



**TRANSFORMATION
EXCHANGE**



Guidelines for Building a Community Anchor:

A Tool for Growing Resilience
in Your Community

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Community Anchor Guidelines:

A Pilot Project for Growing Resilience in Our Communities

Written by: Frances Bisby
Founder, Transformation Exchange LLC, and Community Partner Network
Member, Growing Resilience Movement Outreach & Awareness Team

Supported by: Ginger Espino,
MSW, Community Engagement and Training Coordinator
Growing Resilience Movement Coordinator

Sara Merz, SAFEchild Consultant
Member, Growing Resilience Movement Outreach & Awareness Team
Founder, ACEs Resilience in Wake County Initiative

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The tremendous success of the Pilot is due to the amazing leadership team at **JLBC Community Alliance** whose vision and heart to serve its community knows no limits. It is with deepest gratitude the Community Anchor Stakeholder's honor:

Administrators: Pastor Jeff Robinson and First Lady Renee Robinson

Office Manager: Sylvia Rivers

Program Coordinators: Pastor Bonita Mayberry, Virginia Wall, and Jeanette Sanders

For your unwavering faith and dedication to your community, THANK YOU! It has been a privilege to serve with you.

Community Anchors – The Introduction

The Community Anchor model was developed by Transformation Exchange, LLC, and has been piloted by Transformation Exchange, SAFEchild and the Growing Resilience Movement. Transformation Exchange continues to implement the model through Community Anchors in Wake County with SAFEchild as a key service provider and stakeholder.

What is a Community Anchor?

When we think about a vessel on the open sea, the anchor is used to steady the ship and keep the vessel from drifting off course against forces like wind and currents. It provides stabilization in open waters and a fixed point of reference in the shallows. A Community Anchor (Anchor) is much the same. It is a steadying support for people experiencing poverty and crises. It serves as a resource central to a community or population group. It is a place where people naturally congregate; it is a trusted refuge where people experiencing a crisis already turn for help; and, most importantly, it feels like home. Anchors do not have to conform to any standard format or venue, but examples might include: a faith-based organization, a community center, a business or non-profit, a support group, or even just a special individual's front porch.

Why are Community Anchors so important?

We cannot always change the circumstances through which a person must journey, but we CAN help strengthen their ability to overcome hardships and reduce the effects by connecting supportive resources and networks. During times of crisis, people living in historically underserved and marginalized communities can struggle with a host of influences that impact their ability to seek assistance. Barriers may exist that prevent someone from obtaining a concrete need such as the lack of transportation or childcare. Sometimes, barriers are harder to detect like the overwhelming effects of crisis on mental well-being or the pressure of cultural stigma. Breaking down these barriers requires a bridge that can span the gaps and connect households to resources and solutions. An Anchor's relationship with its community is that bridge. The Community Anchor is the "game changer" that leverages their RELATIONSHIP with their community to break down access barriers, fuel systemic change in the delivery of services, and build RESILIENCE in the households that represent their community.

What is Resilience?

Resilience is the ability to cope with, adapt to, and overcome adversity. Individuals, families, organizations, and entire cultures can build resilience.

In the mid-1990s, The Centers of Disease Control and Prevention (CDC) and Kaiser Permanente conducted studies surrounding the effects of [Adverse Childhood Experiences \(ACEs\)](#). The results of the study inextricably linked children's exposure to trauma from adverse experiences to long-term impacts and life outcomes such as chronic health conditions, mental illness, and substance misuse in adulthood.

Adverse Childhood Experiences (ACEs)

Adverse Childhood Experiences (ACEs) include all types of abuse and neglect such as household circumstances like experiencing or witnessing violence, abuse, or neglect; mental health issues; substance abuse disorder; incarceration of a parent; or divorce that occur during childhood (0-17 years). ACEs can extend beyond these examples to include any situation that traumatizes the child.

It was further determined that intervention with mitigating [Protective Factors](#) such as secure concrete needs, social/emotional competency supports, and strong social connections could reduce negative impacts and “build resilience” to adverse effects. The Protective Factors used by the Community Anchor Model are those defined by the Strengthening Families™ Approach. This approach was developed by the Center for the Study of Social Policy and funded by the Doris Duke Charitable Foundation. However, there are many other types of Protective Factors for individuals and families depending on the designated impact focus like “strengthening families.”

When KPJR Films released its documentary, [Resilience: The Biology of Stress and the Science of Hope](#), detailing this correlation; BUILDING RESILIENCE became a national MOVEMENT. Although ACEs have no socio-economic boundaries, we do know that poverty and crisis increase the risk of occurrence of adverse experiences. Therefore, it is critical to find innovative ways to connect supportive networks to communities and people groups at an increased risk for experiencing trauma and/or to remove barriers to accessing physical and community resources that contribute to [Social Determinants of Health \(SDOH\)](#). Social Determinants of Health are those conditions that shape the environments in which we function. They impact our health, our quality of life, and our decisions that lead to life-outcomes. The Community Anchor Model targets disparities defined by the community and promotes access to resources that build resilience at the individual (both youth and adult), family, and community levels.

How Do Community Anchors Help Build Resilience?

The goal of the Community Anchor Model is to help connect and deliver agency, non-profit, and ministry services at the Community Anchor site. This direct connectivity opens opportunities that:

- raise awareness about relevant community issues,
- provide programming and training for Anchor leadership and community members,
- create pathways for direct referrals, and
- help people build healthy interpersonal relationships at home, school, and work.

Because the services are available at the Anchor site and during already-established gatherings, it makes participation in services accessible and convenient. The added benefit is that the services are introduced to the community through their Anchor’s leadership who can then encourage participation and even join in the activities with their community. So, the process organically creates supportive groups that are working toward building social, emotional, and physical supports in a safe, healthy environment. These insulating supportive networks, relationships, and resources are defined as Protective Factors.

Anchors build resilience in their communities by empowering the community to define its needs, building choices into the process of addressing the needs, and taking the journey to well-being side-by-side.

Strengthening Families™ Protective Factors

- Parental Resilience
- Social Connections
- Knowledge of Parenting and Child Development
- Concrete Support in Times of Need
- Social and Emotional Competence of Children

Center for the Study of Social Policy

Social Determinants of Health (SDOH)

Social Determinants of Health (SDOH) are those conditions that shape our communities, health, quality of life, and life outcomes. The SDOH including:

- access to healthcare;
- access to education;
- access to economic opportunity;
- social and community connections; and
- neighborhoods and the built environment.

How the Community Anchor Model Began

For people and families living without economic margin, the supportive systems that make up public assistance are inseparably linked when it comes to stabilization, recovery, and life-course re-direction. For example, if someone lives in public housing, accepting a better paying job can put their housing subsidy and food security in jeopardy.

The absence of, or unreliability of, any concrete need (housing, employment, transportation, healthcare, childcare, or food security) can quickly put a household on a slippery slope. If there are barriers like poor credit, prior eviction, or a criminal record, it can make economic stabilization difficult to achieve without intervention. The combined effects of multiple community-wide crises like the pandemic, lack of affordable housing, and a soaring cost of living have created a host of reasons why many Wake County residents are finding it difficult to provide for themselves and their families. Whether it is due to a single situation or a set of chronic circumstances, a household in “survival mode” can result in stressful environments, high-risk behaviors, and even victimization. More importantly, when our families are facing hardships, the impacts upon our children also mount and the occurrence of ACEs statistically rise.

We live in a county rich in health, human, and social services and many working within our public agency and non-profit providers have a tremendous heart to serve. However, it is often difficult for someone unfamiliar with public assistance, or the non-profit arena, to navigate to the right organization for help. Likewise, agencies and non-profits have difficulty reaching neighbors who remain locked behind access barriers. These were the “disconnects” that forged the development of the Community Anchor Model. It was designed to take help closer to home and set equity into action by breaking down barriers to needed services. The Community Anchor Model brings resources and tools for wellbeing deeper into the community where people live, work, meet spiritual needs, and come together as friends and family.



The Community Anchor Model

The purpose of the Community Anchor Model is to strengthen what the Anchor is already doing in its community and to equip its leadership to bring their vision to fruition. The Anchor leadership chooses the starting point. How it grows from there is up to their collective community. However, the Community Anchor Model does encourage the framework of peer-led support groups since mental health and well-being supports have become a national imperative. Prior to the pandemic, one in seven young people reported having suicidal thoughts. By August of 2020, the rate was one in every four. Although the CDC does not identify a difference in

reported mental illness rates aggregated by race or ethnic groups, it does point out that racial and ethnic minorities are less likely to seek treatment.

Therefore, as providers, members, and stewards of our communities, it is incumbent upon everyone that calls Wake County home, to help address health disparities and barriers to care for low income, minority households that remain hard to reach. Although the priority for the Community Anchor Model is to strengthen families, due to the statistics around youth in crisis, there is an emphasis on strategies and resources that grow resilience in our youth and their environments.

The latest data from the CDC on the mental health impacts of COVID-19 on both youth and adults substantiates the need to intervene as a united community to mitigate the trending increases in ACEs:

- 55% of youth reported experiencing emotional abuse by a parent or caregiver.
- 29% reported a parent or other adult in their home lost a job.
- 11% reported experiencing physical abuse by a parent or caregiver.
- Adults with recent symptoms of an anxiety or depressive disorder increased from 36% to 42%.



Both youth and adults need the wrap-around supports of Protective Factors, secure Social Determinants of Health, and strong community networks irrespective of socio-economic status. Based on risk for adverse occurrences, it is especially important for marginalized and historically underserved households. The peer-led support group is a key delivery mechanism for community resources. It also empowers participants to determine their own needs and to choose the programs that are relevant to them. With the help of a Site Coach, agencies and non-profits can connect in several ways:

- Train the Trainers (equips the Anchor to provide curriculum or gain appropriate certification)
- Provide On-Site Programs and Events
- Introductions to Off-site Program Opportunities
- Provision of Direct Services and Referrals

The Site Coach can be a consultant, a peer support specialist, or just someone who understands the local service systems. They work with the Anchor, and its community, to identify the supports that would be the most effective. Ultimately, the role of Site Coach should transfer to Anchor leadership or an engaged community volunteer. At every level, the Community Anchor Model strives to equip the community it serves to operate sustainably and independently.

The Anchor support group framework is tailored to fit the makeup of any group. For example, groups could be formed to accommodate youth, single parents, mothers and fathers, grandparent caregivers, etc. Groups should start by solidifying a secure, supportive environment focused on wellbeing: physical, social, and emotional. As the groups build trust and lean into the support of a therapeutic environment, other programs and resources can be integrated according to the group-defined interests. The objective is to build Protective Factors into the fiber of the support groups and assist participants as they seek to secure the Social Determinants of Health. As the group works through trainings and connects to opportunities, stabilizing attributes like financial stability, reduced disparities, and healthy relationships increase fueling the growth of resilience.

The focus areas below represent the categories from which Community Anchors and group participants can choose to connect including, but not limited to, the following:

- Education
- Employment
- Food Security
- Family Services
- Health Services
- Housing
- Human Trafficking
- Immigration
- Legal Services
- Reentry and Diversion

Together, the Site Coach, Anchor leadership, and the support groups select activities that cover soft and hard skills, set family supports in place, and connect concrete resources to the support group.

Protective Factors

- Social and Emotional Competence
- Social Connections
- Concrete Supports
- Resilience (Coping Supports for Stress and Crisis)
- Knowledge of Parenting and Child Development

Social Determinants of Health

- Economic Stability
- Education
- Social/Community Context (Support Systems, Community Engagement)
- Health and Wellbeing
- Healthcare
- Neighborhood and Built Environments

How to Start an Anchor

The starting place is defined by the Anchor and can begin as part of any on-going activity. There is no need to recreate the wheel. It can go “big,” or it can go “small” to form the best fit with the Anchor’s existing volunteers and resources like time, space, and funding. Because every community is unique, the structure and delivery of resource connectivity will also be unique for each Anchor site. However, the most important building block in developing an Anchor site, and the tie that binds it all together, is the investment made in building relationships.

The relationship between each of the contributing stakeholders is vital to the success of the site:

- the relationship between the Anchor and their community,
- the Anchor and the Site Coach,
- the Anchor and the service providers, and especially
- the service providers and the people being served.

It is the relationships that bring people into the group, make it feel safe to be vulnerable in front of others, and provides hope in the knowledge that help is just around the corner. It is the relationships that give people HOPE.

One of the first things potential Anchor sites ask is, “Can this be done without funding?” The answer is, “Absolutely!” There are a wide variety of programs and initiatives that are provided through funded sources like non-profit programs, Wake County Health and Human Services, Wake County Cooperative Extension, City of Raleigh Parks, Recreation, and Cultural Resources, Wake County Parks, Recreation and Open Space, and many others. Sometimes, if the location of the Anchor Site qualifies based on socio-economic indicators, sliding scale opportunities allow for heavily discounted tickets or program fees. With a little coaching and partnership from the Wake Network of Care, Anchor staff can learn how to recruit resources and navigate service systems. The goal is always to equip the community with the tools it needs to implement its own solutions.

