**Partnership:** Down East Partnership for Children

**Activity Name**: FY22 Family Resource Center

**EC Profile ID:** DEPC will complete

**PSC**: DEPC will complete

Logic Model

| Need Statement | Target Population | Program Components | Evidence-Based/Informed Practice | Outputs | Outcomes | Required County Level Indicators/ Strategic Framework Indicators |
| --- | --- | --- | --- | --- | --- | --- |
| *Component 1*  There are approximately 8110 children, ages 0-4 in Edgecombe and Nash Counties whose families could benefit from family support services. Families need to have access to tangible resources, support, and information to raise healthy children.  *Kidscount.org*  Family support addresses the 5 protective factors to help build strengths and help create a family environment that promotes optimal child and youth development.  *(Center for the Study of Social Policy; Strengthening Families: A Protective Factors Framework.)* | All families with children ages 0-5 in Nash and Edgecombe Counties with special focus on:   * Families in Crisis * Low-income Families * Families' w/ children with special needs * Teen Parents * Children in Family, Friend or Neighbor Care | Family Support Activities  Family First-Model of Services:  **Outreach and Recruitment**  **Intake:**  Assessment  Referral  Enrollment  **Continuum of Services**  Ongoing support and follow-up | Under review | **273** Families will access the Family First System for general parenting, child development information and/or referrals.  (SS Output: Number of parents/guardians participating  *(WLS (Work Life Systems) database will track this information.)*  Walk-in visitors to the FRC will be tracked, when allowed due to COVID-19 restrictions.  Sign-in visitors to the FRC will be tracked, when allowed due to COVID-19 restrictions. | 75% of families that call the Family First line report that the information provided led to an increase knowledge of services available based on their need.  (SS Outcome: Increased knowledge)  (Family First survey Question # 8) | **Smart Start Required County Level Indicators:**  Rate of investigated reports of child abuse/neglect per 1000 children ages 0-5.  **Minimum Standard:**  <5.0% and >12%  A low and high range has been set based on the distribution of identified children among counties. If the county is outside the range, the partnership will convene meetings to review data.  **DEPCs 2020 Strategic Framework**  As a result of participating in DEPC programs, 85% of parents report that they received knowledge and/or support regarding their child’s growth and development. (Family First Survey)  As a result of participating in DEPC programs, 75% of parents will report understanding child development and parenting strategies that support physical, cognitive, language, social and emotional development.  (Family Support Survey) |
| *Component 2*  Family, friend, and neighbor care is the most common type of non-parental care for young children, with state estimates of 39% of children younger than 5 in FFN (Family Friend and Neighbor) care while parents are at work.  *Datacenter: Kids Count*  *138,000 (57%) of children ages 3-5 in NC not in school (Kidscount,org 2014-2016*  Family support addresses the 5 protective factors to help build strengths and help create a family environment that promotes optimal child and youth development.  (Center for the Study of Social Policy; Strengthening Families: A Protective Factors Framework.) | The target population for this component is families with children 0-5 in the care of their parents or friends, family or neighbors living in Nash or Edgecombe County | Kaleidoscope Play and Learn™ groups   * 2; 16 week Play and   Learn groups  \*2 held at DEPC     * Play and Learn groups will begin in   August and  end in June   * Each session is 1 ½ hours long * Implemented by staff who has at least an AA in Child Development or who has received the Kaleidoscope Play & Learn Group training * Supervised by staff that has at least a B.S. in child development or related field * Child Directed Play * Coordinated Group Activities * Intentional Caregiver Learning * Intentional efforts to help caregivers build supportive relationships * Ages and Stages Questionnaire (On-Line or Hard Copy), with caregiver follow-up, suggested activities and referrals as needed * Triple P participant | This activity is in the process of being reviewed and will be included in the research write-ups as it is ready.  Currently, according to the SS Resource Manual, Kaleidoscope Play and Learn groups are listed as an Evidenced Informed-Promising Practice  (July 2018)  Kaleidoscope Play and Learn™ has met the criteria of a promising practice program and was added to the Washington  State Institute for Public Policy inventory in June 2013 | 14 Caregivers will participate in Play and Learn Groups  (SS Output: Number of parents/guardians participating)  16 Children will participate in Play and Learn Groups  (SS Output: Number of children participating)  2 (16 week) Play and Learn Groups will be offered  10 children will receive an ASQ-3 and/or ASQ-SE2 screening completed by their parent/caregiver.  10 caregivers will receive a Level 2 Triple P Brief session and follow-up based on a topic of interest. *(The outcome for this output is in the Triple P Smart Start Logic Model)* | 75% Caregivers who participate in a retrospective survey at the end of the 32-week series will report an increased knowledge of "a little more" or "a lot more" in at least one evaluation area:  a. playing with children in my care helps them get ready for kindergarten b. playing with child in my care helps build a good relationship between us  c. children learn through play  d. "I give the child in my care opportunities to learn and try new things."  e. what to expect from children at different ages  f. "I talk to or share ideas about caring for children with another adult." (Kaleidoscope Play & Learn Caregiver Feedback Form Post Play & Learn Series Q: 7 a,b,c, or d)  75% of Caregivers who participate in a retrospective survey at the end of the 32-week series will report an increase in positive parenting practices (Changing what they do) with the children in their care in at least one evaluation area:  a. describes things they do and see b. play more  c. read, look at books or tell stories  d. talk about feelings  (Kaleidoscope Play & Learn Caregiver Feedback Form Post Play & Learn Series  Q5 a, b, c, or d)  75% of Caregivers who participate in a retrospective survey at the end of the 32-week series will report feeling supported as a parent or caregiver in the community. (Kaleidoscope Play & Learn Caregiver Feedback Form Post Play & Learn Series Q6, c) | **Required County Level Indicators:**  <5.0% and >12% Rate of investigated reports of child abuse/neglect per 1000 children ages 0-5.  **Minimum Standard:**  <5.0% and >12%  A low and high range has been set based on the distribution of identified children among counties. If the county is outside the range, the partnership will convene meetings to review data.  75% of parents report that they read to their child daily  **DEPC 2020 Strategic Framework:**  As a result of participating in DEPC programs 75% of parents/caregivers will report understanding child development and parenting strategies that support physical, cognitive, language, social and emotional development. |

