

An Evaluation of the Kaleidoscope Project

by Partners for Impact



An Evaluation of Shifts in Mindset,
Modifications in Spaces, and
Changes in Behavior

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Funding provided by



RELEASE DATE:
February 2021

Background

The Kaleidoscope Project is a four-year, \$2 million project funded by the John Rex Endowment to ensure that every young child in Wake County will experience nurturing relationships and supportive environments that promote their social and emotional well-being. The Kaleidoscope Project targets individual professionals interacting with children, organizations where children go, and systems that serve vulnerable families. It strengthens environments and experiences where vulnerable children live, learn, and play around Wake County as a means to nurture children's mental, social and emotional well-being.



The Kaleidoscope Project is built on two big ideas:

1

The places where young children (0 – 8) spend time can have a lifelong impact on their social and emotional well-being.

2

The relationships children have with each other and adults can build their resilience, give them the tools they need when times are difficult and arm them with confidence as they grow into adulthood.



In choosing sites with which to work, the Kaleidoscope Project went beyond spaces designed for children such as child care and child development centers and partnered with agencies where parents and caregivers go with their children.

This includes organizations serving families who are homeless and Wake County Human Services. The staff connected with service providers and other professionals whose work intersects with families experiencing trauma as well as architects, designers, and builders who focus on the design and use of space.

The Kaleidoscope Project accomplished its purpose by disseminating the best practices that were identified in an Integrated Plan completed in 2015. These best practices included the following:

- **Build Positive Relationships** - Staff and adults who are caring and responsive role models, and clear and open communicators, help children create warm and trusting relationships.
- **Use Nature to Nurture** - The great outdoors can play a big role in children's healthy development — inspiring curiosity, encouraging creativity, spreading joy, and relieving stress.
- **Create Diverse Spaces and Activities** - Varied, engaging spaces invite children to experience lots of activities of different kinds, so they can explore and master new skills.
- **Foster Safety and Support** - Comfortable, secure spaces make children feel at ease trying new things, accepting fun challenges and focusing on what's important: being a kid.
- **Enhance Accessibility and Inclusion** - Welcoming, convenient spaces allow children of all abilities, cultures, and backgrounds to feel at home and feel like a valued part of our community.



The Kaleidoscope Project, in its current iteration, is complete. During 2019, Partners for Impact was hired to undertake an evaluation of the project. The evaluation team sought to answer two main questions: Was the Kaleidoscope Project effective in disseminating the best practices in Wake County? What facilitated the adoption of the best practices?

The Partners for Impact team adapted the social ecological model to build a proposed framework for the evaluation of the Kaleidoscope Project. Four key levels of action were observed in the initial examination of the data: the individual, the organization, the system, and the community. Change strategies evident in the first three of these levels will lead to the community change described in the vision of the Kaleidoscope Project: all children in Wake County experience nurturing relationships.

The evaluation process consisted of several distinct phases. The initial step included reading the original Integrated Plan for the project, reviewing project documents and data from a previous evaluation team, and redesigning the final year of the evaluation for the Kaleidoscope Project. Second, we hosted two focus groups. The first included stakeholders from across Wake County and the second consisted of staff members of the project sites receiving funding and support from the Kaleidoscope Project. This stage also included interviews with the original steering committee.

In the third phase, participants in the 2018 series of Kaleidoscope Connection Trainings were surveyed and results were reported. The evaluation team designed a stakeholder survey sent to the entire network of Kaleidoscope Project and reviewed evaluations from 2019 trainings sponsored by the local Area

Health Education Center (AHEC). Results from these two pieces were combined into one report about training not associated with site work.