The Important Thing Is... TO START!

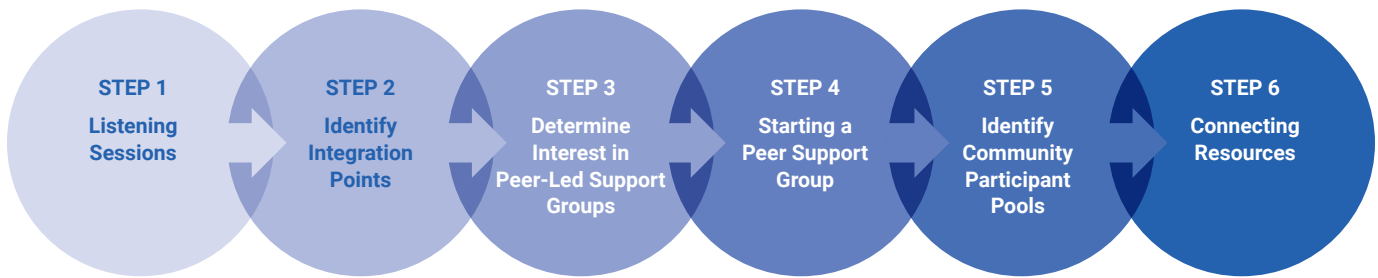
It does not have to be complicated – the starting point is simply today. If you have ten kids that come to play basketball in the afternoons, then it starts with a conversation over a basketball. What is important to them? What do they find difficult? Buy-in comes when people, young or old, understand they are the captain of their own ship and get to steer the process.

From the very first steps, it is important for participants to know:

- They were heard,
- They can trust that every effort will be made on their behalf,
- The response will be to the need they defined, and
- Even if there is not a clear solution; they will have someone with them on the journey.

It is the same process whether it is for youth, adults, or a combination that includes the family unit. Even though the process begins with the interests and preferences of the group, this is often just the catalyst that brings underlying causes of a problem to the surface and empowers the problem’s owner to choose their next steps. Resilience grows when people are empowered to make choices that validate their dignity and their capacity for self-advocacy.

The process of taking the steps in relationship with Anchor leadership, cohorts, and community partners can then lead to direct referrals and other resources that would have ordinarily remained untapped. So, starting “big” or “small” is not as important as just taking that first step. Wherever you start, it will begin the process of changing outcomes and it will make a difference in people’s lives.



General Steps of the Process

The following steps describe the piloted process. However, there is more than one way to implement a plan. Potential Anchor sites should feel free to improvise based on what works best in their community.

STEP 1 – Listening Sessions: Invite your team to a Community Anchor Presentation and Listening Session. It is important to start with clear expectations and to develop a plan. A Site Coach can walk stakeholders through the Model and help the leadership team and community define their vision and goals for the site. This is the “base map” for future planning sessions and resource recruitment efforts.

STEP 2 – Identify Integration Points: Determine if there are any groups or activities currently underway that would provide opportunities for community partners (service providers) to connect. These are Integration Points.

STEP 3 – Determine Interest in Peer-Led Support Groups: Determine if there is interest in starting peer-led support groups. If there is interest, what ages and interests would be represented by the participant members? For example, single moms under thirty-five, dads of all ages, teens ninth through twelfth grade, or youth eighteen to twenty-four years of age.

STEP 4 – Starting A Peer Support Group: If the Anchor Site is interested in starting a peer-led support group, it may be the first-time participants have joined a therapeutic environment where experiences are shared and there is opportunity to be emotionally vulnerable in a group setting. Note, the peer-led support group is NOT therapy. It is intended to initiate Protective Factors and attributes from the Social Determinants of Health including Social and Emotional Support as well as Community Context.

Starting with something neutral is a good way to build confidence in the security of the group. The Model kicks off the groups by introducing a curriculum developed by Mary Ellen Copeland who founded the Copeland Center. The curriculum is called the Wellness Recovery Action Plan or WRAP for short. It is used as an icebreaker, but it also gives participants a great set of tools to put in their wellness toolbox! More information about WRAP can be found here: copelandcenter.com/wellness-recovery-action-plan-wrap This is not required but is recommended for its address of well-being and self-advocacy.



STEP 5 - Identify Community Participant Pools: “Participant pools” refer to those places within proximity to the Anchor Site where outreach efforts would be effective to engage community members. They are locations where potential participants might congregate. Collect contact information of leadership and initiate a meeting to discuss collaboration and common goals. Is there a mutual goal or way to work together?

STEP 6 – Connecting Resources: However the initial group is formatted, as a basketball team or a peer-led support group, the next step includes providing options about resources, activities, and goals the group would like to accomplish. It could be a community project, building a select skill set, participating in an on-site program, or visiting community colleges about career pathways. The important thing is that the group determines what their needs are and the Anchor, together with the Site Coach, provides options, guidance, and connectivity.

Projected Outcomes

Specific community outcomes are dependent on the goals and objectives set by the Anchor and the community as well as the programming and resources chosen. Nevertheless, implementation of the template model has the following broad goals and expectations:



Putting equity into action

Meet people and communities where they are to eliminate barriers to access.



Reduces stigma surrounding mental health

Provide trainings and programs inclusive of Anchor leadership in a familiar environment helps normalize therapeutic environments and discussions that vocalize personal vulnerabilities. This helps people prioritize, and be intentional about, their well-being (physical, mental, emotional, social, and educational)..



Addresses over-arching disparities

Open access to resources in low-resourced and hard-to-reach communities.



Prioritizes isolated people groups and communities

Connect resources to geographically and culturally isolated communities and people groups.



Promotes self-advocacy and self-regulation

It is a journey in self-awareness and adaptive strategies to manage emotions and use prosocial behaviors.

Are You Interested in Becoming an Anchor?

We hope these guidelines will prove helpful during the planning process as your organization considers what a Community Anchor might look like in your community. The information represents the development process used during the Pilot and the on-going effort to continue the Growing Resilience Movement in Wake County and beyond. Both the Transformation Exchange and SAFEchild welcome the opportunity to share the process and answer questions about development, start-up, and implementation. We look forward to hearing from you!

Please feel free to contact:

Frances Bisby

fbisby@transformationexchange.com

or

Ginger Espino

GEspino@safechildnc.org

Additional questions to consider during the Community Anchor planning process:

Goals and Objectives

Start with the endgame in mind... it makes the design process much easier!

What is the mission of your organization and how will being an Anchor further that mission?

What do you want to accomplish?

Reaching Your Audience

What are the participant pools within your area of outreach?

For outreach, what tools will be needed?

- Flyers
- Community Partners
- Listserv
- Established Networks

How will you provide information about upcoming opportunities to participate?

- A shared Google Calendar
- A Website Calendar of Events
- Social Media
- Call Center

Will you need a registration process? Although it requires an investment up front, it may save time for the person who leads the Anchor activities. Some options:

- Google Form
- Email
- Website
- Doodle Poll
- Eventbrite

Volunteers

What level of volunteer support will be needed to run your activities? Is it sustainable?

Do you need to provide volunteer training about Cultural Competencies? Intrinsic Bias? Trauma-Informed Care? HIPPA? Your Site Coach can connect you with these resources.

What is the level of technical proficiency of staff or volunteers to develop/manage the outreach tools and data tracking?

Data

How will you track participant data?

Demographics? Outcomes? Testimonies? This is so important to do from the very first day. Whether it is a testimonial to the difference you are making or application for funding, there should be a record of who you served, how you served them, and what problem you helped solved.

Process

Are there formalized processes and procedures that are required from a regulatory perspective for your activity? For example, for volunteers coming on-site to work with youth, criminal background checks are required. Many organizations that help connect volunteers to organizations and projects have standard screenings. It may be convenient

to grow your volunteer base through such an organization. Parental waivers are also an alternative. However, it is advisable to consult with a legal advisor about the limitations of a waiver.

What is your emergency plan in the event of injury or incident? How will you address the collection of medical information such as allergies? What is your security of plan for personal information and access?

Are you prepared for people with disabilities or language barriers?

How will you address the liability of having on-site programs?

Are there other potential Anchors nearby that would be interested in working together to share resources, facilities, and participants?

Is transportation needed for participants? Can you provide even limited transportation such as to an express stop or pick-up point?

Is there funding or donation potential for meals?

Is there funding available for programs or do you need to find resources that are already funded?

Example of a Community Anchor – A Pilot Program

Juniper Level Baptist Church (JLBC)
Community Alliance

Example of a Community Anchor – A Pilot Program

Juniper Level Baptist Church (JLBC) Community Alliance

The Pilot Program

Late in the summer of 2021, well into the effects of the pandemic and system breakdowns across the board for most low-income services, the non-profit arena and agencies alike were experiencing difficulties with program participation. In response, the Transformation Exchange, SAFEchild, the Growing Resilience Movement, and an extraordinary faith-based organization, Juniper Level Missionary Baptist Church (JLMBC), embarked on a mission to change the service delivery platform for under-served communities and people groups.

Transformation Exchange developed the Community Anchor Model and offered it as a tool to help SAFEchild and SAFEchild's Growing Resilience Movement (GRM) collaboratively accomplish their goals of preventing trauma and mitigating its impact on children and in families. In partnership, these organizations recruited community partners and programs that aligned with the JLMBC's vision and piloted the Community Anchor Model.

The Pilot Partnership

The Transformation Exchange is a dedicated community advocate located in the heart of Wake County that works through human services and social justice initiatives to build service provider capacity to meet the needs of neighbors experiencing poverty and crisis. It also stewards the Community Partner Network (CPN) providing a free and neutral platform that fosters collaboration and connectivity between service providers and the community to bring resources closer to home for Wake County neighbors.

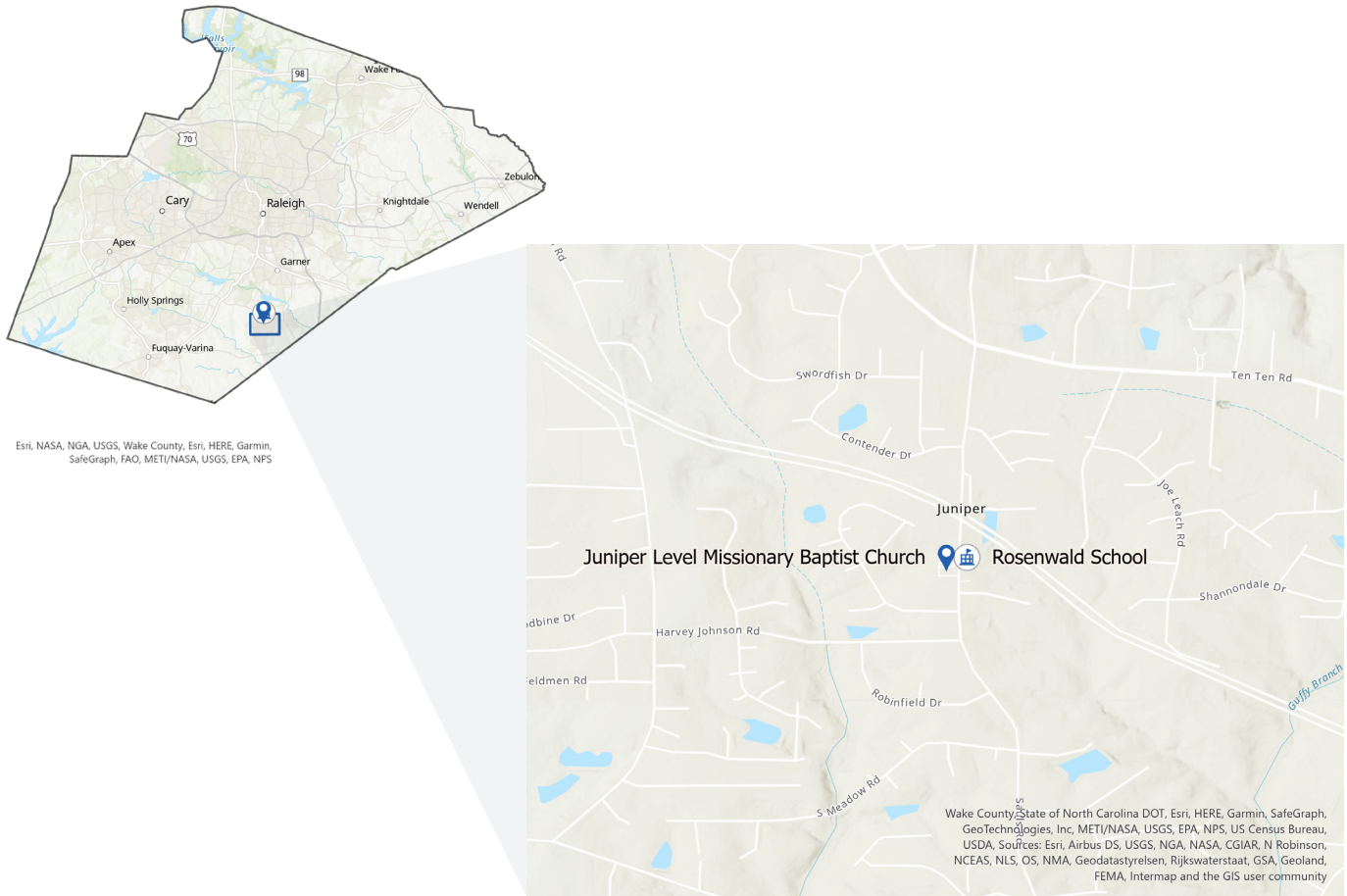
SAFEchild (Stop Abuse For Every Child) supports families having a wide range of needs. It is the only organization in Wake County that offers a full range of child abuse prevention and intervention services for children and families at no cost. The Growing Resilience Movement (GRM) was formed in 2021 when SAFEchild merged its work in the ACEs Resilience in Wake County Initiative, founded by Advocates for Health in Action in 2016, and its Child Abuse Prevention Plan (CAPP) funded by the John Rex Endowment.

