



King County

Community Services Division

Department of
Community and Human Services

401 5th Avenue, Suite 510

Seattle, WA 98104

206.263.9062 FAX: 206.296.0156

TTY RELAY: 711

IMPLEMENTATION PLAN

2012 – 2017 Veterans and Human Services Levy:

Activity 4.3.B Parent Education and Support: Play & Learn Groups

1. Goal

Increase self-sufficiency of veterans and vulnerable populations

2. Strategy

Strategy Four of the Veterans and Human Services Levy Service Improvement Plan (SIP) is “Strengthening Families”.

3. Activity Activity 4.3.B Parent Education and Support: Play & Learn Groups

The Kaleidoscope Play & Learn groups’ activity described below is part of Strategy 4.3: “Parent Education and Support”.

4. Service Needs, Populations to be Served, and Promotion of Equity and Social Justice

a) Service Needs

Research has proven that healthy interactions between parents/caregivers and children in the early months and years of life are linked to the prevention of child abuse and neglect, readiness for kindergarten and beyond, and later prevent children’s involvement in the criminal justice system. Findings also suggest that in early childhood there exists a critical, time-limited window of opportunity for both the reception of enriching and strengthening input and for preventing dysfunctional and destructive behavior from occurring. The early years of 0-5 are the most vulnerable for influencing development of the brain in providing executive function, which is the foundation for learning, control of emotions and the capacity for reflective thinking.

Public policy and public and private funding throughout King County and the State of Washington has focused on supporting early learning strategies that take place in licensed child care, preschools, Head Start and ECEAP. While these strategies are important, they overlook the children who do not participate in these programs. These children are in the care of their parents and family, friend and neighbor (FFN) caregivers – those grandparents, aunts, uncles, older siblings and family friends who care for young children while their parents are at work or school.

Family, friend, and neighbor care is the most common type of non-parental child care for young children, with national estimates of 33-53% of children 5 and younger in FFN care while their parents are at work (National Center for Children in Poverty, 2008). FFN care

is conservatively estimated to be the primary care arrangement for 21% of children under age 5 – 28,000 children -- in King County. For infants and toddlers, FFN care is the most common type of child care.

While FFN care is found in all cultural and economic communities, there is a much higher prevalence of FFN care in communities of color, low-income communities and immigrant/refugee communities (National Center for Children in Poverty, 2008). These are the same communities which experience academic achievement gaps (Child Trends, 2009). FFN caregivers are less likely to have access to the most current information about child development and what skills children need to be ready for kindergarten.

One of the most effective ways to ensure positive outcomes for children in FFN care is to ensure that parents and family, friend and neighbor caregivers are provided the support, information, education, and resources needed to make choices and take actions that build strong and healthy families. Research shows that prevention and early intervention approaches are key strategies to address risk factors that families face. Healthy and strong families decrease future need for government funding in areas such as medical services, remedial education and the criminal justice system.

b) Populations to be Served

The population focus for this procurement plan are King County families with young children—primarily under the age of five—who are primarily in the care of their parents or FFN caregivers. These families represent a cross-section of the King County population. Special emphasis is given to recruit and include families that experience stresses that interfere with healthy child development and whose children disproportionately fall into the school readiness and achievement gaps. These include immigrant and refugee families, families with low to moderate incomes, and families of color from all parts of King County.

c) Promotion of Equity and Social Justice

The Equity and Social Justice Ordinance requires King County to consider the impacts of its policies and activities on its efforts to achieve fairness and opportunity for all people, particularly for people of color, low-income communities and people with limited English proficiency. The King County Equity Impact Review Tool available online at: <http://www.kingcounty.gov/exec/equity/toolsandresources.aspx> provides a list of the determinants of equity that may be affected by your activity. Evaluate your activity's impact by responding to the following questions:

i) Will your activity have an impact on equity?