Worksheet 1

| Program  Components | Documented Research | Written Guidelines |
| --- | --- | --- |
| Component 1  Family Support-Family First Model of Services | In NCPC Smart Start Resource Guide  Currently being reviewed.  Center for the Study of Social Policy  [www.**cssp**.**org**/**reform**/**strengthening**-**families/the-**basics/protective-factors](http://www.cssp.org/reform/strengthening-families/the-basics/protective-factors)  Principles of Family Support  <http://familysupportamerica.org/content/learning_dir/principles.htm> | **Include:**   * **If written guidelines are available, provide a copy of the written guidelines for service delivery** * **If written guidelines are not available, provide a detailed description of program guidelines that ensures adherence to best practices, service quality, and consistency across staff**   **Family First protocols** |
| **Component 2**  Kaleidoscope Play & Learn Groups | Ages and Stages Questionnaire [www.**agesandstages**.com/](http://www.agesandstages.com/)  NAEYC (National Association for the Education of Young Children) Emergent Curriculum  http://www.naeyc.org/yc/files/yc/file/201203/Heritage\_v67n2\_0312.pdf  Kaleidoscope in NCPC Resource Guide currently being reviewed.  Evidenced Informed-Promising Practice (2018)  https://www.childcare.org/ckfinder/userfiles/files/Kaleidoscope\_Play\_%26\_Learn\_Description.pdf  Play&Learn™  [www.childcare.org](http://www.childcare.org)  Kaleidoscope Play & Learn Guidelines  <http://www.childcare.org/family-services/find-care-kaleidoscope.aspx>  <http://www.wsipp.wa.gov/ReportFile/1373/Wsipp_Updated-Inventory-of-Evidence-Based-Research-Based-and-Promising-Practices_Full-Report.pdf> | **Kaleidoscope Play & Learn Guidelines** |

**Additional Program Information and Guidelines**

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

Each Program Component narrative should:

* Provide a full detailed description of the specific activity component
* Describe responsibilities of each staff contributing to that program component (Please differentiate between Smart Start and non-Smart Start funded staff)
* Indicate the number of sessions/series to be delivered including frequency and duration
* Indicate detailed strategies being utilized for outreach and marketing to reach the target audience with each component
* Indicate location(s) of service delivery
* Incorporate program guidelines as outlined by NCPC (North Carolina Partnership for Children)
* Indicate curriculums, best practices used to guide program delivery
* Ensure agreement with information provided in the Logic Model

The Down East Partnership for Children (DEPC) provides a coordinated model of services dedicated to launching every child in Edgecombe and Nash Counties as a healthy, lifelong learner by the end of third grade.  Research shows that students who are proficient in reading by the end of third grade can shift from the idea of “learning to read” to the idea of “reading to learn.” The foundation for literacy and learning does not just happen by attending school each day, but instead is supported, built, and impacted by 4 foundational blocks which contribute to grade level reading proficiency and future successes. These 4 foundational blocks are: Health, Engaged Families and Coordinated Communities, High Quality Early Childhood Environments and Ready Schools 365 days a year, inside and out. The foundation of these four building blocks that provide a value driven and organized operating system and backbones support is the Family Resource Center, located in downtown Rocky Mount. When allowable due to COVID-19 restrictions, the Family Resource Center serves as a hub for family, childcare, and community supports, meeting spaces for trainings, workshops, and community planning, an indoor play space for use by parent groups and individual families, as well as a publicly accessible outdoor learning environment, Discovery Park. The Family Resource Center also houses DEPC’s Family First system. Launched in 2009, the Family First system is built around a series of protocols designed to reach out to all families with children 0-8, assess their needs, refer them to appropriate services, and assess the effectiveness of those supports. Through this model, families are referred to programs directly offered at the Family Resource Center and other community programs whose information is maintained in DEPC’s electronic Family First resource database as well as the NCCARE360 system. Building upon the available resources located onsite at the Family Resource Center and an array of services in the community, this coordinated system has strengthened DEPC’s ability to meet the needs of all families with young children.

Operation and management of the Family Resource Center is facilitated by the Family Resource Center Team of DEPC employees. The Family Resource Center Coordinator is responsible for facilities management and coordination of building operations, as well as facilitating the maintenance of Discovery Park. The Family Resource Specialist is skilled in building and grounds maintenance and security. The Family Resource Specialist also provides support for scheduling building usage and customer service. Together, they maintain the Family Resource Center and offer the support needed for staff, professionals, and families to maximize the impact of the DEPC Family First model of services.