JLMBC and the JLBC Community Alliance – The History

JLMBC began in August of 1870 when New Bethel Church chose to segregate its congregation as the realities of emancipation reached the landowners and agricultural communities of Wake County. Nine free men and their families received a contribution from New Bethel Church to establish their own church. It is still in its original location on Sauls Road in the Panther Branch Township in the southern region of Wake County.

From its formation, the plan for the church was to serve as the cornerstone of the community and included a school to ensure the education of its children. This vision has remained the guiding star on its horizon throughout its history. In 1926, JLMBC raised the required matching funds to build a [Rosenwald School](#) and opened the school on their church grounds. The school remained in operation until 1956 when the Supreme Court ruled that racial segregation of children in public schools was unconstitutional in the landmark case of Brown versus Board of Education.

The school fell into disrepair over time with the lack of use until, in 2000, JLMBC organized a dedicated group of community advocates, the Juniper Level Baptist Church (JLBC) Community Alliance, for the express purpose of restoring the historic building to its original state and community purpose. It was a long journey, but the site was added to the National Register of Historic places, funded for restoration (including additional funds from the Rosenwald Foundation), and re-opened in August of 2021.



Case for Planting a Community Anchor in Southern Wake County

Today, JLMBC and its Alliance are shepherding the community through a new threat - rural gentrification. For over a decade, Wake County and the City of Raleigh have been nationally recognized as one of the top places to live fueling population migration and explosive growth. To keep up with the demand for luxury homes, developers have moved into the rural landscape of southern Wake County and specifically the census block groups encompassing Panther Branch Township.

The township was established in 1868 and was comprised predominantly of rural farming communities with high concentrations of minority and low-income households up until the early 1990s. Today, according to Census data (ACS 2020 – 5 Year Table), it is 72% white, 14% Hispanic/Latino, 10% Black, 2% Asian, and 2% identifying as more than one race. Township median household income is \$86,786 and only 3.3% of the population are recognized as living below the poverty line. Yet, out of the six schools engaged for program outreach, there are three Title I schools and more than 2,700 students on the Free and Reduced Lunch Program. Title I schools are defined by high numbers, or percentages, of children from low-income families and receive additional funding to ensure that all children meet state academic standards.

Why is this important to note in the context of the Community Anchor Model? Because the type of growth and development permitted in the areas surrounding JLMBC's community has changed the socio-economic composition and specifically raised the localized median household income. Median household income is a key indicator used to determine poverty level, eligibility for services, and is also used to prioritize the distribution of public resources to "hot spots" where the need is greatest. As affluent housing development is staged adjacent to low-income households, key indicators for community vulnerability and qualified assistance becomes obscured by the demographic and socio-economic characteristics of their new neighbors.

Wake County Social Equity Atlas Map Series

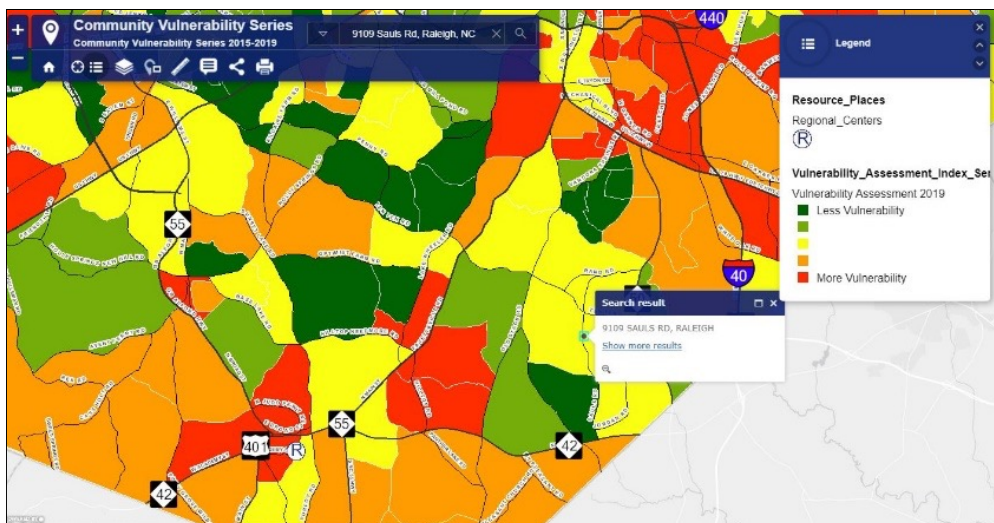
Take, for example, these two excerpts from [Wake County's Social Equity Atlas](#). The Atlas is a powerful tool that helps track the health and well-being of our communities using a Geographical Information System (GIS).

Notice that in the Community Vulnerability Map, its analysis indicates that the area around JLMBC is Neutral regarding areas of vulnerability. However, if compared to the Economic Health Index, the same area leans toward Less Healthy

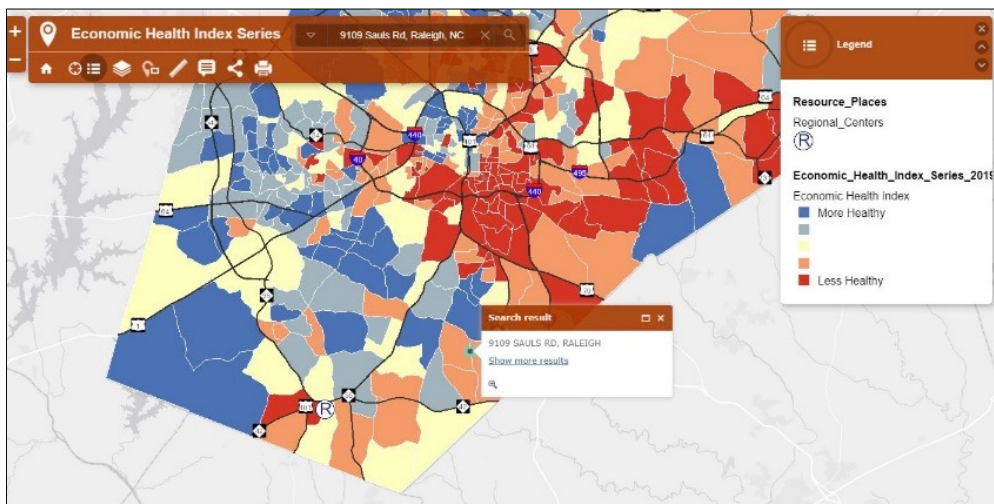
Technology provides many benefits that help agencies preserve resources and make informed decisions. However, it is important to remember, it is only a tool. Agencies need the balancing observations of the boots on the ground and, without it, underserved communities, such as this one, are subject to double jeopardy. This is not the anomaly in Wake County, it is the norm for low-income communities under pressure from gentrification and development.

The Community Anchor Model creates a direct link between the Anchor sites and Wake County Health and Human Services via the corresponding Regional Centers. It effectively opens communication between County and Departmental leadership and our communities. Community Anchors, by definition, are the heartbeat of their communities and they are keenly aware of the challenges their neighbors are navigating. It is more important than ever before to equip our Community Anchors to amplify the voices of their community and to partner with agencies, non-profits, and advocates as part of the solution.

Community Vulnerability Map



Economic Health Index Map



According to the Steps

JLMBC and their Alliance have always answered the needs of their community connecting resources that fortified families and prioritized education providing tutoring, after school care, food distribution, and crisis intervention. The restoration of the Rosenwald school provided an additional 3,000 square feet of facility space dedicated to providing an affordable amenity for the community, youth education, and family services for the community at large. In the summer of 2022, the JLBC Alliance was awarded American Rescue Plan Act (ARPA) funds by Wake County's Board of Commissioners to address the high rate of impacts experienced by at-risk youth due to the COVID-19 pandemic. The objectives included expansion of afterschool and summer programs to bridge learning gaps, connectivity to mental health resources, financial literacy training for youth and adults, and connectivity to County services and programs.

Shortly after notification of the award of ARPA funds, the Transformation Exchange and SAFEchild introduced JLMBC and its Alliance leadership to the Community Anchor Model as the ideal process through which the grant requirements could be met and connectivity to services and programs facilitated. The following section provides a detailed accounting of the steps taken based upon the Community Anchor Model.



STEP 1 - Listening Sessions

On October 4, 2021, the Listening Session took place. JLMBC and the founding members of its Alliance, a core assembly of Community Partners, and Growing Resilience Movement affiliates came together to launch the first Community Anchor. It was a time of fellowship and new beginnings. A founding member of the Alliance, who attended the Rosenwald School as a child, relayed the legacy of support and education that this Anchor represented in the Panther Branch community.

This set the bar high for expectations and delivery. Each community partner presented information on their organization and its services. The passions of both the community and the service partners were evident and an excitement about the possibilities filled the room. As the time to close drew near, the starting place for leadership was apparent. However, Step 1 has two parts: listening to leadership and listening to the community. Following the leadership session, a community survey, a resource fair, and a pre-holiday parent support circle were used to determine the social and concrete needs of participating community members.

The parent survey showed interest in a Parent Support Group, Mom-to-Mom time, Dad-to-Dad time, Bible Study, Connection to Community Resources, and an Advocacy Group Focused on Critical Community Needs. Other questions that were asked included best days and times to meet, and if childcare was needed.



Step 2 – Identify Integration Points

Although the non-profit, JLMBC Community Alliance, is the entity through which the Community Anchor Model operates, the church congregation was a significant portion of the youth and adult participants at the beginning of the process. JLMBC also opened its church building to provide additional space for group meetings and offered on-going church activities as integration points for both program participant recruitment and service delivery.

There were firm boundaries established for the connectivity of programming during church activities so as not to dilute its purpose which was, in fact, to worship. Carving integration points into the ongoing activities, such as the first 30 minutes of the fourth Wednesday evening Bible Study, created a healthy balance of serving the community's physical, social, and emotional needs as part of ministering to their spiritual needs.

Integration Points chosen by JLMBC, and its Alliance, were as follows:

- Tutoring, M-F, 3:00 -7:00 PM, K-12 (Rosenwald School)
- Monday Nights – Adult Programming (Church)
- T & Th Youth, 5:30 -7:00 PM (Rosenwald School)
- 4th Wednesday Bible Study, 7:00 - 8:30 PM (Online)
- Leadership Training Opportunities (Upon Request - Combination)

Step 3: Determine interest in Peer-led support groups

This can be as simple as a show of hands or as data driven as a survey from a cell phone app. The best approach is the one that fits the target audience and the need. There is no reason to bring a bulldozer if a shovel will suffice, right? It may take different types of outreach tools to fully engage a diverse audience that have varying degrees of technology access and skills. For JLMBC and its Alliance, a paper form was used for the parent survey with a simple set of questions that could easily be managed in a carpool line.

A peer-led support group, for the purpose of the Community Anchor Model, refers to a supportive gathering of people with shared experience and interests that choose to come together in fellowship to find understanding, support, and guidance. The environment of the group is protected and one where mutual respect and peace are maintained as a priority. Each Peer-led support group has a volunteer Facilitator who serves as a liaison between the group, Anchor Leadership, and the Site Coach. The Facilitator works closely with the Site Coach to communicate the preferences and needs of the group. Anchor leadership also participates in the support groups as a pivotal point of trust when service providers, and/or programming, are introduced through the group. The Site Coach provides options and introductions to resources. The group chooses the direction of upcoming meetings and the providers with whom they are interested in working.

