

Parent Support and Education Programs: FY18-19

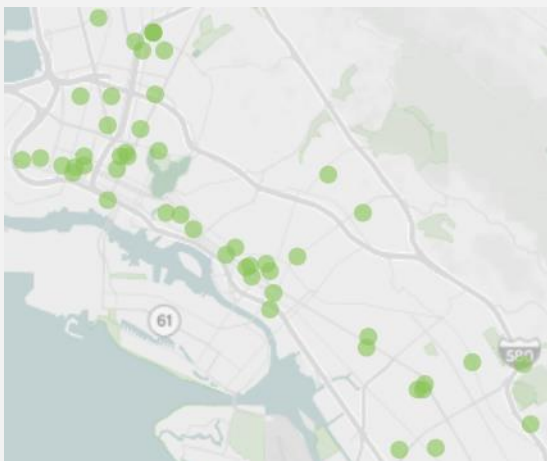


“ We build really good informal **relationships with the families...** when we build a good relationship it's [based in] trust and **when people trust each other**, that's when **a lot of good things can happen.**

– Staff, Lotus Bloom’s School Readiness Playgroups

The Parent Support and Education programs funded by OFCY build parenting skills and knowledge in order to meet the needs of young children and strengthen families. Programs provide programming for parents/caregivers such as playgroups with their children, parent education workshops, support groups, case management, financial literacy training, and community capacity building around early literacy in safe and accessible community locations. In the spring of 2019, Social Policy Research Associates visited one program (Lincoln’s New Highland-RISE Family Resource Center) and conducted interviews with project staff from two programs (East Bay Community Recovery Project’s Project Pride and Lotus Bloom’s School Readiness Playgroups) to learn more about the programs in this strategy.

Programs at a Glance



\$1,788,272 invested

2,171 children served

2,165 parents/caregivers served

14 programs

53 sites

Participants

During the program year, 2,171 children and 2,165 adults participated in *Parent Support and Education* programs. All but one program served children and their parents/caregivers together in playgroups or in parallel activities. Oakland Promise: Brilliant Baby supported children indirectly by providing financial coaching to their parents/caregivers.

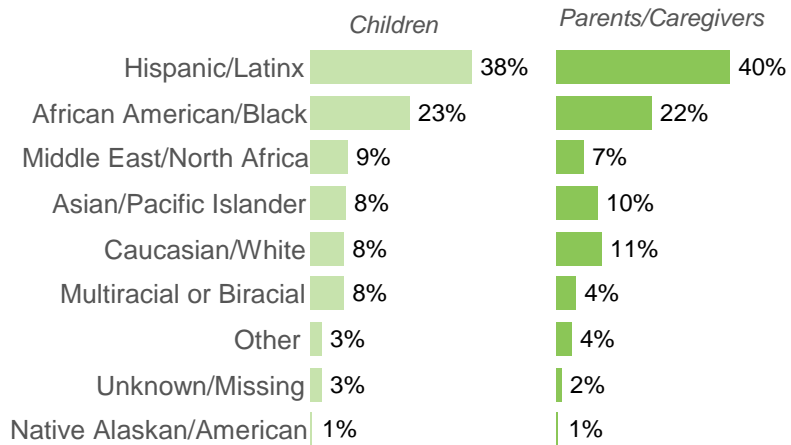
“The children that come here have been **traumatized**. They've either directly experienced it or they've witnessed it. Often, unless **we address what's happening within the child**, they're going to have a very difficult time in school.

– Staff, Project Pride’s East Bay Community Recovery Project

Over 60% of children were Hispanic/Latinx or African American/Black, reflecting OFCY’s priority populations.

Parent Support and Education programs continue to support diverse families throughout Oakland.

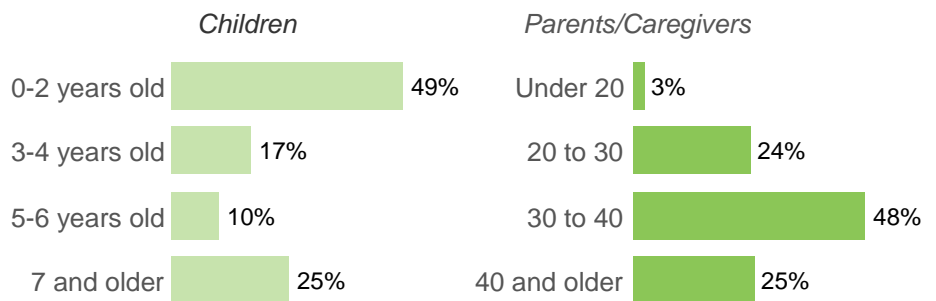
Race/Ethnicity of OFCY Participants



Almost half of children were two years old or younger.