**Family First Model of Family and Child Services:**

Down East Partnership for Children’s Family First system was created to provide optimal services to families who have young children residing in Edgecombe and Nash Counties. DEPCs Family First Model of Services includes key components (*outreach and recruitment, intake, continuum of services and evaluation*) that together help create long-term success regarding indicators for child and family well-being and success. Specifically, the Family First Model falls under DEPC’s Strategic Framework’s Building Blocks of Health (Health and Development are on track beginning before birth), and Family and Communities (Families are engaged and supported by coordinated communities).

In addition to ensuring that the programs and activities provided by DEPC fall in at least one of the 4 foundational building blocks, DEPC also utilizes practices within the Strengthening Families framework, adopted by the Center for the Study of Social Policy by helping to build on one or more of the identified 5 “Protective Factors”. Extensive research and evidence have shown that when Protective Factors are present and robust in a family the risk of child abuse and neglect diminishes. The five Protective Factors are: Parental Resilience, Social Connections, Concrete Support in Times of Need, Knowledge of Parenting and Child Development and Social and Emotional Competence of Children. All DEPC’s Family Services programs help families to strengthen at least one or more of the Protective Factors. Although the Family First model of services can enhance each of the five protective factors in individual families, it is both the Knowledge of Parenting and Child Development, as well as Concrete Support in Times of Need protective factors that throughout the years, DEPC’s Family First staff have seen to be the most impactful to families in Edgecombe and Nash counties.

Within DEPC’s model of services, *outreach and recruitment* is tailored to *all* families in Edgecombe and Nash Counties with children 0 to 8 years of age. Special focus is given to families in crisis, teen parents, families with children with special needs and low-income families. *Outreach and Recruitment* takes place utilizing a variety of methods including advertising services in local newspapers, on the cable channel, promotional videos, virtual informational packets, DEPC’s website, DEPC Facebook and Twitter accounts, and distributing specific program flyers to community partners (including a quarterly *Building Blocks* newsletter). Staff regularly participate and attend events within the community, such as Business Expos and Community Health Fairs, when allowable due to COVID-19 restrictions. Staff also regularly presents DEPC programs and services to identified community groups (Faith Based and Civic Organizations). In addition, staff works closely with partnering medical and human services agencies such as the Children’s Developmental Services Agencies, the Department of Social Services, Health Departments, School Systems, and other family resource centers to ensure that the staff of these agencies, as well as families being served by these agencies are aware of the variety of services DEPC offers.

Knowing that the health statistics of families in Edgecombe and Nash Counties are less than glowing, DEPC takes a holistic approach in promoting opportunities, resources, and information to help support and encourage families to embrace a healthy lifestyle including physical, nutritional, social, emotional, and mental health. It is this positive culture of health that will benefit not only individuals and families but the community as a whole. During the Family First Intake procedure which includes: assessment, referral and enrollment in programs and activities that meet the unique needs of each family, the family first staff (with the cooperation and willingness of families) can share information and resources that promote healthy lifestyles. These resources may be in the form of programs or information on topics such as promoting child development, specifically by promoting and encouraging parents to utilize social-emotional/resiliency resources, Act Early resources and the Ages & Stages tool which can be found on DEPC’s website, the importance of well-child checkups and having a medical home, access to healthy foods and places to play and the importance of supporting positive social and emotional development. When families have readily available and easy access to resources and programs that support both Health and Knowledge of Parenting and Child Development, “healthy” family functioning will improve, and the risk of abuse and neglect will decrease.

Each family that contacts DEPC is tracked in the *Family First* database to improve coordination of services that a family receives at DEPC. Through the *intake* process, the Family Services staff can gather identifying family demographic information, documenting the presenting needs of the family, document referrals made, as well as services provided. As repeated contacts with families are documented in the Family First database, staff can track the family’s *continuum of services* needed and provided. This enables DEPC to ensure that a family’s needs are being addressed and therefore not only promoting their child’s development but also the self-sufficiency and strengthening of the entire family unit. The Family Services staff can access an on-line resource directory called NCCARE360, which is a shared resource platform in partnership with NC 2-1-1. NCCARE360 will include a call center with dedicated navigators, a data team to help in verifying resources, and text and chat capabilities for users. Both are essential tools in serving families by allowing DEPC, in partnership with the family, to identify services in the area that best meet the needs of the family. The Family Services Staff can utilize these databases to search and refer families for services from everything from basic needs, such as food, clothing and shelter, emergency assistance and mental health services to childcare subsidies, money management classes and parent education. When families have access to useful resources and can find concrete support in times of need (one of the protective factors) as well as feel supported by the community (DEPC Building Blocks) the risk of abuse and neglect will decrease and healthy family functioning will increase. The Family Services Staff are available on a rotating schedule, Monday-Thursday from 9:00-5:00 and Fridays from 9-12 to operate the Family First line for caregivers who either call or walk-in to the agency, when allowable due to COVID-19 restrictions.

