, Family Services, Triple P & Coordinated Subsidy.
* Implemented 2 virtual faith-based educational forums in Nash and Edgecombe counties to increase faith partners’ skills, knowledge, and awareness of the importance of early literacy, health and nutrition for families, Triple P, Campaign for Grade Level Reading with children 0-5 and connect them to volunteer opportunities for events for children.
* Deepened the involvement of community partners and faith-based partners to DEPC action projects including connecting volunteers to Food Box distribution, Summer Feeding pillar of Read to Rise, shared resources via social media for other internal and external outreach and awareness activities.
* Implemented virtual targeted workshops around DEPC’s needs as stated by program staff to build skills, knowledge, and attitudes through professional development with a focus on the early childhood services system including kindergarten transition, early literacy, physical health, and nutrition to increase family and community engagement.
* Implemented Read to Rise presentation faith-based forums, LHOC, ECCP meetings
* Implemented Summer Learning Support Groups and a Debriefing Session with summer feeding sites to support the Read to Rise Pillar
* Greatly expanded DPIL in the community to faith partners, schools, and other community settings
* Coordinated Book Drive, Back to School backpacks, Christmas toys with faith based for Migrant families with children 0-5 and
* Connected community partners to the Campaign for Grade Level Reading pillar supporting summer learning loss by connecting activities to Summer Feeding.

Healthy Kids Collaborative

The work of the Healthy Kids Collaborative not only helps Edgecombe and Nash counties identify and implement meaningful shifts to improve health, nutrition and increase physical activity, but also strives to launch and support new initiatives that require multiple partners for success in children reaching and maintaining a healthy weight. The work of the HKC along with other health initiatives is woven into all the work that the DEPC does. The past year has been a year of many successes:

* The FIT team continues to welcome new members and meets monthly (at least 5 times per year). In 2019, the group focused on healthy eating at low cost by holding couponing workshops, a pop-up grocery store event, and they introduced the Old Ways’ A Taste of African Heritage Curriculum. ATOAH is a six-week cooking and nutrition curriculum based on healthy plant foods (like leafy greens, whole grains, and beans) from across the African diaspora.
* HKC staff facilitate the Food to Early Education program in 7 childcare centers, four in Nash and three in Edgecombe County. This initiative enhances the health and education of young children by developing systems and experiential learning that connect children and their families with local food and farms.
* The Healthy Kids Specialist prepared and served healthy food tastings at childcare centers and community events. Fresh, seasonal fruits and vegetables are incorporated into recipes. Those recipes are made available to families to take and make at home. Over a dozen tastings will take place over the span of 1 year.
* The Healthy Kids Manager serves on the Twin Counties Partnership for Healthier Communities Community Action Board and Active Living Workgroups. The Twin Counties Partnership serves as a collaborative network of community partners to share information and ideas, develop collective approaches for addressing identified health issues, and promote and implement a culture of health through successful initiatives.

1. Cash/In-Kind Contributions Plan:

Contributions may include (but are not limited to): cash donations, non-state grants, office or classroom space, staff support, professional/non-professional volunteer services, discounts, meeting supplies and materials.

All professional and non-professional volunteer services are tracked and reported for Cash/In-Kind Contributions.

1. Contract Activity Description (CAD)

The Community Collaboratives activity will oversee the following initiatives: Community Outreach, Ready Schools, Ready Communities and Healthy Kids Collaborative. The Campaign for Grade Level Reading will be facilitated through committees convened by Ready Schools and Ready Communities staff. These initiatives build the capacity of the public and engage partners in strengthening and supporting access to early care and education, health, transition, and other DEPC services. The Ready Communities Coordinator and Specialist will facilitate the Early Childhood Community Partners, summer learning support groups, provide targeted workshops to build knowledge about early childhood within the community, and support Volunteer Coordination through a Faith-Based Network and Latino Hispanic Outreach Committee to build the capacity of community leaders to actively engage in DEPC initiatives and link families to available services. The Ready Schools Coordinator and Specialist will provide technical assistance on the development/continuance of Ready School plans and build community-school partnerships, including transition to Kindergarten through Ready Schools and Transition Alignment Committee meetings/trainings. Materials may be purchased to strengthen transition activities for 4 year olds. The Healthy Kids Manager and Specialist (with support from a FEED Coordinator) will provide technical assistance promoting nutritious foods, energetic play, and positive social and emotional environments in childcare and pre-K classrooms. They also facilitate the HKC committee. Meals, snacks, food tastings and childcare will be provided as needed. The Community Collaborative Director, with support from a Communications and Development Coordinator and a Community Outreach specialist, will develop and implement outreach strategies to build public knowledge and commitment to early childhood and inform and link families to available services. Up to .25 FTE will provide program support.