Although programs focused on young children, some programs also served their older siblings by offering enrichment programming while parents/caregivers attended workshops, as well as supportive services.

Age of OFCY Participants



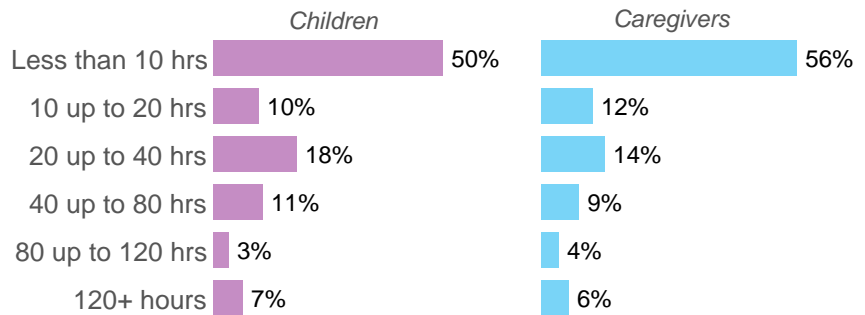
Participation

Parent Support and Education programs were diverse, offering a broad range of activities and service models. Because programs varied in duration from several weeks to year-long, the number of hours families participated in programs ranged widely, as shown below. About two percent of participants attended more than one *Parent Support and Education* program.

About 20% of children and adults spent more than 40 hours in programs.

Many families who participated for less than ten hours received supportive services and/or accessed services through family resource centers.

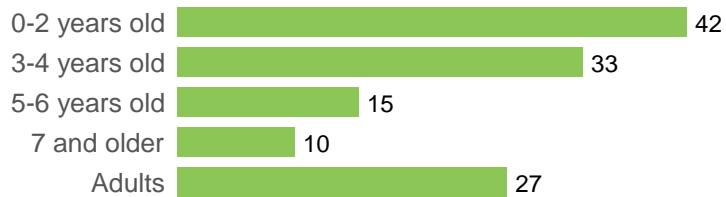
Hours of Participation (per program)



Families with the youngest children generally spent more time in programming.

Families with younger children often participated in ongoing playgroups that provided many hours of programming throughout the year.

Average Hours of Participation by Age (per program)



Program Activities

Parent Support and Education programs offered an assortment of activities tailored to the diverse needs of Oakland’s families with young children.

Playgroups

- Infant and toddler playgroups
- School readiness playgroups

Lotus Bloom provides parent/caregiver playgroups designed to help close the gap in early learning and provide referrals to resources, such as medical services, speech therapy, or other types of case management offered through the school district.

Parent/Caregiver Education

- Child development and literacy workshops
- Financial coaching and college savings accounts
- Parent/caregiver leadership meetings

Lotus Bloom’s School Readiness Playgroups prepare children for school by creating a preschool-like environment and modeling practices and activities that caregivers can use at home to encourage early learning.

Supportive Services

- Case management
- Clinical services
- Referrals and connections to resources

East Bay Community Recover Project’s Project Pride provides clinical services and case management, conducts child assessments, and develops service plans for families at a residential program that addresses mental health and substance abuse.

Transition to Kindergarten

Oakland Unified School District’s Summer Pre-K Program is designed to prepare incoming kindergarteners by providing social learning, literacy activities and math development. Staff also offer parent/caregiver education to support academic readiness.

“ We have free play, circle time, snack time, very similar to preschool. It’s also very **child-led**. So the **child chooses** what activity they would like to do. And **the parent supports and facilitates that play with the child**. It’s **play-based**. The families are looking for... information about school [and] resources in the community.

– Staff, Lotus Bloom’s School Readiness Playgroups

“ Many of our [parents] did not receive adequate parenting. As we improve their skills and knowledge of what’s expected of a [parent] and establish that parent-child relationship... **We broaden their perspective** and show them how... what they see as a well behaved child, is actually a frightened child and that the trajectory for someone growing up under that kind of parenting style is not so good.