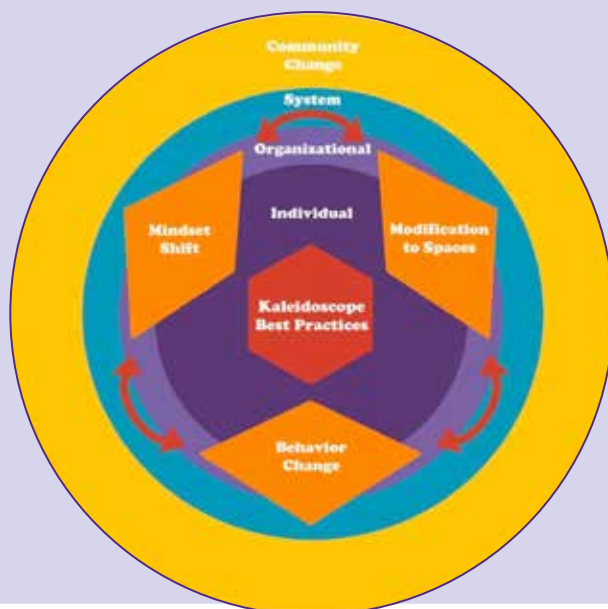
Finally, the Kaleidoscope Project funded and worked directly with 13 project sites in the four years of the project. Site visits were conducted, including tours and extensive interviews, at the six projects that had been completed. The evaluation coupled the data generated from these site visits with the information obtained from interviews with Kaleidoscope Project staff for an in-depth, though preliminary, report addressing the evaluation questions.

This report summarizes the findings of all the previous data that was collected and analyzed. A second phase of data collection and reporting will occur in 2020 for project sites that have not yet been completed, as well as those funded under a small grant initiative in the last year of the project.

Shifts in Mindset, Modifications of Spaces, and Changes in Behavior Are Interconnected

From the evaluation process, three components emerged as critical to the adoption of the Kaleidoscope Project's best practices at project sites. These three pieces - shifts in mindset, modifications of spaces, and changes in behaviors - are interrelated and iterative. Each plays an important role in achieving the goals of the Kaleidoscope Project as a community change effort focused on improving child mental health and well-being through places and spaces. This report aims to illuminate the interrelationship of these three factors to facilitate dissemination of the best practices across other agencies in future efforts. Maximizing these interrelated factors can also advance the cause of scaling the impact that places and spaces have on the mental health of young children by moving the work to the systems level.

The diagram below demonstrates the interrelationship of these three dimensions that facilitate the adoption of best practices. The data we have collected from this phase of the evaluation indicate that all three factors are present in agencies that have succeeded in adopting the best practices and seeing an impact on the children and families they serve.



The links between the three factors are bidirectional, e.g. a modification of a space can both impact and be impacted by a shift in mindset. Below we provide more specific information about each factor, using a modified social-ecological model¹ to delineate individual, organizational, systems, and community change. The text not only describes the factors but also provides guidance about what facilitated each dimension, and specific examples from focus groups, interviews, surveys, and site visits.

¹ McLeroy, K. R., Steckler, A. and Bibeau, D. (Eds.) (1988). The social ecology of health promotion interventions. *Health Education Quarterly*, 15(4):351-377.

Shifts in Mindset

As the evaluation team interviewed individuals involved with this project, many shared stories of the moment a “light bulb went on.” This was the point when individuals, organizations and parts of the system began to shift how they thought about space and the impact that it could have on behavior and well-being. This section describes those changes and some factors that facilitated them.

What Is the Mindset Shift?

In the model used for this evaluation, the **individual level** refers to professionals from across Wake County who work in agencies serving children and families. For these professionals, the shift in mindset occurred as they became more aware of the impact that the design of a space can have on individuals and the interactions they have with each other within that space. Professionals expanded their thinking about spaces where children went, moving beyond traditional spaces such as parks and child care centers to places where parents and caregivers

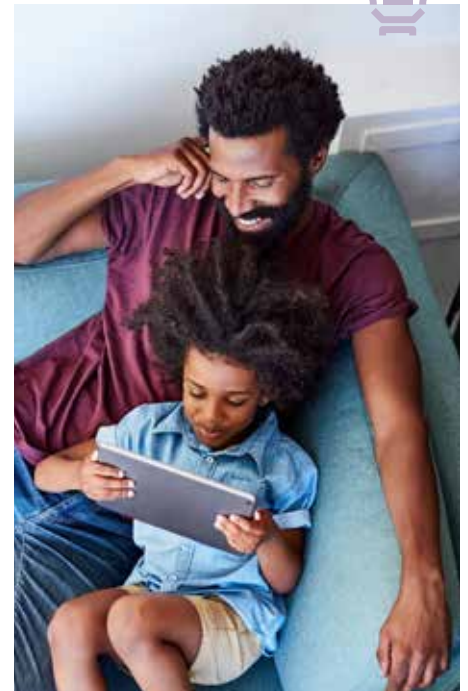
had to bring their children, such as waiting rooms, bus stops, and homeless shelters.