Crucial to DEPC’s model of services is the *evaluation* process which is a priority of DEPC’s Operating System and Backbone Support of the Family Resource Center. DEPC not only models the use of evidence based and informed practices and programs but is heavily data driven by monitoring and evaluating the progress of practices and programs. This strong focus on accountability and evaluation helps to ensure that services are positively impacting families and children within the community. Family and child information is tracked through the Family First database, which collects information on individual family demographics and risk factors as well as families’ needs, referrals made, and services provided. In addition, program specific evaluation and surveys are collected and evaluated. All information tracked in the Family First System and program specific evaluations and surveys are used to evaluate child and family outcomes, as well as the effectiveness of the overall DEPC model of services to promote healthy and stable families who can support the healthy growth and development of children.

During the collecting of information and service delivery to families it is important that DEPC’s Family Resource Center believes in and supports the Principles of Family Support practices as developed by Family Support America in all services and activities. The 9 Principles of Family Support Practices are listed below:

1. Staff and families work together in relationships based on equality and respect.

2. Staff enhances families’ capacity to support the growth and development of all.

family members-adults, youth, and children.

3. Families are resources to their own members, to other families, to programs, and to

communities.

4. Programs affirm and strengthen families’ cultural, racial, and linguistic identities and

enhance their ability to function in a multicultural society.

5. Programs are embedded in their communities and contribute to community-building

process.

6. Programs advocate with families for services and systems that are fair, responsive, and

accountable to the families served.

7. Practitioner's work with families to mobilize formal and informal resources to support.

family development.

8. Programs are flexible and continually responsive to emerging family and community

issues.

9. Principles of family support are modeled in all program activities, including planning,

governance, and administration.

When a family initially contacts DEPC they are connected with our Family Services Specialist who gathers information and talks with the family member to assess immediate and potential needs. As the Specialist builds a relationship with the family member, they work together to ensure the information, programs and services offered meet the family’s specified needs with the familydriving the service selection. Program staff work to help families identify and build on the inherent strengths within their family system; by approaching families as equals with acceptance and respect, staff and families can work toward positive change. During the intake process the Family Services Specialist also tracks areas of presenting unmet needs. This information is easily accessible to program staff and is vital in driving program planning and ensuring that DEPC is continually responsive to emerging family and community issues.

As NCPC (North Carolina Partnership for Children) has partnered with Dolly Parton’s Imagination Library, each family with children ages birth to 5, who contacts DEPC through the Family First Line will be encouraged to register their child for a free monthly book that will be delivered to their home. Each book that is delivered is of high quality and is developmentally appropriate, based on the child’s age. Dolly Parton’s vision for the Imagination Library is to foster a love of reading among young children and their families. Families can register for the program in their home, or DEPC Family Services Staff can assist if needed. All Family Services Staff involved in parenting programs such as Triple P, The Incredible Years, Circle of Parents and Kaleidoscope Play & Learn Groups will ensure that promotional materials regarding the Dolly Parton’s Imagination Library is available for families during meeting times. Dolly Parton’s Imagination Library helps to further the work that DEPC engages in regarding the Campaign for Grade Level Reading and DEPC’s mission of ensuring that all children in Edgecombe and Nash Counties are launched as healthy, lifelong learners.

The Family Services Specialist and all program staff are trained and expected to be sensitive to each family’s ethnicity, culture and linguistic needs and every effort is made to link families to resources and services specific to them. By respecting and understanding that each family’s culture is what makes them unique, staff can help a family which is helpful, rather than harmful, in relationship to their beliefs and values. Family Services staff are not only sensitive to families varying cultural needs, but DEPC practices “cultural competency” in numerous ways, at the individual, programmatic, organizational and community levels. DEPC has a diverse staff and ensures that all staff, as well as community partners, have professional development opportunities regarding cultural diversity and competency which helps to strengthen services for families in the community.

**Ages and Stages Questionnaires:**

One of the supports that is available to families either through DEPC’s Family First line or DEPC’s website is the Ages and Stages Questionnaire. Evidence shows that the earlier development is assessed—the greater the chance a child must reach his or her potential. Both the **Ages & Stages Questionnaires®, Third Edition (ASQ-3™)** and the **Ages & Stages Questionnaires®: Social-Emotional, Second Edition (ASQ:SE-2™)**, are highly reliable, parent-completed tools that can quickly pinpoint behaviors of concern and identify any need for further assessment or ongoing monitoring regarding a child’s development. There are many benefits for utilizing the ASQ as a screening tool including: its affordability, availability (on-line and printed versions), easy use and involvement of the family, history of giving reliable and accurate results, inclusion of follow-up activities as well as it makes ongoing monitoring of a child’s development possible. Parents can also use the ASQ results to help talk with pediatricians, teachers, or other professionals if they have concerns about their child's development.

**The Ages & Stages Questionnaires®, Third Edition (ASQ-3™)** screens five areas of development including communication, gross motor, fine motor, problem solving and personal social, while the **Ages & Stages Questionnaires®: Social-Emotional, Second Edition (ASQ:SE-2™)** The *Ages & Stages Questionnaires®: Social Emotional (ASQ:SE)* is a first level screening tool that is designed to identify children who may be at risk for social or emotional difficulties. Within the **Ages & Stages Questionnaires®: Social-Emotional, Second Edition (ASQ:SE-2™)** there are seven key behavioral areas that are evaluated. These areas include:

Self-Regulation: Ability/willingness to calm, settle or adjust to physiological or environmental conditions.

