



NCFRC - Head Start Program – Program Logic Model

Mission Statement:

Active involvement of children and their families in a strong and vibrant community

Statement of Need:

Families and children living in the Norwood community face challenges associated with poverty, prostitution, drug trafficking, and gang activity. The Norwood community has one of the highest percentages of new immigrant families, single female-headed households and multi-generational social assistant dependent families. As well, there is a significant immigrant population that struggles with cultural and language barriers leading to isolation. The families in this community also struggle with poverty. The average family income in the Norwood communities is \$33,966 compared with an average of \$53,289.00 for Edmonton as a city. The most significant disparity is in the income level of lone parent families headed by females; in Norwood the average income for this type of family is \$18,696 compared to \$26,979 for Edmonton as a city.

Poverty is considered an important risk indicator associated with less than optimal child development. Children from impoverished families have higher rates of injuries, chronic illness, child abuse, conduct problems, school problems, intellectual deficits, hyperactivity, and emotional disorders (National Forum on Health, 1997; Sameroff, Seifer, Barocas, Zax, & Greenspan, 1987; Seitz, 1990; Steinhauer, 1996; Yeung, Linver & Brooks-Gunn, 2002). Later life outcomes also tend to be more negative for lower socio-economic status children, including a greater likelihood of becoming school dropouts, an increased risk of delinquency, and the likelihood of lower earnings as an adult (Duncan & Brooks-Gunn, 1997; Jarjoura, Triplett & Brinker, 2002; Keating & Miller, 1999; Waller, 1971; Yeung, Linver & Brooks-Gunn, 2002). In Canada, approximately 21% of children live in poverty (Canadian Council on Social Development, 1998; National Council on Welfare, 1999).

Poverty is rarely present in isolation. Poverty is often accompanied by high levels of stress, social isolation, lack of personal and structural supports, low self-esteem, depression, substance use, poor nutrition, abusive or disruptive family environments, and a myriad of other personal and interpersonal risk factors (Bartko & Sameroff, 1995; Dunst, 1993; Dunst & Trivette, 1990; Garmezy, 1991). As a consequence, children living in conditions of poverty are less likely to receive the key building blocks of early development such as adequate stimulation, supervision, guided learning experiences, nutrition, decent medical care, a safe and secure environment, and access to early childhood development programs to supplement learning opportunities in the home (Manning & Baruth, 1995).

Cultural factors are also an important consideration. In addition, research on immigration suggests that immigrant families and their children often experience a number of sources of stress in their lives, which may be in addition to the effects of low income. These may include language problems, separation from former social networks, loneliness, perceived discrimination, family conflict, and perceived cultural incompatibilities. Immigrants and the children of immigrant parents may experience conflict trying to adapt to one culture at home and another at school or in the community at large (Guarnaccia, P.J., & Lopez, S. (1998).



Defined Target Population:

- The target participants are children between the ages of 3.5 to 5 years old and their parents/guardians.

Broad Strategy:

All NCFRC programs focus on reducing the negative impact of the poverty in our community. We believe in developing resiliency in children and to build on the strengths of the families by encouraging the development of community relationships. We agree that families will be more successful in dealing with the challenges of this neighbourhood with skills of this nature.

Make Connections-Central Intake

We believe that by providing a single entry point to welcome families to the Centre, assess their need and refer them to the appropriate program, internally or externally is an important service. Through a relationship building strategy, staff are able to engage the families in a conversation to collect the information required to determine the interest and need of each family. Families who can benefit from our programs are appropriately connected and those who cannot be effectively served are connected to the appropriate service(s) in the community.

Early Childhood Development Programming: Qualified staff provide an early childhood development approach, in small classes. The Head Start program is guided by a Learning-through-Play philosophy. Learning experiences are based on a curriculum that includes active, hands-on, conceptual learning leading to understanding and the acquisition of basic skills. The learning experiences are meaningful and relevant for the child, cover a broad range of relevant content, integrated across traditional subject matter divisions and delivered through interactive teaching and cooperative learning. Children's individual physical, social, emotional, cognitive, and language development is supported through these activities.

Parent Involvement: All programs are family centered and consider parents as the principle teacher and mentor for their child, and by having parents involved in the program they begin to enhance their skills by interacting with the children and the staff. The Head Start program has been developed to include parents in the program in meaningful ways such as, bus monitor, classroom support, field trips, positions on the Board of Directors and the Parent Advisory Committee as well as through periodic meetings with the children and teacher to discuss progress. Parents are able to provide their feedback and insight on the program, the ways it is benefiting their child, and ways they believe the program could be improved.

Family Support: The program is committed to children, their parents and the family as a whole. Family Support Workers play a key role in family development by working directly with parents. Family Support Workers both advocate on behalf of families as well as work with parents to develop advocacy skills. Home visits are conducted on a regular basis in order to discuss family concerns and provide parent support and support through crises when needed. Establishing relationships with the families in their home is critical to developing the sense of trust necessary to engage parents in the program and encourage their participation. Parents are supported through active group work to develop their own relationship building and leadership skills.