Feedback from the survey showed a strong preference for parent support services. With the holidays approaching, an introductory pre-holiday parent group was initiated called Peace for Parents. Alliance Behavioral Health staff (who were also members of the Growing Resilience Movement), facilitated the meeting with the goal of alleviating parents' holiday stress and pressures of Christmas expectations. SAFEchild was also represented. Approximately 20 participants came to this first meeting. Most attendees were women, but there were two fathers that also came.

As the conversation deepened, there was an outpouring of comments and emotion about the heavy losses of friends and family due COVID-19, the pressures from having school children home during the lockdown while juggling work, and how the holidays seemed to magnify the emotional intensity of the past two years. It was an unprecedented night of sharing, filled with hope and promise, as help took on the face of a neighbor. Amid this small group, barriers to mental health were stripped away; a new way of connecting services to unreached communities launched; and parents received an immediate response to needs that otherwise would have remained unasked and unanswered.

Follow-up from the event included adding program opportunities specific to needs the expressed: the start-up of SAFEchild's Circle of Security group, a grief counselor presented during the allocated Bible study time to provide tools and resources, and two organizations specializing in support group facilitation were connected to the After School Program and Adult Program roster. The Peer-led Support Group for youth was led by Recovery Communities of North Carolina (RCNC) and continued from January through the Young Achiever's Summer Program.



The flyer is titled "Peace for Parents" in a large, bold, blue font. Below the title is the question "As a parent, could you use a little peace in your world these days?" in a smaller blue font. To the left of the text is a circular logo featuring a white dove with its wings spread, set against a blue background with white clouds. Below the logo is a photograph of two men sitting on a bench outdoors, engaged in conversation. The flyer provides event details: "Thursday, December 9th", "Rosenwald School", "9109 Sauls Road, Raleigh", and "6:00 to 7:00 PM". It lists activities: "Join Us For: Good Food", "A Pass on Perfection for the Holidays", "Sneak-A-Peak into Family Support Opportunities Connecting to JLMBC", and "A Chance to Speak into the Planning Process for 2022". A paragraph of text describes the event: "Wendy Gant and Margaret Soler from Alliance Health will kick off our Parent's Support Circle just in time for the holiday frenzy. It is the perfect time to take a moment for yourself, enjoy good food, the company of neighbors, and help plan Peace for Parents in 2022. We want to know how we can best support you and your family." At the bottom, it says "To Attend, Please Call Pastor Mayberry at 919-621-2730". There is also a photograph of a woman hugging a child.

Peace for Parents

As a parent, could you use a little peace in your world these days?

Thursday, December 9th
Rosenwald School
9109 Sauls Road, Raleigh
6:00 to 7:00 PM

Join Us For:
Good Food

A Pass on Perfection for the Holidays

Sneak-A-Peak into Family Support Opportunities Connecting to JLMBC

A Chance to Speak into the Planning Process for 2022

Wendy Gant and Margaret Soler from Alliance Health will kick off our Parent's Support Circle just in time for the holiday frenzy. It is the perfect time to take a moment for yourself, enjoy good food, the company of neighbors, and help plan Peace for Parents in 2022. We want to know how we can best support you and your family.

To Attend, Please Call Pastor Mayberry at 919-621-2730

STEP 4: Starting a Peer Support Group.

This was welcomed by JLMBC parents. Based upon the needs identified, the group setting was recommended by the Community Anchor model developer to incorporate elements of both the Protective Factors and the Social Determinants of Health. The Circle of Security series was chosen as a nurturing first step to establishing a therapeutic setting that made first time participants feel comfortable. SAFEchild's curriculum includes ten sessions designed to strengthen parent-child relationships and help parents be intentional about how they respond to their children's needs to build their sense of security and self-confidence, and foster positive behaviors.

STEP 5: Identify Community Participant Pools

Seek partnership with nearby schools and community centers. JLMBC and its Community Alliance have historically included education in their community ministries. It is also a key deliverable under the agreement with Wake County to expand tutoring and its programs for children impacted by COVID-19. Therefore, Anchor leadership made concentrated efforts to cultivate relationships with the six schools within their community. They worked through principals and social workers to identify youth and families that might benefit from affordable afterschool and summer programs that strengthen academic success and promote social/emotional well-being. Their proximity schools included:

- Vance Elementary
- North Garner Middle
- Rand Road Elementary
- Garner High School
- East Garner Middle
- South Garner High School

Other Participation Pools included JLMBC's 400 congregation members and the 200 plus Food Hub participants. Information about upcoming programs and opportunities were distributed through the church listserv and Facebook, the Southern Wake Health and Human Services Regional Center, the Social and Economic Vitality Listserv, and the Community Partner Network.

Step 6: Connecting Resources to the community on-site and by referral.

Community Anchors can increase access to supportive services and resources in their community. This is an important part of creating SYSTEMIC CHANGE. It is EQUITY IN ACTION when resources "come to the need" rather than expecting the "need to come to the resource." The role of an Anchor in tailoring these connections to fit the unique needs their community is the most vital component of the model. Anchors know their own community and have an unbiased perspective about what is effective. The following pages present a detailed list of programs and services connected to the Pilot site starting with the listening session in December of 2021 (Peace for Parents) through August 19, 2022.

The following feedback from the series is provided by its SAFEchild facilitators, Ginger Espino and Laura Brimberry:

Being back in person (after almost two years) conducting Circle of Security Parenting (COSP) series with parents who already had a connection with this church community accelerated the group process and was absolutely a privilege to watch. The group members, including us as facilitators, were in such need of a deeper, physical connection to process the collective trauma of COVID. The Circle provided an open, safe forum to share our families' joys and challenges. This only happened because the church leadership constantly promoted this opportunity, encouraged parents to attend, volunteered to play with the children during group, and sent gentle reminders to attend!

After a few weeks, the reminders were no longer necessary as the parents realized that they deserved this time to be with other parents, have a break from the kids, and focus on how they wanted to strengthen their family. The COSP concept of "good enough" seemed to remove a huge burden that our parents were feeling as they tried to help their children manage all the changes in their lives due to COVID on top of the general day-to-day realities of family life.

Hearing a young mom say that she now picks her children up early from daycare because she cannot wait to see them – sums up the level of success of this group. They just needed to see their children's needs in a different light and learn how to fulfill those needs. That is when much of the parental stress dissipates. Learning without being judged or shamed is key to this process. The group did a spectacular job supporting and nurturing each other. Having this peer-partnership, gives parents an opportunity that they may not have had otherwise. Having this experience in a safe, familiar setting made all the difference in their participation. The relationships gained in the Circle will also be sustained through this Community Anchor. So, their journey together is not over – it has just begun. They are now hands for each other to hold when times are rough, and they are the ear to bend when there is sheer delight to share. We all need that and our children, and our children's children... will reap the benefits.

~ Ginger Espino

FOCUS AREA	PROGRAM	ORGANIZATION
YOUTH PROGRAMS		
Youth Supportive Services	Youth Mentorship	YM4C (Young Men 4 Christ)
Interactive, character-based impact sessions that promote a growth mindset, social awareness, and compassion towards others.		
Youth Supportive Services	Activity Series	Get Happy
Strives to restore quality of life for people of color through health and wellness, innovative education, and community-driven engagement. Classes at JLMBC are designed to help youth participants heal, inspire, and encourage healthy lifestyle through music education and other hands-on activities.		
Mental Health and Well-being	Straight Talk	RCNC
Youth Peer Support (13–18 years of age) group helps empower youth with coping skills for education, self-advocacy, independent living, and navigating challenges like peer pressure and other tough topics in their world.		
Family Services	Teens Against Bullying Victims Assistance Services	Family Resource Center South Atlantic
Teens Against Bullying (TAB) is a teen-led program that focuses on the needs of youth victimized by bullying. Youth Victims are provided with resources and support as well as guidance and encouragement to become advocates against bullying. Our program recognizes youth who are targets of bullying as well as witnesses traumatized by bullying. Email tab@frcsa.org to learn more.		
Education	Tutoring	JLBC Community Alliance
JLBC Community Alliance, and their Rosenwald School, offers in-person and virtual tutoring, counseling through Alliance Health, ESL programs, and transportation services.		
Family Services	Funny Tummy Feelings	SAFEchild
Funny Tummy Feelings is an age-appropriate prevention tool that teaches children to recognize abuse, talk about abuse, and most importantly, know that abuse is unacceptable.		
Education	Programs and In-Home Libraries	Wake Up and Read
Wake Up and Read is on MISSION to see that children are reading at grade level by the 3rd grade. They work to engage communities, remove barriers, and assist families to serve as full partners in the success of their children. JLBC Community Alliance is a distribution and pick up site for home libraries and have big plans to explore the science behind reading with community parents. Families will learn how to create a home environment that encourages and excites children about reading.		
Education	Restorative Academics	Mary Magdalene Ministries
Community Icon, Geraldine Alshamy, works with youth of all ages to provide programming in the cultural arts designed to build character, promote diversity, and foster team building.		
Education	Financial Literacy – Crown Financial	JLBC Community Alliance
Builds basic knowledge of financial management including saving, investing, and debt with an over-arching goal of achieving financial well-being and self-trust. Topics covered include:		
Basic concepts: Checking and Savings Accounts, Stocks, Bonds, Annuities, Credit, Retirement (401-K)		
Cost of Living: Rent/Mortgage, Utilities, Food, Taxes, Healthcare		
Careers: Knowledge, Skills, Abilities, Opportunities, Salaries		

FOCUS AREA	PROGRAM	ORGANIZATION
YOUTH PROGRAMS (Continued)		
Education	The WELL Program	Wade Edwards Foundation Learning Lab
<p>The Well Program is designed to empower the high school student community with opportunities for achievement, enrichment, and service enabling life-long academic professional and personal success. The Well offers tutoring based on the student's schedule and by appointment only. Register at wade.org/tutoring</p> <p>WELL's post-secondary prep program for juniors and seniors is LEAP (Life Expectations and Planning). LEAP classes are once per month and may include assistance with FAFSA applications. Register at wade.org/leap</p> <p>For more information and to register for Well's ACT/SAT Boot Camps visit: wade.org/act-sat-prep. Be sure to sign up for the Well's newsletter to stay informed about other programs and activities as well as helpful articles for both parents and students.</p>		
Education	7 Habits of Highly Effective Teens	Wade Edwards Foundation Learning Lab
<p>Developing positive habits can improve a student's chances of academic and life success and that fits perfectly with the overall mission of the WELL: To provide accessible achievement and enrichment opportunities for the high school community to pursue enduring academic, personal and career success. This workshop series combines discussion, video, and fun activities to guide students' understanding of their choices.</p>		
Education	STEM Activity Series	Wake County Cooperative Extension - 4-H
<p>4-H offers a wide range of activities for students from incubator projects that explore the science of embryology to projects around animals, gardens, and leadership.</p>		
Education	EFNEP	Wake County Cooperative Extension - 4-H
<p>Expanded Food and Nutrition Education Program Provides a series of interactive nutrition education sessions that include food experiences, tastings, demonstrations, and hands-on activities to engage participants and build skill sets in food resource management, food safety, and food security.</p>		
Education	Museum and IMAX	Marbles Kids Museum
<p>Marbles Kid Museum partnered with JLBC Community Alliance's Young Achievers Summer Program to provide elementary children museum access throughout the summer months. Middle and High School youth enjoyed IMAX documentaries followed by tours of the Downtown Raleigh Museums. Package included 8 visits and an evening event.</p>		
Education	Life Coaching	Terrance Perry
<p>Community Advocate, Terrance Perry, worked with high school and middle schoolers setting S.M.A.R.T. goals (Specific, Measurable, Attainable, Relevant, and Time-based). Students identified strengths, motivation, and actions. Class discussion explored the hurdles of family, friends, school, peer pressure, and the decision-making process. (Series of 3 classes)</p>		
Education	Life Coaching	Terrance Perry
<p>Community Advocate, Terrance Perry, worked with high school and middle schoolers setting S.M.A.R.T. goals (Specific, Measurable, Attainable, Relevant, and Time-based). Students identified strengths, motivation, and actions. Class discussion explored the hurdles of family, friends, school, peer pressure, and the decision-making process. (Series of 3 classes)</p>		
Education	Social Skills	Joyce Bailey-Stephen
<p>YASP Middle and Highschool students were visited by veteran educator, Joyce Bailey-Stephen, who provided a three-class series designed to strengthen social skills and build self-confidence. Students learned the value of using positive words, designed T-shirts with their creative colors, and participated in activities affirming their gifts and talents.</p>		

FOCUS AREA	PROGRAM	ORGANIZATION
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YOUTH PROGRAMS (Continued)

Education	Tons of Fun	Volunteer Teachers
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Tons of Fun was provided by community volunteers as a fun activity for elementary children that included a variety of games and activities topped off with SMORES.