Compliance: Ability/willingness to conform to the direction of others and follow rules

Communication: Verbal/nonverbal signals that indicate feelings, affect internal states

Adaptive: Ability/success in coping with physiological needs

Autonomy: Ability/willingness to establish independence

Affect: Ability/willingness to demonstrate feeling and empathy for others

Interaction with People: Ability/willingness to respond or initiate social responses with caregivers, adults, peers.

To increase the protective factor of knowledge of parenting and child development, DEPC Family Services Staff will encourage caregivers who call the Family First line or walk-ins to complete one or **both Ages & Stages Questionnaires®,** (Third Edition (ASQ-3™**), Ages & Stages Questionnaires®: Social-Emotional**, Second Edition (ASQ:SE-2™) that would give them insight into their child’s development**.** Hard copies of both ASQ versions will be available for any family who does not have computer or internet access. If requested, Family Services Staff will mail a copy of the appropriate ASQ to the caregiver. To ensure that the community at large is aware of this valuable resource, DEPC will utilize both promotional materials and presentations to inform community partners such as medical providers, childcare providers including NC-Pre-K Sites, and Head Start Sites and other human services agencies (DSS (Department of Social Services), Health Departments, CDSA (Children s Developmental Services Agency)) about the on-line availability of the ASQ screening tool. In addition, DEPC will advertise the ASQ link on its website, Facebook Page, flyers, Building Blocks, and other publications. Any family who participates in a DEPC activity (Kaleidoscope Play & Learn Groups, The Incredible Years, Circle of Parents, and Triple P) will also be encouraged to complete the ASQ appropriate for their child’s age. The Program Director will manage the ASQ on-line link, while the Family Services Program Manager will manage and coordinate with other Family Services Staff follow-up with families who complete the on-line ASQ tool.

**Enhanced Support to DEPC Scholarship Families:**

DEPC’s CCR&R (Child Care Resource & Referral) Subsidy Program oversees the DEPC Child Care Scholarship Program which provides subsidized childcare for families of young children who are either working and/or in school. The Family Services Program supports these parents in a variety of ways. Each family who participates in the Scholarship Program receives individualized consumer education and referral services from a trained Family Services Specialist regarding the best childcare option that meets their family’s individual needs. Childcare is provided as needed at group consumer education sessions held at the Family Resource Center. In addition to providing counseling and consultation regarding childcare options, the Family Services Program will assist with scoring and following up with caregivers who complete an Ages and Stages Questionnaire (ASQ). All ASQ scores and follow-up conversations are documented in the child’s record in the Family First database.

**Play and Learn™ Groups:**

“Family, friend and neighbor caregivers” are grandparents, aunts and uncles, older brothers and sisters and other extended family and close friends who take care of young children while their parents are at work or school. Family, Friend and Neighbor care is the oldest and most prevalent form of childcare (National Center for Children in Poverty). The National Center for Children in Poverty estimates that 33-55% of children under the ages of 5 years are cared for by family friend and neighbor caregivers and that family, friend and neighbor care is the most widely used form of childcare for infants and toddlers. According to KidsCount data (2014-2016) 138,000 (57%) of children ages 3-5 in NC are not in school, and or more than likely in family, friend, or neighbor care. In addition, many families use two or more types of care for their children indicating the likelihood of a higher total number of children are in some family, friend, and neighbor care during the week. With these statistics, it is important that opportunities such as DEPC’s Kaleidoscope Play & Learn groups are available within the community for young children to have positive experience interacting with other children and adults.

Brain development research proves that the most crucial time for learning is from birth to five, making quality childcare and early learning experiences foundational for the future success of every child. Without it, children start behind in school and are more likely to stay behind. DEPC’s interest and mission in helping all children develop as healthy, lifelong learners by the end of 3rd grade has raised awareness of how important it is to provide information and resources to all people who care for children so that they can support early leaning of the children in their care. If we are to reach all children, we must also reach and support their family, friend, and neighbor caregivers. Family, friend, and neighbor caregivers, like other significant adults in children’s life want the best for the children in their care. They want their children to be prepared for school and to be healthy and happy. Caregivers are eager to have opportunities to have their children play with other children. Caregivers have also indicated that they appreciate the chance to be with other adults caring for children and to learn more about how they can help the children grow, develop, and learn.

Kaleidoscope Play & Learn™ is a strategy DEPC will use to support family, friend and neighbor caregivers and the children in their care, giving caregivers the child development information and social connections, they want for themselves and their children. Kaleidoscope Play & Learn™ is a model that was developed by Child Care Resources in Seattle, Washington. The model was developed using information gathered through five years of outcomes evaluation as well as practice in field-learning through trial and error and the diverse ways to run Play and Learn in a variety of settings and communities. Play & Learn Groups specifically fit under the Building Blocks of Health and Family and Community within DEPC’s 2020 Strategic Framework. Play & Learn Groups also can help strengthen each of the five protective factors; however, DEPC’s Play & Learn groups will focus on 3 of the protective factors: Social Connections, Knowledge of Parenting and Child Development and Social and Emotional Competence of Children.