Participants in focus groups, interviews, and site visits realized that designing spaces for adults with children or families was not the same as designing spaces for children and their families. Finally, the evaluation team noted that professionals are beginning to see the differences between a space designed for the convenience of the program/system and child-centered spaces created to improve the well-being of children and families.



- ▶ *I guess my epiphany really kind of came when we ordered the couch. It started out...Melissa just asked, “What do you guys want?” “Well, we should get some books. Let’s get a stand for some books.” That’s one of the areas she kinda got on us a little bit. She’s like, “Well, how about a couch?” And of course, I’m thinking, OK a kid’s size couch would be great. But then she was like, “How about one where parents could sit with their kids?” And so that’s really the way I see this going now. We’ve all seen kids sort of unattended, off on their own in a waiting room somewhere, and you always think, that parent - why aren’t they watching their kid? But then you can also or probably more appropriately ask, what have I done to allow that child and that parent to be engaged in the same activity together? So, to that question, yeah, I haven’t done anything. Until now. So, just a simple thing like a couch can really trigger your thinking philosophically quite differently about how you set up your space and how you create those opportunities for parents to be engaged with their child in a productive activity.*

-Project Site Staff Focus Group



Professionals brought this understanding to their **organizations**. In information shared with the evaluation team, professionals identified ways their organizations were beginning to understand that they needed to serve not just adults *with* children but adults *and* children. Project sites were identifying spaces that could be modified to improve the socio-emotional well-being of the children using the best practices. They also shared ideas for using spaces to provide education and modeling on building positive relationships with children for parents and caregivers. As an example of the mindset shift, Kaleidoscope Project staff described an organization moving from wanting new carpet in their waiting room because the old carpet was ugly to wanting new flooring because they realize the old flooring was having a negative effect on the interactions of families in the space and the well-being of children they were serving. In some organizations, the shift in mindset was supported by training and development of staff. A shift in the organization's mindset and culture around children's spaces reinforces the individual mindset and subsequent behavioral changes.

Organizations function within **systems**. By reaching individuals and organizations, the Kaleidoscope Project has had some successes influencing changes in larger systems within Wake County. Professionals from local government institutions and large public entities have participated in Kaleidoscope Project trainings, meetings, and conversations. This includes mayors of several towns in eastern Wake, Wake County Human Services, Parks and Recreation, the public school system, the local mental health management agency, and DHIC, a major developer of affordable housing in the region. By sharing the best practices with representatives from these agencies, the Kaleidoscope Project is shifting conversations and efforts towards creating better spaces for children and their families. It has fostered new partnerships across agencies and sectors and widened knowledge of trauma beyond the human services field.



- ▶ *I've always thought about space. Managing a shelter program and all. I would think about it in terms of accessibility and inclusion. Of course we can accommodate you. We can accommodate anything. We can move things around. Going through this process, it made me think about this inclusion from the very start. This means building with that in mind. I like seeing the picnic tables with one side completely open for a wheelchair, as opposed to thinking about moving a seat or getting a place for someone to sit for the person with a wheelchair. But seeing it created with them in mind creates a more welcoming environment.*

-Site Visit Interview

What Facilitates the Mindset Shift?

A variety of factors and strategies helped individuals, organizations and the systems they were part of, to make this mindset shift. This list includes the following:

- One-on-one interactions between the Kaleidoscope Project staff and site staff as the best practices were introduced.
- Kaleidoscope's partnership approach to working with sites that encouraged staff to consider the best practices more deeply within the context of their own work. Rather than providing sites with fully-tailored recommendations, the Kaleidoscope Project staff gave sites time to study the best practices and develop their own plans for their spaces.
- Monthly training sessions, known as Connections, throughout 2018 that were provided by the Kaleidoscope Staff and local experts (including members of the project's steering committee).
- Four training sessions in 2019 focusing on a young child's mental health that were provided through a partnership with the Area Health Education Center to a wide variety of health professionals.
- Technical assistance at some of the project sites that focused on in-depth relationship building skills for children and their families.
- Monthly newsletter communications with stories and resources that has grown.
- Consistent availability of a summary of the best practices that could be left with interested sites/providers.
- Building a community of practitioners as evidenced by growing social media presence and a network of more than 730 people.
- Organizations with staff who have knowledge of child development were better able to understand the impact of best practices more quickly; sites with no staff with this knowledge had a steeper learning curve.