Education - Healthcare	"Oh, The Places You Can Go in Healthcare!"	LaDonna Thomas
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Students learned about different parts and organs and parts of the body, healthcare professions, played medical trivia, and had hands-on time with medical equipment such as blood pressure cuff, gauze, stethoscope, etc.

Education – Life Skills	SPACES & SPACES TOO	4-H Series – Dr. Norman
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Spaces is for youth between 12-16 and SPACES TOO is for youth 16-18 years of age. The program focuses on social and interpersonal skill building that helps youth interact in positive ways with others.

EXPERIENTIAL EXPLORATION OF THE GREATER COMMUNITY

Education	4 Campus Tours	Wake Tech Community College
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Leadership at Wake Tech Community College will host YASP participants at all four campuses this summer to explore career pathways and opportunities available to eligible high school students through the College Career Promise Program.

Family Services	Swimming Lessons	Garner YMCA
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JLBC Community Alliance and Garner YMCA have partnered to help families in the community bridge the access gap and participate in the program opportunities provided at the YMCA. Upcoming fun in the sun for YASP includes swimming lessons immediately following an on-site Sunday Service and picnic.

Pop Up Barber Shop

Students enjoyed a "Back to School" salon day sponsored by Wake Tech's Barber program.

Field Trips

- Rainbow Lanes
- Horseback Riding
- Parks and Recreation: Pullen Park, White Deer Park, Centennial Park
- Carowinds
- Fire Station

Pop Up Barber Shop

There has been an out-pouring of community volunteers who have invested in the YASP students this year. One volunteer opportunity seeks to provide the students with exposure to different career pathways and the chance to have REAL conversations with adults about their career choices and outcomes. The JLBC Community Alliance wishes to recognize:

- Laurie Jackson – Architect, Maurer Architecture
- Dr. Scott Ralls – President, Wake Technical Community College
- Dr. Nicole Reaves – Vice President, Wake Technical Community College
- Pastor Kim Reives – Juniper Level Liasson with South African School Initiative
- Juanita Hall – Retired Corrections Officer

FOCUS AREA	PROGRAM	ORGANIZATION
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YOUTH AND ADULT PROGRAMS

Employment	Workshops	Dress For Success
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Introduction to Dress for Success programs and services: Provided presentation as well as activities to highlight the power of first impressions and the importance. Members from the church participated in a makeover and modeled the transformation for the JLMBC congregation to encourage participation.

Mental Health and Wellbeing	"Oh, The Places You Can Go in Healthcare!"	LaDonna Thomas
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The Wellness Recovery Action Plan (WRAP®) is a personalized wellness and recovery system born out of and rooted in the principle of self-determination. WRAP® is a wellness and recovery approach that helps people: 1) decrease and prevent intrusive or troubling feelings and behaviors; 2) increase personal empowerment; 3) improve quality of life; and 4) achieve their own life goals and dreams. Additionally, it satisfies the 20 hours of related training required to complete Peer Certification in the State of North Carolina. Activities adapted for youth and adults.

ADULT PROGRAMMING

Mental Health and Well-being	Peace For Parents	JLBC Community Alliance
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Parents Peer support group. This group served as the first adult support group. Its participants set the agenda for resource connectivity. From this initial meeting, SAFEchild and WRAP followed.

Family Services	Circles of Security	SAFEchild
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SAFEchild leads a 10-session series designed to strengthen parent-child relations by taking an in-depth look at how parent response to their child's need can change behavior and build positive, interactive relationships. The program focusses on building a sense of security and confidence in our children as well as strengthening the parent/child bond.

Family Services	Triple P	Project Enlightenment
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Positive Parenting Program® provides parents with a toolbox of techniques to manage misbehavior, set rules and routines that everyone respects and follows, encourage positive behaviors, and raise happy, confident kids. It is a parenting and family support system designed to prevent – as well as treat – behavioral and emotional problems in children and teenagers.

Family Services	Day 2 Day Dads	Family Resource Center South Atlantic
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Day 2 Day Dads works to improve employment and economic mobility opportunities, foster healthy relationships, and strengthen child-family engagement among fathers.

Food Security - Seniors	Friendship Café	Meals on Wheels (MOW)
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Through MOW, JLMBC now offers a Friendship Café for seniors. Presently, we offer grab and go lunches on Tuesdays and Thursdays. As COVID safety precautions ease, seniors will dine, socialize with friends, play games, and enjoy activities and experiences together at our Rosenwald School. Our Friendship Café will be a fresh twist on the congregant dining hall and will operate Monday through Friday (hours TBD).

Mental Health and Well-being	Day 2 Day Dads	Family Resource Center South Atlantic
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To provide evidenced-based actionable steps toward completing your relationship to the pain, isolation and loneliness caused by a significant emotional loss of any kind.

COMMUNITY SERVICES

JLMBC Food Bank: 1st and 3rd Thursdays from 9:30 AM to 11:30 AM

JLMBC stewards the distribution of perishable and nonperishable grocery items to its neighbors residing in surrounding communities and across Wake County. The JLMBC Foodbank, and its volunteers, are committed to relieving hunger for families experiencing food insecurity and serves as a collection and distribution center in the southern region of the County. Food boxes are stocked with a two-week supply of items. We emphasize the importance of healthy, nutritious foods. Donations are also accepted M-F from 9:00 AM to 5:00 PM or through the [website](#).

Fresh Produce Delivery: 3rd Monday of each month from 9:30 AM to 11:30 AM

Fresh produce is delivered to JLMBC once a month for distribution. Recipients are asked to follow the marked lanes for drive-thru service. Food will be placed in the vehicle's trunk via a safe, contactless process.

Community Garden

In partnership with Wake County's NC Cooperative Extension, JLMBC Community Alliance has an open-participation community garden. In tandem with its Food Hub, the garden was planted to increase access to fresh produce for near-by residence. It has also been included in educational activities with 4-H and the Young Achievers Summer Program.

Resource Fair

In the fall of 2021, Community Partners participated in a resource fair designed to introduce residents in the Southern Region of Wake County to opportunities. This event marked the early efforts to raise awareness in the non-profit and agency arenas about the low-income, under-resourced communities between Garner and Fuquay Varina and invite connectivity. Participating organizations included:

- InterAct
- Medicare, Advantage Plans and Medicare Supplement Plans
- Family Resource Center
- A-Vision Planners
- HJH Vocational Training Center
- Alliance Behavioral Health
- Easter Seals
- Poe Health Center Alliance Medical Ministry
- StepUp Ministries
- Duke Cancer Institute
- Wake Health and Human Services
- Wake County Smart Start

Vaccinations and Testing: Monday–Friday from 9:00 AM to 5:00 PM

JLMBC has partnered with Ottendorf Laboratories to provide services for COVID-19 drive-thru testing and vaccinations. We offer Moderna, Pfizer, and Johnson & Johnson vaccines. The service is open to the public and does not require insurance, an ID, or an appointment.

Outcomes

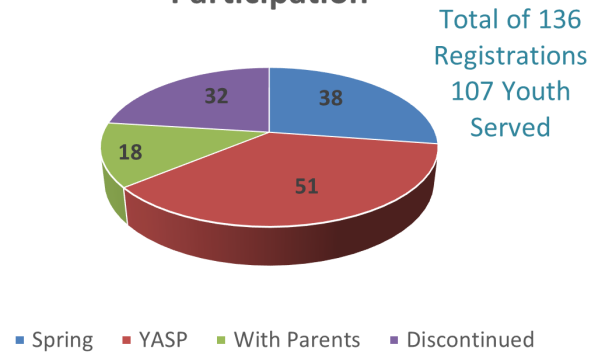
Data collection for adults began with the Peace for Parents listening session prior to the 2021 Christmas break and, for youth, data collection began in January of 2022 as students returned to school. There were three primary sessions for which the following data was collected and analyzed January 4 – August 19, 2022:

- Spring Semester After School Program (SSASP) – the Rosenwald and on-line tutoring services held Monday through Thursday from 3:00 PM to 7:00 PM.
- Track Out Camp (1 Session) - this camp, due to the small number of children who participated (5), was included with Spring Registrations.
- Young Achievers Summer Program (YASP)

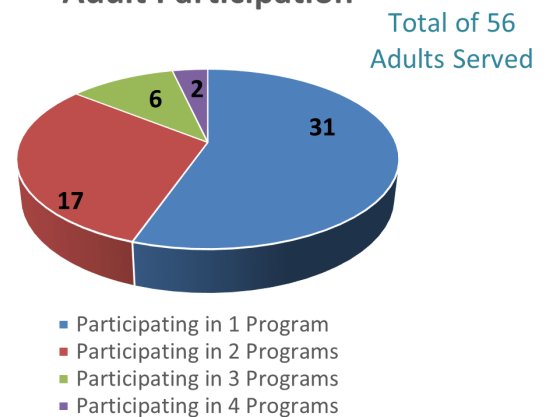
Who did we serve?

Total Student Registrations	136
Spring 22 Registrations	60
Spring Discontinued	15
Youth Attended w In-Program Parent	6
Total Served in Spring Programming	38
Total Youth Served SP22	44
YASP Registered	76
YASP Discontinued	17
Youth Attended w In-Program Parent	12
Total Served in YASP Programming	51
Total Youth Served YASP	63
Students attended both Sp22 and YASP	20
Total Youth Attending Programs	107
Total Adult Registrations	56
Participating in 1 Program	31
Participating in 2 Programs	17
Participating in 3 Programs	6
Participating in 4 Programs	2

Youth Registration and Participation



Adult Participation

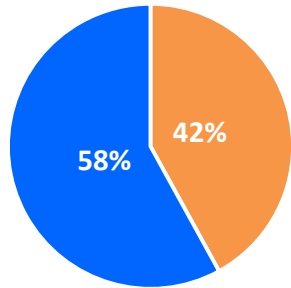


A total of 163 individuals participated in programs implemented through the JLBC Community Alliance – 107 youth and 56 adults served. Each youth that participated in a session of programming was counted as one student. For reporting purposes, if a student participated in both the SSASP and YASP sessions, the student would be counted as two youths served. There were 71 unique youths and 56 unique adults that participated in offered programs. Twenty (20) students participated in both program sessions.

Youth Participant Demographics

For this Pilot, demographic tracking was limited to the youth participants and combined students in both the SSASP and the YASP sessions. As the Pilot moves into its second year, demographic attributes are expected to expand to include adult participants and volunteers. Attributes below are reported as provided by student's parents. Graphs provide data as a percentage of the total participants and the coinciding tables provide the actual number of students.

Gender
Total Unique Students: 71



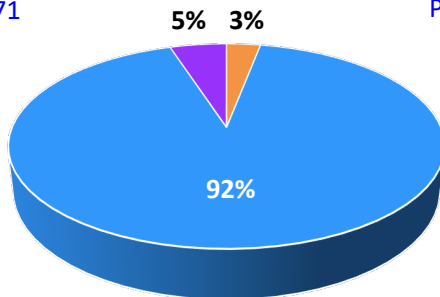
By % of Total Participants
■ Female ■ Male

Gender	Number of Students
Female	30
Male	41

Total Unique Students: 71

Race

By % of Total Participants



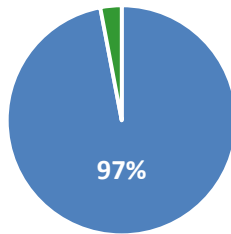
■ White ■ Black
■ Asian ■ American Indian/Alaska Native
■ Native Hawaiian/Pacific Islander ■ Other/two or More

Race	Number of Participants
White	2
Black	65
Asian	0
American Indian/Alaska Native	0
Native Hawaiian/Pacific Islander	0
Other/two or More	4