During the 2022-2023 SFY, DEPC will offer 2 free Play & Learn groups at the agency’s model indoor and outdoor (Discovery Park) learning environments. Each series will meet once weekly for at least 1 ½ hours for a 32- week period (beginning in August and ending in June). An average of 5-7 caregivers and 6-8 children will participate regularly in each of the two Play and Learn™ Groups. As the Kaleidoscope model is considered a “drop in model” caregivers and their children can join the Play & Learn Groups at any time during the 32 weeks. Attendance numbers will be closely to follow current COVID -19 protocols. Advertising and outreach for the Play & Learn groups will take place prior to and during the entire 32 weeks through the agency’s website, Facebook, and Twitter pages, at community meetings and through flyers and posters posted within the community. Play & Learn groups will target families with young children (birth – age 5) in the general population who are not in formal childcare. These groups will be coordinated and led by part-time Playgroup Coordinator (25 hours per week), who has extensive experience in the field of early childhood development. The Playgroup Coordinator will receive support and supervision from the Family Services Program Manager.

As stated in the Kaleidoscope Play and Learn™ guidelines, the purpose of Kaleidoscope Play and Learn™ groups is:

* To provide Family, Friend and Neighbor caregivers with information, resources, support, and connections to promote optimal development of the children in their care. (Building Block: Health; Protective Factors: Knowledge of Parenting and Child Development)
* To build connections, friendships, and a circle of mutual support among people who care for children (Building Block: Family and Community; Protective Factor: Social Connections)
* To provide children with intentional, developmentally appropriate learning experiences with their peers and caregivers (Protective Factors: Social and Emotional Competence of Children)
* To instill in children and caregivers the love of-and quest for- life-long learning. (DEPC’s Mission)

Kaleidoscope Play & Learn™ takes a ***whole child-whole family-whole community*** approach which are included in the Kaleidoscope Play and Learn 7 guiding principles found in the September 2018 Guidelines.

1. Play is the work of children
2. Community Collaboration
3. Trusting, Responsive Partnerships
4. Respectful Relationships
5. Supportive Community
6. Inclusion
7. Quality

In addition to the 7 guiding principles, Kaleidoscope Play & Learn™ Groups are made up of 7 essential activities that must be included in all Play & Learn™ Groups. The following activities are planned for and occur each time a Kaleidoscope Play & Learn ™group meets:

1. **Weekly groups of 90 or more minutes**
2. **Child Directed Play:** Children and caregivers participate in open-ended, child-directed play, choosing from a variety of play centers which together support the different areas of development (e.g., cognitive, social-emotional, language, fine motor, gross motor)
3. **Coordinated Group Activity:** Children and caregivers participate in a coordinated group activity. Examples include:
   1. Reading or other pre-literacy activities
   2. Singing
   3. Dancing/Movement
   4. Art
   5. Making a snack together
4. **Intentional Caregiver Learning:** The facilitator plans and provides for intentional caregiver learning. Each session includes intentional caregiver learning about how children learn through play. The facilitator may also include caregiver learning about other topics as well.
5. **Intentional efforts to help caregivers build supportive relationships:** The facilitator structures the group to allow for caregivers to interact with each other and makes intentional efforts to connect adult participants to help them build supportive relationships with each other.
6. **Opportunities for children to interact with each other:** The group provides opportunities for children to interact with each other by playing together in small or large groups through parallel play. The facilitator, along with caregivers, assist the children with getting to know each other and in helping children learn to play and work together.
7. **Intentional Opportunities for Caregiver Leadership:** The facilitator provides intentional opportunities for developing caregiver leadership and participation in running the group. Some examples of how this might happen are:
   1. Caregivers are encouraged to plan and lead activities such as reading or telling stories, sharing cultural celebrations, etc.
   2. Caregivers volunteer to help welcome and engage new participants.
   3. Caregivers talk to their Family, Friends and Neighbors to recruit new participants and to share what they have learned at Kaleidoscope Play & Learn Groups.

In addition to the 7 essential activities listed above, DEPC’s Play & Learn Groups have an intentional focus on physical health and nutrition by offering caregivers and children opportunities to sample healthy foods and recipes, as well as participate in fun and engaging physical activities. Caregivers who participate in Play & Learn groups will also be encouraged to complete at least one *Ages and Stages Questionnaires* (ASQ) during a playgroup series to determine developmental strengths and identify any areas of concern or delay. Caregivers can choose to complete the ASQ on-line or hard copy. Completion of the ASQ will provide caregivers with information about their child’s development, as well as help the play and learn group leaders to identify areas of concern or delays that need further interventions and/or referrals. Once a child’s Ages and Stages is scored, the play group leader will follow up with the caregiver regarding the results of the ASQ. If there are any concerns regarding a child’s development or if the child has significant delays, referrals will be made to the appropriate agencies with the caregiver's consent. In addition, the caregiver, with assistance from DEPC staff, may check out materials from DEPC’s lending library that could help facilitate and strengthen their child’s development. All follow-up and referrals will be documented in Family First.

An additional component to Play & Learn Groups will be an offering an array of Triple P programming to interested caregivers. The Playgroup Coordinator is trained in Triple P Level 2 Seminars, Level 3 Primary Care and Level 3 Discussion Groups. She will be available to deliver Triple P services to interested caregivers in each of the playgroups. Triple P outputs and outcomes will be included in a separate Triple P Logic Model.