At this point, the evaluation team has not compared the effectiveness of each of these individual strategies. However, time and time again, the team heard that the interaction with the project staff was one of the most valuable elements in helping providers and their organizations understand the impact of placemaking on children.

Modifications in Spaces

Over the course of the four years of this project, changes in mindset among professionals came both before and after modifications of space. For some providers, understanding the impact of space on child wellbeing led to partnering with the Kaleidoscope Project to upgrade their environments. For other agencies, the Kaleidoscope Project's offering of resources to improve their space brought site staff to the table to learn about the best practices. As the story above about the couch illustrates, at times a more concrete discussion of physical space characteristics served as a gateway to the more abstract concepts of placemaking and its effects on child well-being.

Changing a child's environment to improve the nature of relationship building that can take place in that environment can take many forms. The Kaleidoscope Project used a series of best practices to introduce the concepts to professionals at project sites. The staff was diligent in approaching sites as partners in the project and offered resources to the sites as they shared some of the initial best practices.

The staff encouraged the project site staff to think creatively and look at the variety of best practices. Modifications in the physical space resulted in changes in providers' awareness, understanding, and behaviors. More importantly, the physical space changes facilitated mindset shifts at the organizational level. This in turn leads to the adoption and institutionalization of the best practices.

WHAT MODIFICATIONS WERE MADE?

The Kaleidoscope Project and project site staff worked together closely to create tailored plans for implementing the best practices based on each site's unique needs. The table below shows the number of best practices by category implemented at each site.

BEST PRACTICES BY PROJECT SITE					
	Build Positive Relationships	Use Nature to Nurture	Create Diverse Spaces & Activities	Foster Safety & Support	Enhance Accessibility & Inclusion
Beginnings and Beyond Child Devt Ctr	11	0	1	6	1
Families Together	4	8	5	2	3
Washington Terrace	5	3	3	4	7
Crosby Garfield Center	6	2	5	2	5
The Salvation Army Center of Hope	8	0	6	5	7
Oak City Cares	10	4	6	6	9
Family Promise of Wake County	7	2	3	4	2
East Wake Early Childhood Foundation	15	6	8	9	13
Wake County Human Services - Northern	3	0	1	0	2
Wake County Human Services - Swinburn	3	0	1	0	2
Wake County Human Services - Eastern	3	0	1	0	1
Wake County Human Services - Millbrook	3	0	1	1	3
Wake County Human Services - Southern	3	0	1	0	2
TOTAL	81	25	42	39	57

The best practices can be implemented at four levels. Organizations can change their **policies** to address each of the best practices. As the best practices are implemented, staff may change how they do things on a day to day basis or change their **practices**. Some best practices involve changes in **physical characteristics** to spaces within the organization. Finally, organizations can invest in the development of staff or its **people** to continue the implementation of each best practice. The following table shows how each site implemented the different types of best practices.



BEST PRACTICE TYPE BY PROJECT SITE				
	Policy	Practice	Physical Characteristics	People
Beginnings and Beyond Child Devt Ctr	0	7	6	6
Families Together	4	5	11	2
Washington Terrace	0	2	19	1
Crosby Garfield Center	0	0	19	1
The Salvation Army Center of Hope	0	3	22	1
Oak City Cares	0	2	32	1
Family Promise of Wake County	0	1	14	3
East Wake Early Childhood Foundation	0	12	33	6
Wake County Human Services - Northern	0	2	4	0
Wake County Human Services - Swinburn	0	2	4	0
Wake County Human Services - Eastern	0	2	3	0
Wake County Human Services - Millbrook	0	1	7	0
Wake County Human Services - Southern	0	2	4	0
TOTAL	4	41	178	21

The majority of changes were to the physical space with the fewest changes associated with organizational policies. Based on site visits conducted for this evaluation, this overemphasis on physical characteristic changes may impact the long-term sustainability of the projects. This will be discussed more in the recommendations section.

Through the Kaleidoscope Project, the organizations and individuals who have shifted their mindset and implemented best practices have influenced key **human services systems**. These systems include child-welfare, homelessness, domestic violence, and even the local transportation system. While it is too early in the overall process to say these entire systems have changed, more components of these systems are aware of the importance of providing child-centered spaces.