– Staff, East Bay Recovery Project’s Project Pride

“ **We promote good health, good eating**. The women go to the farmer’s market once a week and for fresh produce. We try to practice those sorts of eating habits, **exposing the children to good foods for their bodies**. We go out on walks and emphasize healthy communication.

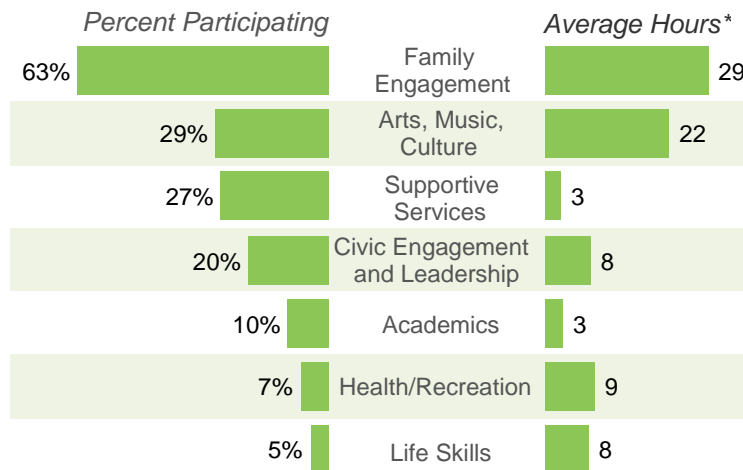
– Staff, East Bay Recovery Project’s Project Pride

The tables below illustrate the amount of time families spent in the activities offered by *Parent Support and Education* programs.

Children and parents/caregivers were most likely to participate in family engagement activities. This is also the activity that participants spent the most time engaged in.

About half of participants who received supportive services also participated in playgroups, workshops, and other activities.

Participation by Activity



**When calculating average hours spent in each activity, we only included children and parent/caregivers who participated in that activity.*

Lincoln’s New Highland-RISE Family Resource Center is co-located with RISE Community School and primarily serves students and parents that attend the school or live in the surrounding neighborhood. Focused on creating relationships with students, parents, staff, and teachers, they provide an emotionally and physically safe space for families. Lincoln staff shared the following story on their website:

At age 6, David’s family became part of Lincoln’s Family Resource Center. Impacted by a traumatic migration journey, David was sad and not adjusting well to his new country. Not understanding English, he didn’t play at recess with the other children and wasn’t eating. Determined to help her son, David’s mother Gabriela shared David’s story with a Lincoln clinician. Through the Lincoln team, David and his mom are getting the support they need to build a strong future.

The Lincoln clinician immediately advocated a transfer for David from his community school to a bilingual dual language immersion school. In working with the family, she also discovered that David had sustained a significant injury during his migration journey, which had not healed properly due to a lack of medical attention. The Lincoln team connected the family to medical resources, and David had the operation he needed. Today, David is a thriving third grader, participating in sports and making friends. David’s mom received the tools and resources she needed from Lincoln’s bilingual staff leaders, and David is now on a strong path toward academic achievement and success. **“Lincoln makes my son and I feel like we matter,”** says Gabriela, which really says it all.

Outcomes

Parents and caregivers who participate in programs provide their feedback and assessment of the programming through annual surveys. The results, illustrated below, were very positive, indicating that *Parent Support and Education* programs successfully supported parents and caregivers in foundational areas of early childhood development, critical to the healthy development of young children. On the survey, 545 parents/caregivers identified how strongly they agreed with various statements tied to the key outcome areas. **Over 90% of parents/caregivers agreed or strongly agreed with all the questions related to early childhood outcomes**, indicating that these programs successfully supported families in these areas.



The families come and see **what a classroom setting would look like**. It creates routine for them. We sing songs and we say a lot of words, so that can help with the **language and literacy gap**. We have a lot of children that come in that might be delayed with speech. And them just being around other children and socializing and hearing a lot more language...**really advances their language**. That's how we contribute to **kindergarten readiness**.