This activity is primarily focused on the equity goal related to early childhood development. The purpose of this activity and of the Kaleidoscope Play & Learn model is to support high quality care, early learning opportunities and nurturing relationships for children in the care of FFN caregivers and parents. The program is designed to address the achievement gap for children who are not enrolled in Head Start, ECEAP, preschool or licensed child care.

Secondarily, the activity and the Kaleidoscope Play & Learn model enhances neighborhoods that support all communities by bringing together families and community groups and organizations to build strong social networks to achieve the

common goal of supporting healthy development of young children that are ready for kindergarten and beyond.

ii) What population groups are likely to be affected by the proposal?

How will communities of color, low-income communities or limited English proficiency communities be impacted?

Because FFN care is more common in these communities, outreach and program participation efforts are focused on reaching communities of color, low-income communities, and immigrant / refugee communities throughout King County.

In a 2011 survey of Kaleidoscope Play & Learn groups (Organizational Research Services, 2012) found that:

- A total of 61 percent of responding participants identified themselves as a race or ethnicity other than White or as one or more races in addition to White.
- A total of 49 percent predominantly spoke a language other than English at home.
- Nearly 50 percent reported having an annual household income under 200% of the national poverty level for a family of four.

iii) What actions will be taken to enhance likely positive impacts on these communities and mitigate possible negative impacts?

Our approach to reaching FFN caregivers and parents includes:

- Partnering with organizations and other groups founded in and by the communities described above. Child Care Resources works collaboratively with staff and community leaders with information, training and consultation on how to reach and engage FFN caregivers. These organizations and community leaders structure the program to fit the cultural and language preferences of their communities.
- Connecting these organizations and groups to other systems (such as King County Library System, elementary schools, etc.) and resources where these communities are underrepresented and where barriers exist for full participation and connection.
- Evaluating outcomes for all Kaleidoscope Play & Learn participants, including analysis of outcomes by culture/race, income, home language and immigrant/native born status.
- Providing written information, trainings and consultation in multiple languages.

5. Activity Description

Over the last 10 years, Child Care Resources, along with over 50 community partners organizations and government agencies, has developed and led the implementation of Kaleidoscope Play & Learn across King County. Kaleidoscope Play & Learn is an effective,

evidence informed program which provides parents and FFN caregivers with the information, practice, resources and social supports to increase the quality of care they provide to the children in their care. The Kaleidoscope Play & Learn model is particularly suited to reaching and engaging FFN caregivers. Research, as well as local and national implementation experience, has shown that FFN caregivers and many parents prefer neighborhood-based support and learning in contrast to more formal, direct instruction models such as classes or training in child development, brain science, etc. (Child Care Bureau, 2007).

Kaleidoscope Play & Learn groups are facilitated play groups for young children and their FFN caregivers and parents. Groups are run by community organizations, schools, libraries and other groups in a variety of neighborhood locations, including community centers, apartment rec rooms and shopping centers. Kaleidoscope Play & Learn groups meet weekly for 1 ½ -2 hours. All groups have a trained facilitator, who sets up a variety of activities and who provides information and guidance to participants.

Community organizations offering Kaleidoscope Play & Learn groups abide by the *Kaleidoscope Play & Learn Guidelines*, evaluation- and field-tested standards for program implementation. In addition, organizations commit to common quality assurance activities including mandatory facilitator training, participation in outcomes evaluation, and a standardized self-assessment required on a regular basis.

As the home of the Kaleidoscope Play & Learn model, Child Care Resources provides the following services to increase the number of Kaleidoscope Play & Learn groups available to FFN caregivers and parents and to ensure the quality of all groups across King County:

- Lead efforts to identify and recruit organizations and community groups to implement the Kaleidoscope Play & Learn groups in their communities, with a special focus on communities where FFN care is most prevalent.
- Provide expertise and knowledge through consultation and guidance to partner organizations in planning and implementation, including giving information on budgeting, funding, hiring and orientation of facilitators, and specialized outreach to FFN caregivers. Child Care Resources also leads and provides guidance on quality assurance activities.
- Direct and coordinate outcome and other evaluation across the county. This includes developing and providing the system and tools to measure and analyze outcomes data, and using that data to improve the quality of the Kaleidoscope Play & Learn model and implementation.
- Train Kaleidoscope Play & Learn group facilitators, including a 2-day required training for all facilitators and regular trainings and workshops on specific topics.
- Broker community partnerships that extend limited community resources. Some examples of this include helping groups find free/low-cost space in libraries and other neighborhood locations; and connecting groups with Getting School Ready Teams, helping families and elementary schools to build relationships before the children start school.