Total Unique Students: 71

Ethnicity

By % of Total Participants



- Minority - Not Hispanic/Latino
- White - Hispanic/Latino

Ethnicity

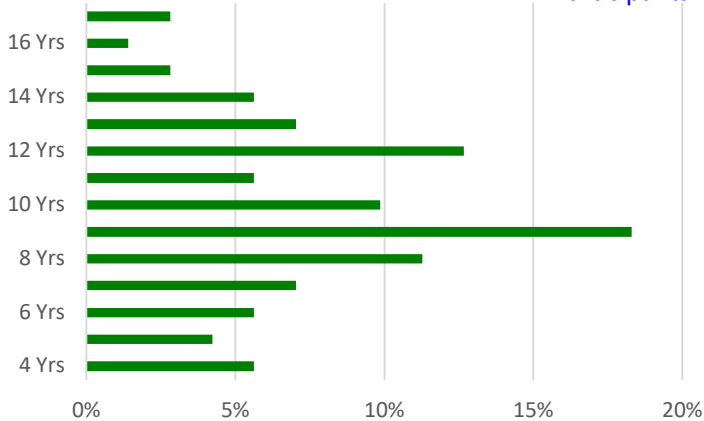
Number of Participants

Minority - Not Hispanic/Latino	69
White - Hispanic/Latino	2

Total Unique Students: 71

Age

By % of Total Participants



Age

Number of Participants

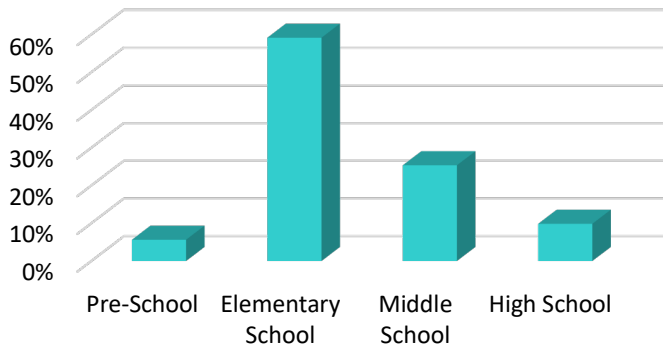
4 Yrs.	4
5 Yrs.	3
6 Yrs.	4
7 Yrs.	5
8 Yrs.	8
9 Yrs.	13
10 Yrs.	7
11 Yrs.	4
12 Yrs.	9
13 Yrs.	5
14 Yrs.	4
15 Yrs.	2
16 Yrs.	1
17 Yrs.	2

Educational Attributes

Total Unique Students: 71

Educational Level

By % of Total Participants



Ethnicity

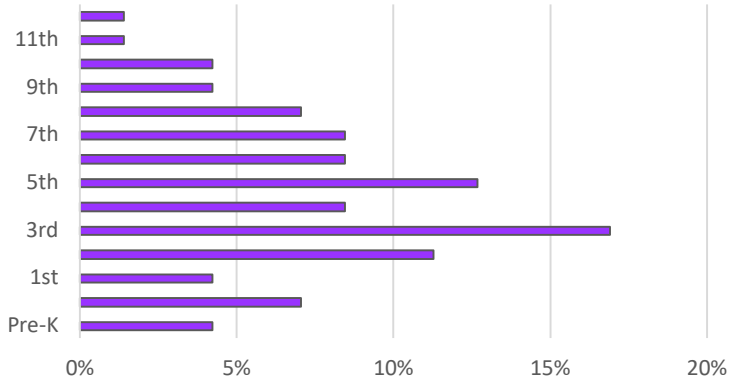
Number of Participants

Pre-School	4
Elementary School	42
Middle School	18
High School	7

Total Unique Students: 71

Grade

By % of Total Participants



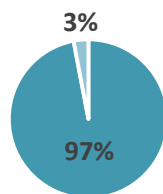
Grade

Number of Participants

Pre-K	3
K	5
1st	3
2nd	8
3rd	12
4th	6
5th	9
6th	6
7th	6
8th	5
9th	3
10th	3
11th	1
12th	1

Limited English Proficiency (LEP)

Total Unique Students: 71



By % of Total Participants

English English Second Language

LEP

Number of Participants

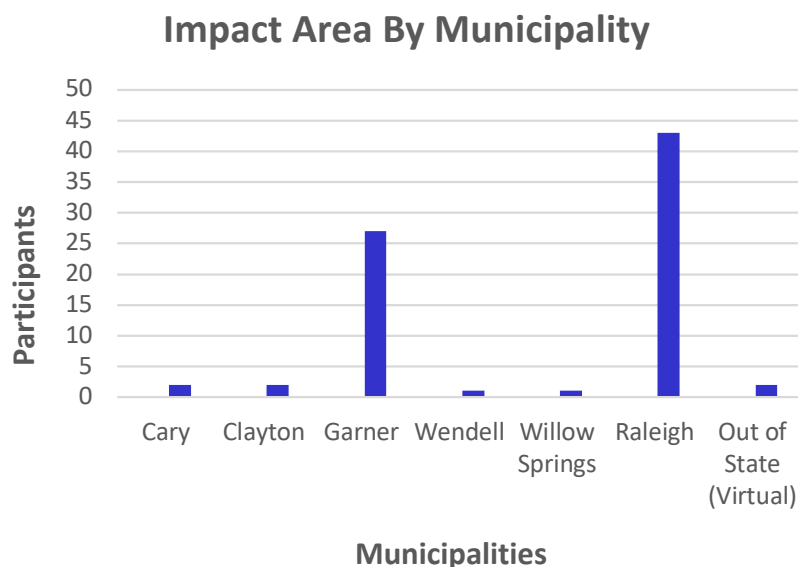
English	69
English Second Language	2

Area of Impact

Although there were six proximity schools identified for outreach focus, analysis of youth registration for showed the actual impact area included 24 elementary schools, 8 specialty schools (including religious affiliated schools, Montessori, and home schools as examples), 11 middle schools, and 5 high schools.

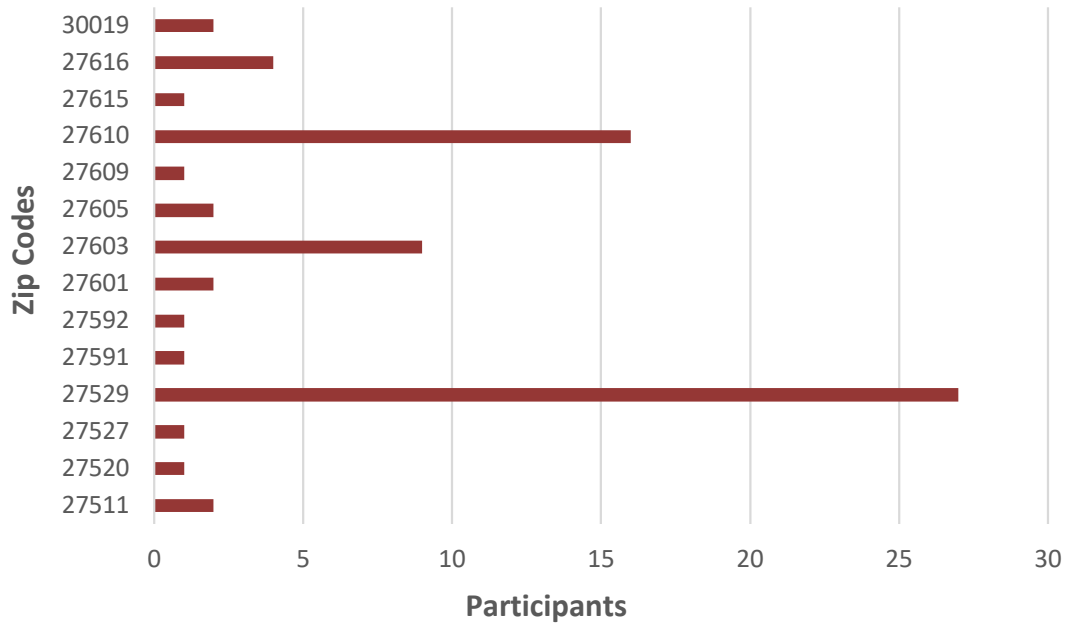
Banks Road Elementary	Southeast Raleigh Elementary	Harnett Central Middle
Creech Road Elementary	Vance Elementary	Leesville Road Middle
Cleveland Elementary	Vandora Springs Elementary	Ligon Magnet Middle
Conn Elementary	Walnut Creek Elementary	McConnell Middle School (Ga)
East Garner Elementary	Washington Elementary	Moore Square Magnet Middle
Forestville Elementary	Westview Elementary	North Garner Middle
Green Elementary	Wilson Mills Elementary	Neuse River Middle
Harbins Elementary School (Ga)	Pre-K	West Lake Middle
Herbert Akins Road Elementary	CM Eppes	Cleveland High School
Lafayette Elementary	Cardinal Charter Academy	Corinth Holders High School
Lakeforest Elementary	Casa Esperanza Montessori	Garner Magnet High School
Lincoln Heights Elementary	NCVA	South Garner High School
Millbrook Elementary	Preeminent Charter School	West Johnson High School
Northridge Elementary	Raleigh Christian Academy	Home
Partnership Elementary	Cleveland Middle	
Rand Road Elementary	Dillard Drive Middle	
Riverbend Elementary	East Garner Middle	

The majority of participants lived in Garner and Raleigh. It is important to note that the Rosenwald School and the Panther Branch Township both have Raleigh addresses and are in the 27603 zip code.



Aggregating participants by municipality alone is misleading as it appears students were concentrated in only two areas. However, examining the impact area by zip code provides a more accurate depiction of the total geographic area from which participants were drawn.

Impact Area By Zip Code

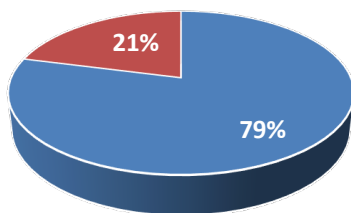


Breaking Down Transportation Barriers

One of the most difficult access barriers to overcome for low-income families in geographically isolated or rural communities is access to adequate and reliable transportation. This is especially true for single-parent and single-car households juggling work and childcare/school schedules. Fixed route transit services relevant to the Pilot area are limited to a few express bus stops during peak traffic hours in the eastern and southern regions of Wake County. JLBC Community Alliance and its partnering church, JLMBC, dedicated two buses to student transport to ensure transportation was not a “roadblock” for families who wanted to participate in program opportunities. Putting equity into action requires investment in resources that equalize access to opportunities.

After School Program Transportation

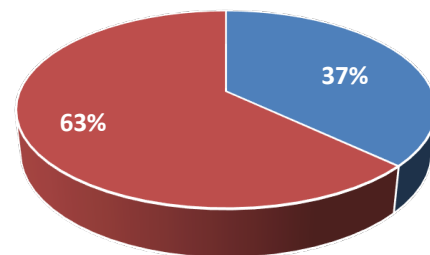
Total of 38 Youth Participated



- Did Not Require Transportation
- Required Transportation

YASP Transportation

Total of 51 Youth Participated



- Did Not Require Transportation
- Required Transportation

Participation in Programs

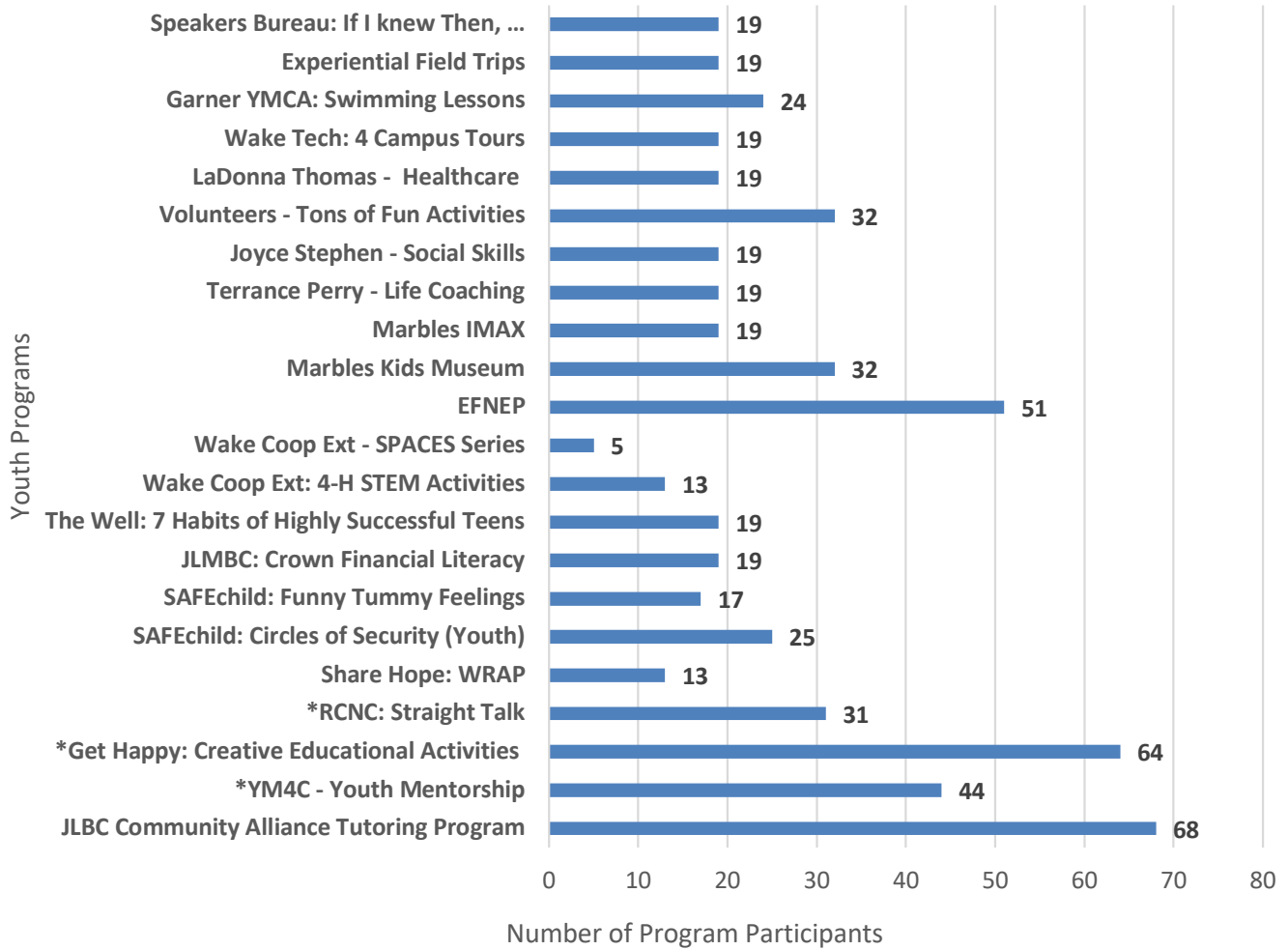
Since the start of data collection, connectivity to community partners (non-profit leaders, agencies, ministries, and advocates) included 22 active programs, 8 organizational introductions for referrals or presentations, and 3 organizations currently on-boarding for the fall session. Program selection weighted peer group formats in the recruitment of resources. A total of 47 community partners have participated in planning, recruiting, and delivering services in an on-going process to open access to resources in Wake County's historically underserved communities.