Parenting/Personal Development and Literacy Groups/Workshops

Parents are able to participate in a series of groups and workshops that are offered at the Centre. The groups and workshops are specifically designed to assist parents in further developing their parenting skills and to develop their own personal sense of self worth and resiliency. Parents are supported through active group work to develop their own relationship building and leadership skills. They begin to connect with neighbors to identify and address shared community concerns. As a result, informal support networks are created for families, and a sense of belonging and community responsibility develops.

Community Involvement

We recognize that a single intervention strategy will not fully address the complex needs of this at-risk population. A comprehensive, coordinated approach that delivers a continuum of services is required. We have developed integrated networks of partners to provide comprehensive services for families in the area of health, education, and personal development. Families often connect to resources through the relationship they have built with the program Family Support Worker. This integration improves access to services for families that may be isolated by cultural or language barrier. Understanding community is vital in making appropriate referrals to resources.

Health Services: Assessments and interventions by a multi-disciplinary team of primary health, mental health, and special educational professionals is a key strategy in this program. The intent is to uncover potential delays and address them prior to children entering the school system. Typically interventions have greater success at this stage and ensure children are entering school at an equal level with their peers. The advantage of having the partnership with mental and primary health care service teams is that children that have physical or mental health concerns are detected earlier, when intervention is less intensive and effective more rapidly.

Nutrition Services

Nutrition Services is an integral part of the program. Meals and snacks are prepared daily for all children and their families who attend programs or functions at the Centre. This helps increase their ability to learn and also demonstrates to them how to make food that is simple yet nutritious.

Staff Development

NCFRC provides ongoing training, supervision, and mentoring to increase staff members' skills in developing caring, supportive relationships with children and their families.

Head Start Collaboration: Nine Head Start operators in Edmonton and area have formed an Interagency Head Start Group that has created a unified voice and collaborative agenda consisting of goals to influence and further the Head Start investment in children and families. The strategic goals include advocating for core funding, raising awareness of the need and importance of Head Start programs, ratifying standards and evidence-based practice, advocating for the expansion of spaces, defining universal access, and monitoring and understanding the political landscape.



Rationale:

Given the enormous personal and social costs associated with children growing up in impoverished conditions, a number of approaches have been developed and implemented that target at-risk children and their families. Interventions target the child, the family, or both. Interventions that target the child are usually in the form of centre-based preschool programs. Family-based interventions either train parents to engage their children in ways that have been demonstrated to enhance healthy development, or to access personal and professional supports to improve family functioning. Child-based and family-based intervention programs have demonstrated important benefits to both parents and children (Barnett, 1995; Goodson, Barbara D; Layzer, St. Pierre, Bernstein & Lopez, 2000; McKey et al., 1985; Olds & Kitzman, 1990; Olds et al., 1998; Ramey & Ramey, 1998; Royce, Darlington, & Murray, 1983; Schweinhart, Barnes, & Weikart, 1993). Generally, reviews of research show that early intervention programs are more effective if they involve parents (Barnett, 1995; Goodson, et al., 2000; Olds et al., 1998; Ramey & Ramey, 1998), and that they have a positive effect on parent-child interactions (Benasich, Brooks-Gunn, & Clewell, 1992). Child-based and family-based interventions are dual mechanisms through which preschool interventions affect child outcomes. It is argued that effectiveness is enhanced when these intervention approaches are combined to target both children and their families (Guralnick, 1993; Reynolds, Mavrogenes, Bezruczko, & Hagemann, 1996; Schweinhart, Barnes, & Weikart, 1993; Yoshikawa, 1994).

Early intervention family support is based on the belief that the parent is the key person to influence a child's development and life. Parents ultimately want what is best for their children but may often feel overwhelmed, defeated and unable to properly care for their family. Families who participate in our programs are open to the support provided by the Family Support Workers who actively work to address the root issues facing the family. Early intervention research has clearly demonstrated that providing appropriate social supports to parents is a simple means of preventing and/or lowering the risk of child abuse and neglect.

As stated by Dr. Kenneth Barter, Chair and Child Protection, Memorial University of Newfoundland on June 8, 2001.

"...Family resource programs represent a community building/reclaiming approach to the protection of children from abuse and neglect within families and society."

This approach is widely supported in Family Resource Programs as identified by; Kyle, I., Kellerman, M. Case Studies of Canadian Family Resource Programs. Canadian Association of Family Resources Programs: Ottawa. 1998.

"'Family Support' provides parents and communities with the resources and supports they need to succeed in raising healthy, responsible, productive, joyous children. 'Family Support' is a holistic approach to social services delivery 'based on systemic and interdependent nature of families' lives and the way families and their members are affected by the communities they live in."

As a Family Resource Centre, Norwood has the capacity to utilize a wide range of community resources to promote and support children, youth, adults, families, and community. The activities are driven by participant needs and are sensitive to the diverse cultural and linguistic backgrounds of the families we work with. This service component provides a holistic approach to meeting the unique needs of the families in our community and focuses on the promotion of the families' well being as an extension of the child's well being.