One of Wake County's largest institutions, Wake County Human Services, has started implementing these best practices at some of its regional centers. The size of the organization and its role in Wake County position it as a significant potential leader in disseminating the best practices across the community with a large impact on children and their families.



► *In this whole process, they are being very intentional and collaborative with us on creating the space. Not only looking at what we are trying to accomplish with the space and the different aspects of the environment that it's going to be created in, but also bringing their expertise to the table and saying, "We see that's what you want to do. Have you thought about this? Have you thought about that?" And that's wonderful because we DON'T know everything and having that expertise at the table, helping to guide us through those decisions has been very rewarding.*

-Site Visit Interview

While it is too early to reliably evaluate the impact of the Kaleidoscope Project at the community level, anecdotal evidence suggests that the dissemination of the best practices is beginning to ripple across the wider community and have an impact on the health and well-being of children. At one of the site visits, the evaluation team learned that families were using the best practices at home in their children's spaces based on what they had learned at the newly-renovated site. Other sites shared stories of the direct impact that their space changes had on their programming and the plans they were making for other spaces in their agencies. An in-depth exploration of the community change impact is beyond the scope of this evaluation at this juncture, but the initial reports from sites are promising.

► *[The new layout] helps us with potty training. In the two-year olds room, every time the kids had to go to the bathroom, the teacher had to keep running into this one teacher's classroom. So she felt that maybe she wasn't potty-training the children as fast as she could have. Now they can just go freely. That's helping the parents because they're working together. We can say, Yes, we are potty training. We are consistent. And that works out great. That's a high impact.*

-Site Visit Interview

What Facilitates Modifications in Space?

Several activities facilitated the change in spaces within organizations, including:

- Funding and other resources that were leveraged to purchase equipment and redesign spaces.
- The Kaleidoscope Project's staff encouraging project site staff to think about possibilities and new ideas beyond simple adjustments.
- The expert technical assistance provided by several Steering Committee members enabled staff development at some of the organizations.
- The Kaleidoscope Projects staff's deliberate engagement of community leaders/influencers.

Changes in Behavior

As a result of the dissemination of the best practices across Wake County, changes have occurred at the individual, organizational, and systems level. Following these changes, staff at project sites have observed that children are interacting with each other and with their caregivers differently in the modified spaces, an indicator that the project is having an impact at the community level. The new behaviors support the socio-emotional development of young children and positively impact their overall mental health.

Individual staff at project sites are directly working with families. They are modeling healthy interactions with children for parents and guardians. Some of these **organizations** are providing training for families with children. Other organizations are changing their planning processes based on what they've learned from the Kaleidoscope Project. One housing developer is integrating the best practices into

future construction projects; they recognize that designing spaces for children and families up front is easier and more cost-efficient than retrofitting spaces once construction is complete. As the number of individuals and organizations with the capacity to understand and implement the Kaleidoscope Project's best practices increases, **systems** become more children and family-centered.

Changes by individuals, organizations, and elements of the system are **contributing to the impact of the Kaleidoscope Project as a community change initiative**. This includes behavior change of the families who are using the project sites. For example, staff at project sites have observed families engaging with their children in the new activities created by the Kaleidoscope Project. Families are spending more time reading to their children and use elements of the site changes to actively engage with their children more often. One of the sites described the calming effect that the physical changes created. At other sites, parents are encouraging more outside play because they can watch from their apartments as their children enjoy the new play areas and outdoor activities created by the Kaleidoscope Project. Finally, families are forming relationships with other families, creating stronger support networks that supplement what the service providers can offer.



What Facilitates Changes in Behavior?

Behavior change is complex. The goal of the Kaleidoscope Project is to change behaviors of professionals and caregivers in order to influence the well-being of children. Those changes are intertwined with the shift in mindset and modifications in space. Some specific examples of changes in behavior are worth noting.