—Staff, Lotus Bloom’s School Readiness Playgroups

Progress toward Early Childhood Outcomes (frequency that parents/caregivers agreed with questions tied to each outcome)

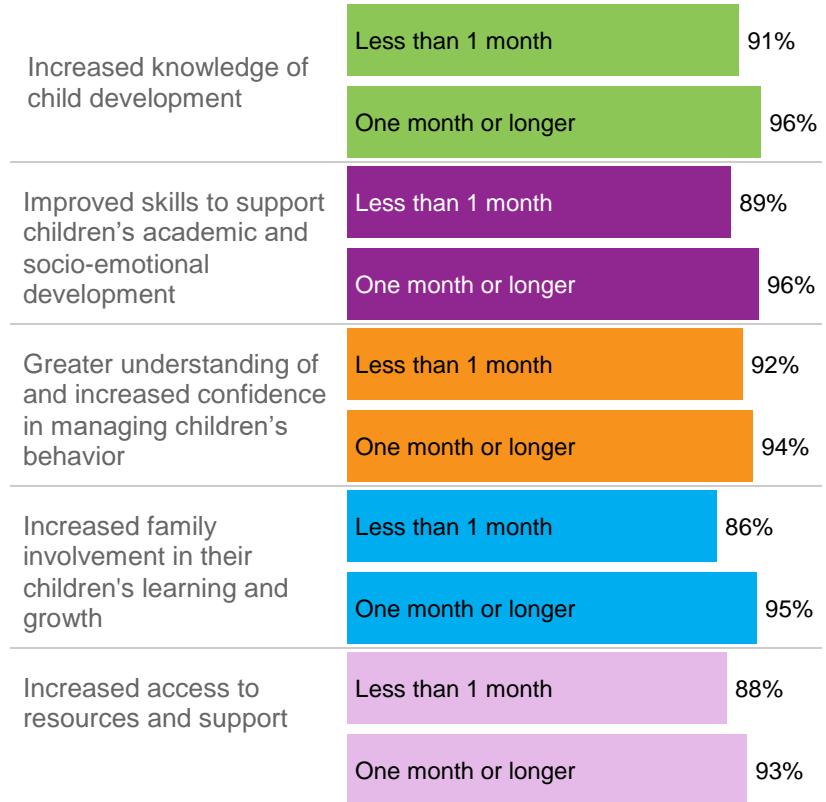


In general, parents and caregivers who attended their program for at least one month reported stronger early childhood outcomes, particularly around involvement in their children’s learning and growth. This is a strong indicator that programs that are able to engage parents and caregivers are making an impact and providing services that work.

“ We do whatever necessary to keep women engaged. We know that this isn't a fun time in their lives. ...We're asking them to feel a whole bunch of things that maybe they haven't felt in years. We just try to pay attention to that and **provide them some relief from that through outings, movie nights, special dinners, things like that.**

– Staff, East Bay Community Recovery Project’s Project Pride

Average Outcomes by Time in Program



At the beginning of every school term the program staff at Lincoln’s New Highland-RISE Family Resource Center at RISE Community School **engage parents/caregivers in a planning session**, so that they help develop the calendar for the following term. They have found that the best way to engage parents is to **provide flexible activities**, such as Zumba and gardening, and to create a safe healing space on campus.





“ **A supportive environment is really important to us.** Having parents come into the resource center and participate in play groups, so when [when their children are] ready to go into preschool, kindergarten, a childcare facility, **they feel empowered to know how to navigate** that space. That, along with kindergarten readiness, is our [main goal].

-Staff, Lotus Bloom’s School Readiness Playgroups

Parent Support and Education Programs

- East Bay Community Recovery Project - Project Pride
- East Bay Agency for Children - Parent Child Education Support Program
- Family Paths, Inc. - Abriendo Puertas/Opening Doors Parent Education
- Lincoln - New Highland-RISE Family Resource Center
- Lotus Bloom - School Readiness Playgroups
- Lotus Bloom - Multicultural Family Resource Centers
- Northern California Society to Prevent Blindness -Vision Awareness and Education
- Oakland Parents Together - Listening to Children Parent Cafes
- Oakland Parks and Recreation - Sandboxes to Empowerment
- Oakland Public Education Fund - Oakland Promise: Brilliant Baby
- Oakland Unified School District - Summer Pre-K Program
- Our Family Coalition - Building Strong Children in LGBTQ Families
- Prescott-Joseph Center for Community Enhancement - Prescott Joseph Center's Pre-preschool Program
- Safe Passages - Safe Passages Baby Learning Communities Collaborative
- Tandem, Partners in Early Learning – Community Capacity Building