Goals of the Program:

- Children will achieve greater independence and increased school readiness.
- Parents have an increased understanding of their child’s developmental progress and ways to assist them in a developmentally appropriate manner.
- Parents will enhance their parenting skills, social supports, and knowledge of child development to promote healthy child development, healthy attachments and interactions with their child, and ensure all children are safe and have the best possible start in life
- Families experience increased supports and have better access to resources
- Positive interactions between parents and their children
- Increased knowledge of and participation in the community

NCFRC – Program Logic Model – Head Start

Inputs	Activities	Outputs	Short Term Outcomes	Mid-Term	Long Term
Program Manager, Teacher, Early Childhood Educator, Key Workers, Family Support Worker, Partnership Organizations (CASA), families, children, Speech Language Pathologist, Capital Health, Dental Hygienist, Community Health	Daily Head Start Program Activities, such as circle time, planning time, work time (activity centers), small group time, special events, nutrition program, special presentations & parent participation	<ul style="list-style-type: none"> • # of children registered • attendance rate • # of volunteers • # of classroom programming hours with children • Report Cards to parents 	Children improve in the specific target areas of their health if required and such as: <ul style="list-style-type: none"> • Vision • Hearing • Dental 	Children increase their school readiness	Children Succeed in school & in life with the positive support of their families & communities
	Screening <ul style="list-style-type: none"> • Initial developmental screening • Primary health screenings 	<ul style="list-style-type: none"> • # of developmental screens (% of the children) • # of primary health screens (% of the children) 	Children improve in the specific target areas of their development if required, and such as: <ul style="list-style-type: none"> • Social/emotional • Cognitive/general knowledge 		

Inputs	Activities	Outputs	Short Term Outcomes	Mid-Term	Long Term
Nurse, Practicum Students, and required resources (program supplies). Funding from various sources: Alberta Learning, Alberta Children's Services (Region 6- Early Childhood Development), Edmonton FCSS	Need Assessment <ul style="list-style-type: none"> • Consultation with parent on child's needs • Assessment referrals • Follow-up 	<ul style="list-style-type: none"> • # /% of parents consulted • # of referrals based on screens • #/% of children with developmental delays • #/% children having specified target areas in their health and/or development • #/% of referrals followed up • #/% of appropriate services accessed 	<ul style="list-style-type: none"> • Motor skills • Language. Children show increased interest in learning.		
	Development Implementation Plans <ul style="list-style-type: none"> • Trans-disciplinary team including parents develops program plans for children • Deliver treatment/intervention services according to program plans • Ongoing child assessment & monitoring 	<ul style="list-style-type: none"> • # Program Plans completed (% of the children) • #/% of post assessments • #/% of parents attending plan meetings 			

Program Logic Model - Head Start/Family Support

Inputs	Activities	Outputs	Short Term Outcomes	Mid Term Outcomes	Long Term Outcomes	Indicators	Tools
<p>Family Support Workers Program Manager Literacy Worker</p> <p>Funding: Region 6 FCSS United Way ECALA</p> <p>Partners: Success by Six City of Edmonton</p>	<p>Family Support</p> <p>Intake interview</p> <p>Family Plans- staff and families develop plans outlining identified family strengths (i.e. supports), needs/goals, action plan (i.e. next steps/referrals)</p> <p>Implementation support</p> <p>Follow-up</p> <p>Family Involvement</p> <p>Parent groups</p> <p>Parents given opportunities to participate in program delivery</p> <p>Support of parents' community involvement</p>	<p>#/% of parents with identified goals</p> <p># of contacts with families</p> <p># of referrals</p> <p># of parent groups provided</p> <p># of parents attending parent groups</p> <p># of Parent Advisory Committees offered</p> <p>% parents/families with increased community involvement</p> <p>% of parents identifying improved relationships</p>	<p>Families identify goals</p> <p>Parents have increased knowledge of parenting skills</p> <p>Parents increase skills in positive parenting</p> <p>Parents increase awareness of community resources</p> <p>Parents increase their feelings of being supported</p> <p>Parents experience a reduction in stress</p>	<p>Parents have more confidence in their parenting</p> <p>Parents have a better understanding of how to help their child develop and learn</p> <p>Parents increase access to needed resources</p> <p>Families identify a decrease in isolation</p> <p>Parents have increased participation in community programs and activities</p>	<p>Parents are able to promote their children's development and have increased capacity within their community to access resources</p> <p>Parents will experience reduced rates of stress and isolation and increased skills and confidence in the areas of family development and parenting which will reduce the incidence of abuse and neglect.</p>	<p>70% of parents indicate that they have increased their knowledge of parenting skills</p> <p>70% of parents indicate they have a better understanding of how to help their child develop and learn</p> <p>70% of parents indicate they are doing more to keep their child healthy</p> <p>70% of parents report that their participation in community programs and activities has increased</p> <p>70% of parents indicate that they feel less stressed as a result of their involvement in the program</p>	<p>Family/Parent Survey, Staff Reports/Observations</p>