It is the hope that when each individual Play & Learn group offers the 7 essential activities above, Triple P parenting support, and feedback from *Ages and Stages Questionnaires (*ASQ) that caregivers will come away from Play & Learn groups with the skills, knowledge, and resources to enhance their own child’s overall healthy development. At the end of each Play and Learn series caregivers will complete a retrospective survey to determine whether outcomes are met based on children’s growth and development, as well as caregivers learning and positive changes in behaviors and ability to put new skills into practice.

Due to social connections being a strong protective factor in reducing the risk of child abuse and neglect, a Play & Learn Group “Kick-Off” will be offered in July 2022 to any family who has participated in Play & Learn groups and still have children ages birth-5 in their home, if allowable due to COVID-19 restrictions. This will give caregivers an opportunity to connect with each other and form new friendships. A year end Play & Learn Group “Celebration” will be offered in June 2023 for all Play & Learn Group participants that attend during the FY22 year. Both the Kickoff and Celebration will be facilitated by the Playgroup Coordinator on the DEPC Discovery Park.

**Play & Learn Leadership:**

One of the priorities under DEPC’s 2022 Strategic Framework’s Building Block, Family & Community is to increase parent leadership in decision making. Play & Learn Groups at DEPC have had a long history of creating Parent/Caregiver Play & Learn Leaders. While it has been challenging to identify parent leaders during the virtual delivery made necessary during the COVID-19 pandemic, we are confident that in-person meetings will revitalize this playgroup component. Intentional opportunities for caregivers to lead is one of the 7 essential activities that must be included during a Play & Learn Group. In-person opportunities for caregiver leadership come in a variety of ways, including picking out and reading the story for the week, leading circle time, leading songs, serving snacks, helping to set up and clean up materials etc. By offering these leadership opportunities during Play & Learn groups, caregivers develop the confidence and ability to support their child, an important skill that will help their child become successful in school. Occasionally the Family Services Program identifies caregivers who have the skills and the desire to facilitate their own Kaleidoscope Play & Learn Groups within the community or at DEPC. In these incidences, when available a stipend may be offered to these individuals who complete the requirements of leading a 32 week Play & Learn group series. Currently the Playgroup Coordinator and the Family Services Program Manager have received the Kaleidoscope 101 Training and are able to train future identified Playgroup Leaders.

***A Trainer’s Guide to Kaleidoscope Play & Learn 101: A Training for Play & Learn Facilitators*** is the curriculum used to train Kaleidoscope Play & Learn facilitators. This curriculum was developed by Child Care Resources in Seattle Washington and is based on several years of experience and evaluation of training and supporting the people who facilitate Kaleidoscope Play & Learn groups in a variety of communities across the US. ***Kaleidoscope Play & Learn 101*** is designed to prepare facilitators to plan for and run successful, sustainable, quality Kaleidoscope Play & Learn groups that meet the needs of their communities as well as meet standards and expectations of the *Kaleidoscope Play & Learn Guidelines*. ***Kaleidoscope Play & Learn 101*** provides overview information on a variety of topics relevant to facilitating Kaleidoscope Play & Learn, including information and training on the following: Family, Friend and Neighbor caregivers, child development and how children learn, adult learners and supporting caregiver learning in a group setting, building community within the Kaleidoscope Play & Learn group, *Kaleidoscope Play & Learn Guidelines* and Quality Assurance Activities, tools and resources available from Kaleidoscope Play & Learn groups. Child Care Resources out of Seattle, Washington also has numerous Kaleidoscope webinars on a variety of topics that can be used as supplemental training materials for Play & Learn parent/caregivers' facilitators.

The Kaleidoscope Play and Learn™ guidelines will be followed to ensure model fidelity. Ongoing coaching and support will be provided by *Child Care Resources*, developer of the program. The Family Services Program Manager has received the Kaleidoscope Facilitator training provided by *Child Care Resources* (Seattle, Washington) and will oversee the Play and Learn™ Groups and support the Playgroup Coordinator to ensure that the Kaleidoscope Play & Learn group model is followed with fidelity.

The Family Services Program Manager along with assistance from the Playgroup Coordinator will oversee and organize DEPC’s Indoor Play Space to ensure that the space not only remains safe and clean, but that the space has the needed materials and supplies to support both Play & Learn Groups, as well as childcare during evening events and activities. To ensure that families who utilize services at the DEPC’s Family Resource Center, Building Blocks a comprehensive newsletter, developed by the Family Services Program will be mailed to all families who have had contact with DEPC during the previous 18 months. Building Blocks will be sent out 4 times per year to advertise for upcoming services offered by the Family Resource Center. This method of outreach is utilized to keep families connected with DEPC. The Family Services Program Manager will provide program support and monthly supervision for the Playgroup Coordinator.