6. Funds Available

The 2012 Service Improvement Plan identified an annual allocation of \$260,000 for Activity 4.3 Parent Education and Support. The Public Health – Seattle and King County (PHSKC) has decided to divide this allocation between Promoting First Relationships and Family Friend and Neighbor / Play and Learn Groups. PHSKC plans to use \$207,000 annually to support the Promoting First Relationships program and \$53,000 annually to support Family Friend and Neighbor / Play and Learn Groups.

	2012	2013	2014	2015	2016	2017
Veterans Levy						
Human Services Levy	\$53,000	\$53,000	\$53,000	\$53,000	\$53,000	\$53,000
Total	\$53,000	\$53,000	\$53,000	\$53,000	\$53,000	\$53,000

A total of \$ 53,000 is available in 2012 to implement this activity. Additional funds will be available annually through 2017 based on the activity's performance.

7. Evidence-based or Promising Practices

Kaleidoscope Play & Learn is an evidence-informed practice that is built upon research and best practices in child development, brain science, family education and support, community collaboration, and group practice. Kaleidoscope Play & Learn also fits well within the Strengthening Families Framework and helps families and communities build the five Protective Factors. Kaleidoscope Play & Learn is considered a national leader in evaluation, making significant contributions of evidence and data to the field.

A 2010 survey (Organizational Research Services, 2010) of FFN caregivers and parents participating in Kaleidoscope Play & Learn in King County found that:

- 71 percent of participating caregivers and parents reported increasing knowledge “a lot more” about their role in helping children be ready for school, what to expect of children at different ages or how children learn through playing because of their participation a Kaleidoscope Play & Learn group
- 82 percent reported changing what they do with the children in their care “a lot more” (e.g., reading or telling stories, playing with the child because of what they learned at the group.
- 55 percent reported decreased isolation through talking or sharing ideas about caregiving/parenting with another adult.

8. Service Partnerships

This activity relies on community partnerships with community-based organizations that serve families who are low-income, immigrants/refugees, and/or people of color and large family support and education systems. Child Care Resources works deliberately to connect organizations, public agencies, and grassroots initiatives to build an institutional system of support for FFN caregivers, parents and the young children they care for. Some of our community partners include:

- Community-based organizations, such as Chinese Information and Service Center, Somali Youth & Family Club, Center for Human Services, KidsCo., YMCA of Greater Seattle-King County, Greater Maple Valley Community Center, Wonderland Developmental Center, Neighborhood House, Encompass, New Futures.
- School districts: Shoreline, Northshore, Bellevue
- Other systems and community initiatives: Getting School Ready Action Teams, King County Library System, Seattle Public Libraries, Community Café Collaborative

9. Performance Measures

The following performance measures were identified by the Levy's Evaluation Team:

A. Outcome Indicators

Service Outputs/ Measures	2012 Target(s)	Data Source
Percent of parents who were confident of improved school readiness for their children	80%	Report Card – Services
Percent of parents confident of improved child healthy social development	60%	Report Card - Services
Percent of parents confident of promoting healthy and nurturing parent-child relationships	70%	Report Card - Outcomes

B. Performance Indicators

Service Outputs/ Measures	2012 Target(s)	Data Source
Number of group facilitators educated in play and learn	32	Report Card – Services
New levy funded Play and Learn Groups	5	Report Card – Services
Number of play and groups	60	Report Card – Services