Participation in these programs was quantified based on the following criteria:

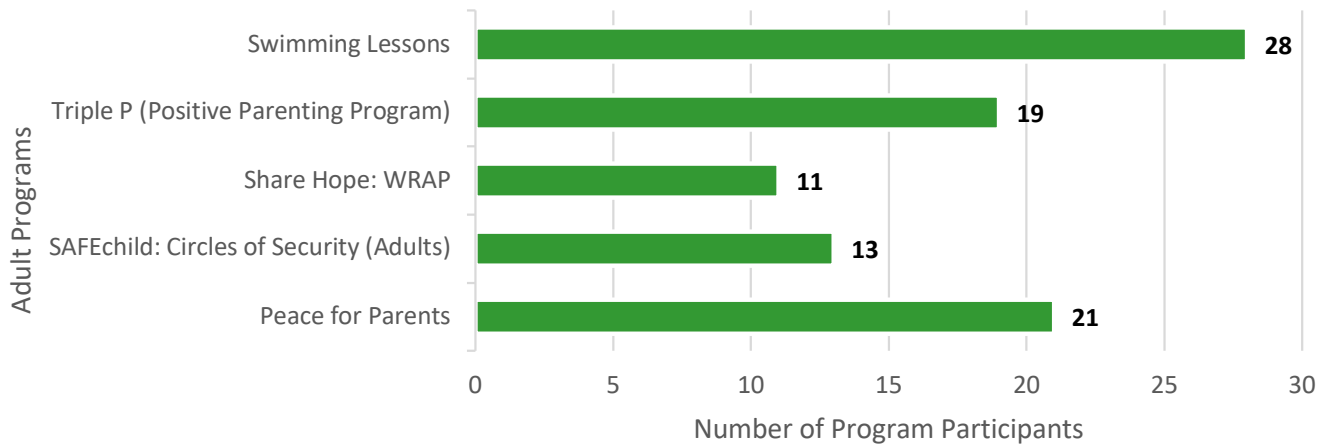
- Program participation statistics are not intended to reflect an individual's attendance. If the individual attended regularly (greater than three times in a program series), the participant was credited with participation in the program.
- Fifth graders attended programs with middle school and high school youth. Funny Tummy Feelings, usually provided for elementary school age children, was also open for fifth graders to attend.
- Programs that were designed for parents and children to take together, Like SafeChild's Circle of Security and YMCA's swimming activities, were accounted for under the category of Parents with Children if the children were not participating in other programs.
- Some programs ran continuously through both SSASP and YASP. Spring programs were attended on a volunteer basis. During the summer, programs were part of the regularly scheduled day. Therefore, all students who were attending on a regular basis during YASP were counted based on age and appropriateness for educational level (elementary, middle, or high school).
- Programs that were offered in both the spring and the summer combined the session counts for a total number of youths served. If the youth participated in YM4C in the SSASP and YASP, the count for this child was equated to two youths served.
- Organization and program introductions were not counted toward participants' program experience with Protective Factors and the Social Determinants of Health. However, referrals did count toward program experience.

Program Participation

Youth Programs



Adult Programs



Measure of Effectiveness

The Community Anchor Model is founded upon the evidenced-based concept that adding Protective Factors and increasing access to the Social Determinants of Health improves projected outcomes for vulnerable and high-risk individuals, families, households, and, ultimately, communities. It is designed to empower people during crisis and provide pathways for exiting poverty. Therefore, the measure of the model's effectiveness examines how Protective Factors and Social Determinants of Health are incorporated in the delivery of services.

A point system based on the total number of participants in each program was developed to measure the programs capacity in the Pilot to provide participants with experiences that met the standard criteria for Strengthening Families Approach Protective Factors and the CDC defined Social Determinants of Health. For example, the youth program Funny Tummy Feelings had a total of 17 participants. Therefore, 17 elementary participants experienced a Protective Factor that supported growth in Social and Emotional Competence. This added 17 points to that Protective Factor category. Programs can contribute to multiple Protective Factors and Social Determinants of Health. However, whether the program provided a single class or a series of classes, the total points under each category remained the total number of participants.

Referrals and Introductions

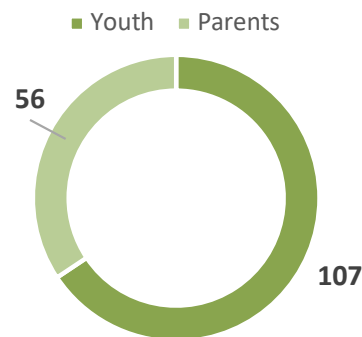
The Well – High School Grade Level Tutoring and Preparation for Standardized Tests	2
Alliance Health	4
Wake Up and Read – Families Building In-Home Libraries	8
Mary Magdalene Ministries: Restorative Academics (Introduced for Fall)	Intro
Dress For Success	Intro
Wake Cooperative Extension: 4-H Clubs Coming This Fall	Presentation
Living Well International: Grief Recovery Method (Information Session during Bible Study)	Presentation
Day 2 Day Dads (Introduced for Fall)	Presentation

Protective Factors	Youth	Adults	Total Experiences
Social and Emotional Competence	232	64	296
Positive Social Connections	592	92	684
Concrete Supports	260	60	320
Resilience	592	92	684
Knowledge of Parenting and Child Development	55	51	106

Protective Factors	Youth	Adults	Total Experiences
Social Determinants of Health	Youth	Adults	Total Experiences
Economic Stability	81	0	81
Education	304	0	304
Social/Community Context	592	0	592
Health and Wellbeing	275	96	371
Healthcare	63	15	78
Neighborhood and Built Environments	204	40	244

The tables above show the total number of experiences with each Protective Factor and Social Determinants of Health category for the 163 participants (youth and adults combined).

Adult vs Youth Participation



Total Youth and Adults Served 163

JLBC Community Alliance Outcomes:

Included in the model outcome criteria below are comments collected from participants as well as insight from the Community Anchor's leadership team.

Putting Equity into Action: After school tutoring has been part of the JLBC Community Alliance services for over seven years. It should be noted that the lack of affordable afterschool childcare is one of the biggest barriers that working parents encounter. The southern region of Wake County has few such amenities with childcare alternatives requiring significant travel time and/or work-opportunity sacrifice. JLBC Community Alliance provides free childcare to families and ensures that families without adequate transportation can still participate by providing school-to-program and return-home transportation options. The additional programming connected through the Community Anchor Model to local non-profits, ministries, and agencies has opened access to resources previously untapped by participants and their families.

Key Accomplishments/Outcomes

- 107 youth were served in afterschool and summer programs that served as both educational enhancement and affordable childcare.
- 40 children (37% of youth served in SSASP and YASP sessions combined) were able to participate only because transportation was provided.
- 56 adults participated in programs and received information about family and community resources for the first time.
- Youth experienced local amenities many for the first time such as Raleigh museums, local parks and recreation centers, Community College tours, and Carowinds theme park. Over 60% of the children that participated in the Carowinds field trip had never been to a theme park or out of state.
- JLMBC served as a COVID-19 testing site which will remain open as long as testing levels remain above 50 tests per week.
- Anchor leadership received training for program sustainability in the following areas:
 - Facilitating peer-led support groups.
 - Navigating resource systems.
 - Connecting to Wake Health and Human Services Regional Center.
 - Parenting techniques and strategies.
 - Employment resources.

Addresses over-arching disparities: It is difficult to quantify the total impact that opening access to resources and addressing the community-defined needs yielded. There is a unique story for each person that has participated and experienced the embrace of their neighbor's care, concern, and compassion. However, the community's response is evident in their continued, and increasing, participation in program opportunities. As parents have seen changes and growth in their children, their participation has increased both as participants and as volunteers.

One of the first programs to offer a peer-support group setting was SAFEchild's Circle of Security. The program focused on strengthening the parent/child bond. There were 13 parents and 25 children that participated. The parents felt so strongly about their experience that the next program offered on parenting, Triple P (Positive Parenting Program), saw a 46 percent increase in participation.

Participants in SAFEchild's Circle of Security said:

- "I am so thankful for SAFEchild. If I had had SAFEchild before, I never would have lost my child."
- "Firstly, I would love to say thank you for true blessing that is SAFEchild. A very eye-opening experience that has assisted me with my growing relationship with my children. I have found new ways of communicating as well learning to break generational issues. Thank you so much for the time that you spent with our class."
- "SAFEchild has had a major impact on my life it has given me a different perspective, and different tools on how to improve my parenting skills. Because of the tools/ and techniques that SAFEchild has shown I've been able to approach situations differently. I've been more intentional about listening to my children, as well as grow with them. It is definitely a program that I think should be offered before becoming a parent. It gives insight about the idea of parenthood from start to finish. For instance, it highlights topics such as the process what's happening with stress, anxiety, postpartum, LIFE ITSELF. Lastly, it gives you pointers on how to cope in order to move forward. At the end of the day, IT'S GODSENT TO GIVE YOU HOPE thank GOD for SAFEchild and Juniper Level Missionary Baptist"
- "SAFEchild has been an amazing resource for learning new ways to parent in the current environment. Having two children ages 21 and 10 that are navigating a pandemic, social stressor, anxiety, ADHD among other struggles that require different parenting styles has been difficult. SAFEchild provided me a space to "unlearn" behaviors from my own upbringing and layer in more effective parenting strategies."

Prioritizes isolated people groups and communities:

There are approximately 15 miles between the center of Raleigh, where most non-profits and public services are headquartered, and the JLBC Community Alliance's Rosenwald School site which is inclusive of its affiliated church, JLMBC. This approximates a 30-minute drive in normal traffic that is manageable for main-stream households. However, for families without financial margin who are transportation deficient and lack available childcare and/or after-hour program opportunities; that distance creates an impenetrable barrier to resources that leaves communities like the area surrounding the Anchor site trapped in an area devoid of equitable alternatives – a veritable resource dessert.

The Community Anchor Model has helped increase the capacity of this valuable community asset to serve its surrounding community as a localized resource hub by connecting programs, referral services, and training to site leadership. Participants and community members alike are reaching out to the Anchor site and its leadership team more readily to seek solutions and answer needs. Examples of community requests have included food assistance, crisis mitigation for homelessness, addiction and reentry referrals, trafficking recovery, as well as ESL and GED class connectivity.

In the wake of back-to-back crises for low-income families in Wake County (affordable housing shortages, COVID-19 impacts, and inflation-driven, financial destabilization of households), there are new people groups to consider as isolated and in need of connectivity: both parents and children. When Shelter-in-Place mandates went into effect, families were sequestered to their homes changing every aspect of family dynamics. These changes functioned as a catalyst for a host of impacts ranging from minor behavioral infractions to ACEs-level trauma. As the Anchor's program coordinators joined participants in their program sessions, they witnessed the unpacking of experiences that left both parents and children feeling alone, unheard, frustrated, and disconnected from their own family members and friends. There were tears, hugs, and restoration in the healing strength of these supportive peer groups.