1. Staff

|  |  |  |
| --- | --- | --- |
| Job Title | FTE | Minimum Education & Experience Requirements (Please indicate any requirements if mandated by your EB model) |
| Family Resource Center Coordinator (MB) | <1 |  |
| Family Resource Specialist (DR) | <1 |  |
| Family Services Coordinator I (AM) |  |  |
| Family Services Coordinator II(SP) | <1 |  |
| Family Services Program Manager (JC) | <1 |  |
|  |  |  |
| Family Services Specialist II (Iris) | <1 |  |
| Playgroup Coordinator (DB) | <1 |  |
|  |  |  |
| Program Director (KH) | <1 |  |

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

Yes  X No

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

The series will be offered beginning from August 2022 to December 2022 and again from February 2023 to June 2023. Participation incentives, such as books, puzzles, puppets etc. will be offered every 4 weeks (specifically 4, 8,12,16, 20, 24, 28 ,32 and 36) during the 2 series for caregivers to continue the caregiver/child learning at home. A gift card incentive will be provided to caregivers completing at least 80% of sessions at mid-point and at the end of the 32 week Play & Learn group series, plus completing an Ages and Stages Questionnaire and participate in a Triple P event.

1. Is any portion of this activity Medicaid reimbursable?

Yes  No X

If you have checked yes, describe in detail.

1. Community Collaborations:

Describe how this activity will fit into the continuum of services available to your selected target population. Please ensure description extends beyond a list of community collaborators.

Biannually and when COVID-19 restrictions allow, the DEPC Family Resource Center coordinates “Party in the Park” events at DEPC Discovery Park to bring children and families of the community together to promote outdoor learning and healthy physical activity/nutrition practices. Caregivers who participate in a Play & Learn group, as well as families who contact the Family First line often attend the Party in the Park. Among strong collaborations within the agency itself the Child Care Resource and Referral Family Services Program communicates and meets regularly with individuals from community agencies, such as local Health Departments, local Department of Social Services, CDSA, schools, other family resource centers, childcare providers, local businesses, as well as homeless and domestic violence shelters. These collaborations ensure that the community is aware of all services available to families and that appropriate referrals can be made on behalf of families. In addition, the CCR&R (Child Care Resource & Referral) (Child Care Resource & Referral) Program (Core Services, Family Services and Subsidy Services) coordinates a quarterly Child Care Resource and Referral Advisory Committee that consists of parents, childcare providers, businesses, and community services agencies.

1. History of Results

Describe the recent successes of your program and more directly for your proposed activity. Describe specific positive results/outcomes/outputs for your activity that directly speak to the likelihood of future success.

DEPC has had many years of success operating as a Family Resource Center in Edgecombe and Nash Counties. For FY 2020-2021, 772 individuals accessed our Family First System for general parenting, child development information and/or referrals to DEPC or community programs or participated in a Play & Learn group series. Of the individuals who returned a Family First Survey, 94% reported that the referral led to increased knowledge of services appropriate for their family.

Play & Learn Groups (formally called Cooperative Playgroups) have been offered at DEPC for over 20 years for parents and children ages birth-5. The focus of these groups has been on increasing positive-parent child interactions as well as increasing pro-social and emotional behaviors in young children.

According to year end data from FY 2020-2021, 62 caregivers and 77 children participated in our Play and Learn Group program. Out of the end of series surveys completed, 92% of the caregivers who participated in a Play & Learn Group, reported an increased knowledge of "a little more" or "a lot more" in at least one of the following evaluation areas:

a. playing with children in my care helps them get ready for kindergarten b. playing with child in my care helps build a good relationship between us c. children learn through play.

d. what to expect from children at different ages.

100% of the caregivers who completed a survey reported an increase in positive parenting practices (Changing what they do) with the children in their care in at least one evaluation area listed below:

a. describes things they do and see

b. play more

c. read, look at books or tell stories

d. talk about feelings

100% of caregivers who returned the end of series survey reported feeling supported as a parent or caregiver in the community.

1. Cash/In-Kind Contributions Plan:

Please detail your plan for meeting the required 5% cash/in-kind contribution for FY20. 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.

1. Contract Activity Description (CAD)

The Family Resource Center activity will provide comprehensive services, resources and supports to families with children birth-5. Strategies are guided by the best practice principles for family resource centers delineated in The Smart Start Resource Guide. Evidence-based/informed programs consist of Smart Start funded programs including Triple P, Kaleidoscope Play & Learn groups, and non-Smart Start funded strategies including the Incredible Years, Circle of Parents, as well as information and referral; and parenting/child development information. Services are delivered either at the DEPC Family Resource Center, which includes an indoor developmentally appropriate play space, as well as DEPCs model outdoor learning environment, Discovery Park. These physical spaces will be equipped and maintained to ensure appropriate activities and equipment are available and safe for children birth-5. Staff will utilize the Family First database and/or WLS (Work Life Systems) for intake and assessment of family needs and to track referrals to services. NCCARE360 will also be available to Family Service staff to search for community services for families as needed. ASQ and ASQ-SE Family Access link will be available on DEPCs website for families to access. The Building Blocks parent newsletter will be distributed regularly to families who have contacted and/or received referrals for the previous 18 months. Healthy snacks may be provided during group meetings. A gift card incentive will be provided to caregivers completing at least 80% of Play & Learn group sessions at mid-point and at the end of the 32 weeks series, plus complete an Ages and Stages questionnaire and attend a Triple P event. Participation incentives, such as books, puzzles, puppets etc. will be offered throughout the series for caregivers to continue parent/child learning at home. Program staff will implement the activity. Meals, snacks, food tastings and childcare may be provided, and activities will occur remotely as needed. Family Services staff will implement the activity with supervision from Family Services Coordinators I and II and Family Services Program Manager. The Program Director will provide oversight to the program. Staff will provide program support as needed.