- Training from the Kaleidoscope Project has resulted in stakeholders reading additional electronic resources, looking for information on the website, and passing information on to their colleagues and families they serve.
- Providers having first-hand experience of the impact of changing spaces and places on children and families has led to more integration of the Kaleidoscope Project best practices in their organization.
- Technical assistance tailored to staff at their organizations, especially when integrated with policy changes, has resulted in the use of the Kaleidoscope Project best practices.
- As staff at project sites observe changes in the behavior of children and families prompted by the modifications in their space, they are considering additional design changes that can facilitate more positive interactions between children and caregivers. These include modifying additional spaces and using the improved spaces in different ways; using volunteers to model positive parenting techniques within the improved spaces; utilizing the improved children's space to interview parents/caregivers so kids can be positively occupied while parents are interviewed by caseworkers; and holding classes for parents/caregivers in the remodeled space.



- ▶ *When you hear some of the ways that the people who live there talk about the aspects of home that have to do with getting to know their neighbors, and having a support system, knowing if your kids are outdoors playing and knowing if your next door neighbor is outside. You have a neighborhood and identity ... There is an optimism and a hope there that is unique and meaningful. I believe this project is beginning to have an impact on families and young children in that sense of recognizing themselves in the home that is their home.*

-Project Staff Focus Group

Recommendations

The Partners for Impact evaluation team has gathered and analyzed data from this first phase of the John Rex Endowment's investment in children's spaces and places known as the Kaleidoscope Project. Since the Kaleidoscope Project in its current iteration is ending, these recommendations are specifically designed to help the John Rex Endowment think about the next phase of influencing child well-being through its spaces and places initiative.



APPROACH PROJECT THROUGH AN EQUITY LENS

To have the greatest impact as a community change initiative, any initiative must build on a foundation of racial equity and focus on the most vulnerable children and families. While working towards racial equity requires a complex and long-term effort, several recommendations have emerged from the first phase of the Kaleidoscope Project.

First, incorporate aspects of universal design to create spaces and places based on children and families with the highest needs. A system designed for the most vulnerable children will likely serve all families with more inclusive programming and fewer special accommodations.

Second, respect and leverage the lived expertise of the service providers while centering the experiences of the children and families being served.

Third, ensure that any technical assistance and outside expertise is culturally-competent, trauma-informed, and is committed to a more racially-equitable system.

Finally, and perhaps most importantly, the evaluation team encourages the John Rex Endowment to prioritize investments in providers, organizations, and systems to complement work being done within the community that supports individual children and their families. A focus on racial equity will move the community away from placing the burden solely on families to improve their own situations and recognize the systemic inequities that are preventing families from thriving. Often times, vulnerable families are seen as solely responsible for improvement in a child's well-being; placing this burden on families is an inequitable solution with limited results. A successful community change initiative will disrupt the system that creates vulnerable children and families.



INVEST IN SITE CHANGES

In this evaluation process, strategic financial investment in modifying physical spaces has emerged as a “gateway” to increasing the awareness of individuals about the best practices, their understanding of the impact of space on behavior, and the importance of place for a child’s well-being. Funding from the John Rex Endowment has provided an incentive for organizations to prioritize children’s spaces.

Even within very large institutions, the financial support has been critical, particularly when budgets have already been set without consideration for upgrades according to the best practices. When possible, the evaluation team encourages the use of these investments prior to construction; retrofitting a space is likely to be more difficult and expensive.



PUT SITES AT THE CENTER OF THE PROCESS

Project sites should be at the center of a larger systems change process. The evaluation team recommends that the Kaleidoscope Project staff continue developing and shaping project sites based foremost on achieving the best outcomes for the children and families being served, and directly focusing funding on the sites. The Kaleidoscope Project staff have been crucial in identifying and approaching prospective sites as potential partners for the work. While they have avoided an attitude of being an “external expert,” the Kaleidoscope staff has approached each site by asking, “How can we help?” and offering, “Here are some possible resources.”

The approach should also consider the professionals working at each site and what is needed to create the shift in mindset to understanding the effect of place and space on children’s well-being. The Kaleidoscope Project staff can be brokers for the additional expertise that is needed in order to see both short-term physical changes and long-term behavior changes. This technical assistance is especially valuable when thinking about the long-term staff development and organizational-level policy changes that are critical for the sustainability of these investments in sites. Finally, ensuring that timelines are flexible to accommodate the needs of the sites with consistent forward momentum is ideal.