On any given day, there are parents, children, and providers on-site to participate and volunteer. It has made the church and the Alliance's Rosenwald School the center of activity in the community it serves. There is constant convening where families and friends come together to support one another, break bread, and grow hopeful about all the possibilities ahead. The programs and peer groups created micro-communities where the participants bonded through shared experience. The affiliated church, JLMBC, has even seen a rise in its membership and, from feedback, understands the reason is directly correlated to the participation and outcomes of their service mission.

Reduces stigma surrounding mental health: Most of the families that participated in SSASP and YASP sessions were families without many options. These were families that did not have in-home resources for childcare or vouchers for subsidies; They run out of budget before they run out of family to feed; and they have no cultural precedence for seeking help from outsiders that was effective or sustained. For these families, this was their first experience in a therapeutic, peer environment. Altogether, there were 133 individual experiences among youth and adults where support networks were built within peer-led support groups. Vulnerabilities were shared and supported, strategies for problem solving were provided, and comradery of friends and church family reinforced the restorative experience.

Since attendance was consistent across programs like WRAP and SAFEchild's Circle of Security which required regular attendance for eight and ten weeks, respectively, the support group structure was considered successful and well-received. Coordinators observed the growth and benefits that manifested as a sense of belonging and shared understanding. Because program coordinators attended sessions with participants, they were a part of the experience and witnessed the difference the process was making.

Examples, as provided by the coordinators and leadership team, included:

- Most of the children started out pretty quiet. I think these would be the kids that sit through entire classes without saying a word. Because the non-profit organizations' staff understood what these children and their parents were going through, it did not take long for participants to start talking about their feelings and frustrations in open discussions. We saw children that we were really worried about start joining discussions and speaking out. One young lady that we had always observed to be withdrawn, started showing up every week to Straight Talk. In the beginning, there were not many children attending this class. This one young lady came every program night and, each time she came, she had more to say.
- For the SSASP, the kid's participation was on a volunteer-basis. Kids had the option of going home after tutoring at 5:30 PM. The WRAP program alternated every other week. For the kids who were coming, this was the only chance they had to really have help finding solutions to situations at home and school. The kids were so drawn to the support that eight young ladies started showing up on the off weeks to continue the group with the program coordinator.
- Nobody went into this thinking it was about mental health. It was not presented that way – not in the way it was advertised or the way that we encouraged people to come. It was about gaining tools that made parenting easier or build coping skills for youth. But, once it started, there was such relief in sharing stories and not feeling so alone. We have a lot of young parents managing stressful times as adults while also having to parent children who are going through the tough years of middle and high school. I think everyone was surprised by what happened inside the groups. Both parents and children responded so strongly to the nurturing and support. They just seemed hungry for it. We have seen increases this fall especially in the youth programs. We went from thirty-eight to forty-five students.
- The children started helping each other out once the peer groups started. After they had worked together in the peer-groups, you would see the groups re-form in other places like playing basketball or they might team during other program activities. If someone from the group was having a problem, the other kids would jump in to help resolve the conflict using the tools they learned or they would bring it back to the coordinator for more discussion. I think it is easier for them to ask for help now.

Promotes self-advocacy and self-regulation: At the most basic level, self-regulation is the ability to manage emotions and behaviors as appropriate to a given situation. Development of this skill set begins at birth and continues through young adulthood. So, if the household lacks a healthy example or there are circumstances that overwhelm the child's capacity to cope, the child's ability to self-regulate can be negatively impacted. It is common for people who experience ACEs to have difficulty with self-regulation and impulse management through their adulthood. The good news is that for both adults and children, self-regulation can be taught like any other skill set. It is a step-process that relies on self-awareness and planned strategies that help manage situations and communication as stress mounts.

Each of the programs connected to the youth and adult groups helped participants articulate experiences, both past and present, that impacted their well-being or the well-being of their family and/or social interactions. Providers and program coordinators helped participants work through scenarios and problem-solving tools. Participants learned how to use positive conflict resolution techniques to change communication styles and articulate their needs even during conflict. These are the foundational elements of self-advocacy.

Observations from the Leadership Team:

- When the students first started coming to the After School Program. They could hardly sit still to do their homework. Now, when they come in, they sit down and get right to work.
- One young man had experienced displacement and was new to our Wake County community. It had been a long time since he had participated in a friend group and seemed determined to remain a loner. But, over the summer, we saw him begin to connect with the other students. The real shift in his demeanor came when he toured Wake Tech's campuses. It was like all the dots were connected and he began focusing on work, engaging in discussions, and participating in the friend groups from different programs.
- We have had students whose parents brought them to our programs as a diversion from the negative influences of their teen's social scene. These young people came with a range of behaviors from bullying to clowning during activities. We spent a lot of time talking with these young people one-on-one. We try to encourage them, provide choices, and help them gain confidence. Taking on a teaching role with some of our elementary students transformed one young man's aggressive behaviors into a model of leadership. The very children he was bullying, became the children he mentored.
- We see that it is making a difference in these young people. There are quite a few of our youth being raised by other family members. So, they have already experienced losses and difficulties that separated them from their parents. One of our grandmothers said she could see the difference in her grandson's focus and performance. He is starting on the football team this fall.
- There were two young ladies that just could not get along. For some reason, they were always on opposite sides of every discussion. We paired them together on an activity and then helped them talk through their differences. They finished the activity as friends. When we saw conflicts like this one, we brought the young people together and taught them how to talk about the issues and separate the drama from the process.

What We Know: Families thrive when protective factors are robust in their lives and communities.

Using the Strengthening Families Approach, more than 30 states are shifting policy, funding and training to help programs working with children and families build protective factors with families. Many states and counties also use the Protective Factors Framework to align services for children and families, strengthen families in the child welfare system and work in partnership with families and communities to build protective factors. For more information and many tools and options for implementation, visit www.strengtheningfamilies.net.

Nationally, Strengthening Families is coordinated by the Center for the Study of Social Policy (CSSP) and supported by national partner organizations including:

- Child Welfare Information Gateway
- The Finance Project
- FRIENDS National Resource Center
- The National Alliance of Children's Trust and Prevention Funds
- Parents As Teachers
- United Way Worldwide
- ZERO TO THREE

The Protective Factors Framework

Five Protective Factors are the foundation of the Strengthening Families Approach: parental resilience, social connections, concrete support in times of need, knowledge of parenting and child development, and social and emotional competence of children. Research studies support the common-sense notion that when these Protective Factors are well established in a family, the likelihood of child abuse and neglect diminishes. Research shows that these protective factors are also "promotive" factors that build family strengths and a family environment that promotes optimal child and youth development.

Parental Resilience

No one can eliminate stress from parenting, but a parent's capacity for resilience can affect how a parent deals with stress. Resilience is the ability to manage and bounce back from all types of challenges that emerge in every family's life. It means finding ways to solve problems, building and sustaining trusting relationships including relationships with your own child, and knowing how to seek help when necessary.

Social Connections

Friends, family members, neighbors and community members provide emotional support, help solve problems, offer parenting advice and give concrete assistance to parents. Networks of support are essential to parents and also offer opportunities for people to "give back", an important part of self-esteem as well as a benefit for the community. Isolated families may need extra help in reaching out to build positive relationships.

Concrete Support in Times of Need

Meeting basic economic needs like food, shelter, clothing and health care is essential for families to thrive. Likewise, when families encounter a crisis such as domestic violence, mental illness or substance abuse, adequate services and supports need to be in place to provide stability, treatment and help for family members to get through the crisis.

Knowledge of Parenting and Child Development

Accurate information about child development and appropriate expectations for children's behavior at every age help parents see their children and youth in a positive light and promote their healthy development. Information can come from many sources, including family members as well as parent education classes and surfing the internet. Studies show information is most effective when it comes at the precise time parents need it to understand their own children. Parents who experienced harsh discipline or other negative childhood experiences may need extra help to change the parenting patterns they learned as children.

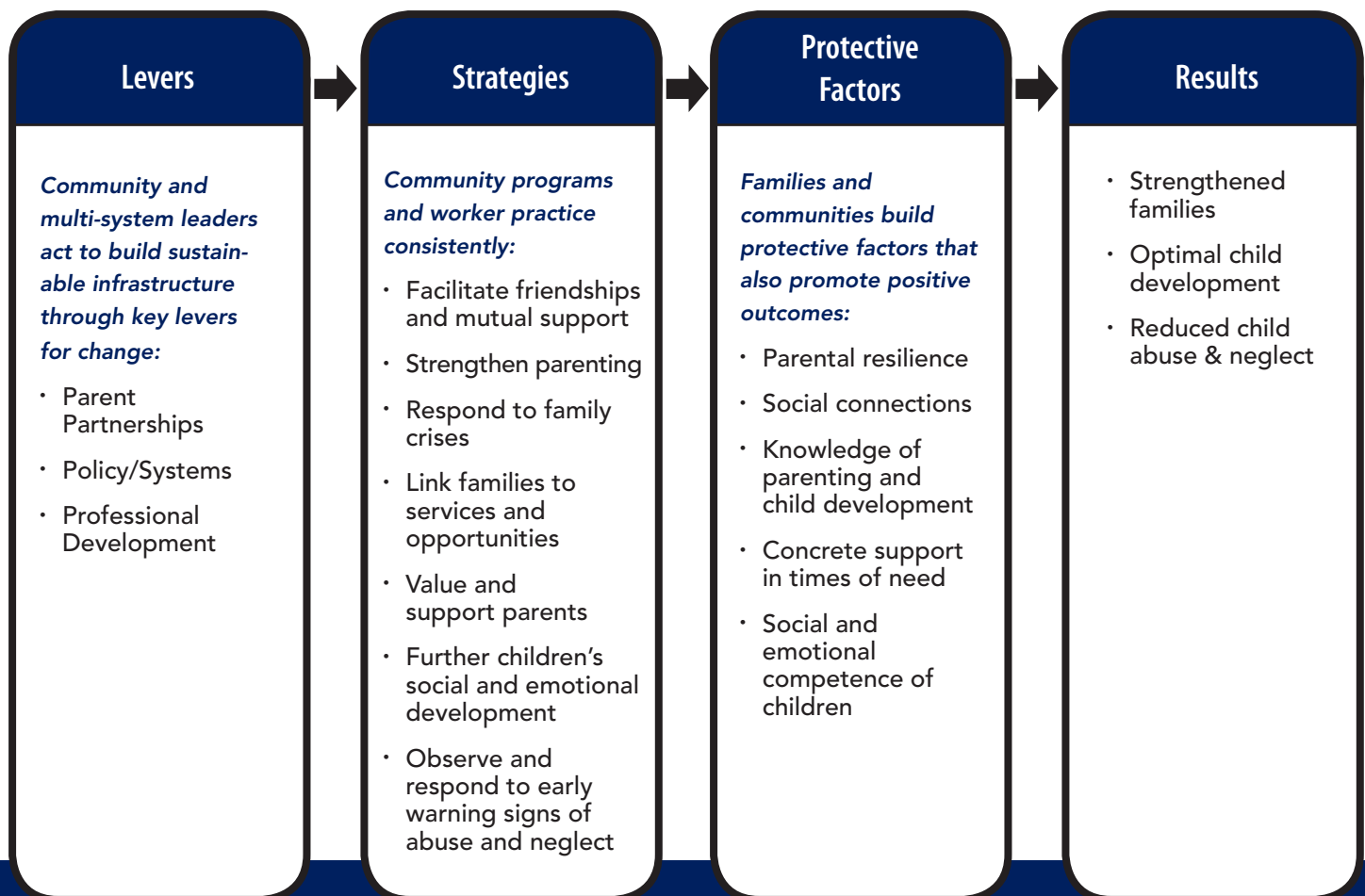
Social and Emotional Competence of Children

A child or youth's ability to interact positively with others, self-regulate their behavior and effectively communicate their feelings has a positive impact on their relationships with their family, other adults, and peers. Challenging behaviors or delayed development create extra stress for families, so early identification and assistance for both parents and children can head off negative results and keep development on track.

Mobilizing partners, communities and families
to build family strengths, promote optimal
development and reduce child abuse and neglect

The Strengthening Families Approach

- Benefits ALL families
- Builds on family strengths, buffers risk, and promotes better outcomes
- Can be implemented through small but significant changes in everyday actions
- Builds on and can become a part of existing programs, strategies, systems and community opportunities
- Is grounded in research, practice and implementation knowledge



A New Vision

Families and communities, service systems and organizations:

- Focus on building protective and promotive factors to reduce risk and create optimal outcomes for all children, youth and families
- Recognize and support parents as decision-makers and leaders
- Value the culture and unique assets of each family
- Are mutually responsible for better outcomes for children, youth and families



**TRANSFORMATION
EXCHANGE**