TRAINING AND TECHNICAL ASSISTANCE

While survey participants acknowledged that on-line training may be more efficient, data collected throughout the evaluation process indicated that the most effective training occurs face-to-face. Coupling this face-to-face training with in-depth technical assistance provided at the site improves its efficacy, particularly as part of a longer-term staff development and procedural change process that accompanies physical changes.

The evaluation team recommends devoting resources to longer-term technical assistance at the site level; leveraging the expertise of some of the Steering Committee partners as well as staff at project sites; and supplementing this technical assistance with training for families and caregivers who are receiving services at project sites. The Kaleidoscope Project staff should work directly with sites to create training and technical assistance plans that enable the sites to build their capacity and pay for training provided by larger institutions. This is different than funding larger institutions separately to provide training and technical assistance that may or may not be used by the sites and may not be readily available given the timing of projects at the various sites.



BROADEN AUDIENCE AND REACH

In its first four years, the Kaleidoscope Project has touched a wide range of audiences, focusing mainly on service providers and local government. The evaluation team recommends broadening the dissemination of the best practices by training more architects, designers, and housing developers.

Another critical but potentially challenging audience are General Services departments within city and county governments. As the departments responsible for building and maintaining local government facilities, they have significant control of any design, construction, and renovation projects. Having the cooperation of these departments is crucial to the successful and timely completion of any project involving physical changes in a city or county entity.



PLAN FOR SUSTAINABILITY

While the physical changes serve as the “gateway” to understanding the impact of places and spaces on child wellbeing, physical modifications alone are unlikely to achieve sustainable transformation in an agency. Future efforts should invest in and focus on adapting programming, policies, and procedures to create a more lasting impact on the behavior of professional staff at sites.

Sustainable integration of the best practices into organizational structures will have a positive impact on the children and families being served and create community change in the long-term.



BUILDING MORE SYSTEMS CHANGE STRATEGIES

As this phase of the Kaleidoscope Project ends, the John Rex Endowment continues to prioritize systemic approaches to the wellbeing of children. This systemic and community change requires more alignment between institutional and community leadership. We recommend continuing outreach to elected officials, department leaders (human services, public schools), consortia (Continuum of Care), and city/county planners.

For example, in agencies serving the most vulnerable children and families, meeting their most basic needs of shelter and food takes precedence over other interventions. Having safe, welcoming places for children to play can seem like a luxury rather than a priority. Any long-term community change initiative will require a broader shift in mindset to create integrated systems that see themselves as complementary rather than competitive. To keep the focus on equity, the Kaleidoscope Project and John Rex Endowment should prioritize these agencies that serve our community’s most vulnerable children and families. While this may be the most difficult work, it has the potential for the greatest impact.

KEY KALEIDOSCOPE PROJECT METRICS				
	Year 1	Year 2	Year 3	Year 4
SYSTEMS CHANGE INDICATORS				
Resources				
JRE dollars invested in sites	1,198	35,108	49,005	369,038
Dollars aligned/leveraged by steering committee	0	0	0	0
Dollars leveraged by sites for KP and implementation of best practices				
Influencers				
Individual meetings			38	7
Number of large institutions engaging KP or using best practices in multiple projects	0	0	1	4
Network Growth				
Network growth database		353	528	734
Active participation (attending one event)			34%	
Facebook followers		56	81	133
Twitter followers		25	48	61
Newsletter open rate/year			26%	24%
Newsletter click-through rates			5%	6%
Number of requests for technical assistance				
Network Diversity				
Simpson's Index (0 diversity- 1)			0.28	
ORGANIZATIONAL CHANGE INDICATORS				
Sites				
Sites selected		2	10	12
Sites completed	0	1	2	3
Average number of best practices per site			4	4
Lowest number of best practices used by a site			2	3
Average number of strategies used by sites			18	19
Percentage of all strategies used by the sites			32%	47%
Number of children impacted			600	600
INDIVIDUAL CHANGE INDICATORS				
Trainings for individuals				
Number of trainings	0	3	11	7
Total number of attendees			259	203
Number of organizations represented		1	53	85
Average attendance	0	?	20	32
% who will attend more than one training (Connections Survey)				8%
% who understand the integration of the 2 main ideas (Stakeholder Survey)				67%
% who say they have increased their knowledge and skills (Connections Survey question asked if participants could identify where best practices might be used in their organization)				63%
% who say they have used new skills with families (Connections Survey)				20%