

**Vision & Mission of Let's Grow Together:** **Vision:** Our communities are places where children experience happy, healthy, and thriving childhoods that last a lifetime, and no child is left behind. **Mission:** To work in partnership with everyone important in children's lives, sharing knowledge, skills, and resources, empowering families, and enabling children through their relationships and in their communities to be nurtured, fulfilled, achieving and learning.

**Vision & Mission of the ABC Programme:** **Vision:** No child is impacted by poverty and all children are supported to reach their full potential. **Mission:** Through prevention and early intervention approaches, aims to work in partnership with families, practitioners, communities, and national stakeholders to deliver better outcomes for children and families living in areas where poverty is most deeply entrenched.

**Monitoring and Evaluation:** (1) Continuation of LGT research group (2) LGT data collection and monitoring plan (3) TUSLA Outcomes Framework & quarterly reporting (4) In-depth research projects, outcomes and needs

### Objectives

To sustain and grow area-based early childhood prevention & early intervention programming and approaches in Cork city northwest communities.

**Strategies:** Implement 4 interconnected strategies: Infant Health & Wellbeing; Speech, Language, Communication & Literacy; Early Years Care & Education; Schools Community.

**Approach:** Embed evidence-informed practice into locally appropriate programmes and activities taking a progressive universal approach.

**Focus:** Strengthen child-caregiver relationships to support early childhood development and wellbeing with focus on pre-birth to 6-years of age (direct services) & to school-age (capacity building).

**Direct services:** Work in partnership with parents as the primary caregivers in their children's lives.

**Capacity building:** Build workforce capacity in Early Intervention and Prevention.

**Systems change:** Enable systems and community change.

**Informing research and policy:** Use monitoring and evaluation systems to inform our practice and measure impact. Inform local & national policy and practice.

### Inputs

Core annual budget by DCEDIY through TUSLA.

Appropriately skilled and resourced staff team.

Board of Directors oversight of implementation, policies, compliance, & governance.

Staff team coordinating group oversight delivery of programmes & activities.

Parents Forum involvement and consultation.

Collaborations and partnership with local services important to children's development, wellbeing, & environments.

Participation & collaboration of local parents/caregivers & children.

Relational Infant Mental Health-informed & trauma-sensitive approaches with all stakeholders.

Reflective practice supervision and line management for all staff members.

Data collection and monitoring resources & processes in place.

Referrals, intake, & case management systems & structures in place.

Appropriate buildings and infrastructure to provide local services & work with partners.

Favourable local/national policy & fiscal provisions to support prevention & early intervention.

Alignment & guidance within national ABC Programme & TUSLA local & national offices.

### Key Activities & Outputs

#### Structure & Governance

Ongoing engagement to sustain & enhance local programme. Replicating and mainstreaming evidence-based programmes and approaches.

Service delivery across **capacity building, systems change & direct services domains.**

#### 1. Infant Health & Wellbeing (pre-birth to 3)

**PARENTS/CAREGIVERS/CHILDREN:** suite of PEEP programmes (preg-4yrs), pregnancy yoga, IMH Home Visiting, NBO, baby massage, Circle of Security  
**PRACTITIONERS/SERVICES:** IMH Masterclasses, Network Groups, workshops & consultations. HEI lectures & trainings. NBO training, PEEP training.

#### 2. Speech, Language, Communication & Literacy (pre-birth to school-age)

**PARENTS/CAREGIVERS/CHILDREN:** SLT IMH Home Visiting & groups, Babbling Babies, Lets Talk With Your Baby, Storytime, Hanen I'm Ready, Dolly Parton's Imagination Library.  
**PRACTITIONERS/SERVICES:** Hanen ABC & Beyond, Hanen Learning Language & Loving It, information sessions, consultations, HEI teachings.

#### 3. Early Years Care & Education (2-5 yrs)

**PARENTS/CAREGIVERS/CHILDREN:** Integration with LGT & children's services. Transition to primary school initiative.  
**PRACTITIONERS/SERVICES:** ECERS, ITERS, SSTEW. Mentoring. HighScope Curriculum Training. Hanen Language Programmes. Environmental Enhancement. EY IMH Training. Policy guidance & advice. Coordinators group.

#### 4. Schools Community (Primary cycle)

**PARENTS/CAREGIVERS/CHILDREN:** Transition initiative. Supporting IY Parenting Programme. Doodle Den Programmes. Signposting & integration with LGT & children's services.  
**PRACTITIONERS/SERVICES:** IY progs. Doodle Den. Transitions. Hanen Language Programme. Signposting & integration with LGT & children's services.

**Research, evaluation & monitoring:** Continued support from LGT research group, routine data collection, completion of research & evaluation projects in line with monitoring & evaluation plan. Partnerships with HEIs. Capturing child/caregiver/practitioner voices.

**Policy:** ensuring all policies and procedures are in place, implemented with oversight, reviewed & revised to support staff & Board, funding & organisation obligations.

**Networks & partnerships:** Continued consultation, collaboration, information exchange, working groups, and feedback with local and wider community.

**Communications:** To increase programme visibility, engagement, and communication with local and wider community.

### Short-term outcomes

**Aligned with BOBF & First5 Strategy, and other relevant national strategies.**

#### CHILDREN

Secure parent-child attachment. Positive parental mental well-being. Children meet age-appropriate development milestones.  
Improved speech, language, literacy development.  
Achieved literacy skills. Improved access to services required for support.  
Measurable improvements in children's emotional & social development.  
Children & families experiencing homelessness & poverty are supported through services.

#### PARENTS/CAREGIVERS

Positive perinatal well-being. Access to perinatal services. Increase in no. of expectant parents specifically engaging with LGT.  
Improved parenting competence & confidence (self-efficacy). Improved & supported parental engagement in children's learning and development.  
Increased parental capacity to support early child speech, language, communication, and literacy development.  
Increased parental capacity to manage routines and support behaviours.  
Positive parent-child relationships. Positive Peer relationships. Positive service experiences/relationships.

#### PRACTITIONERS/SERVICES

Practitioners' knowledge and practice skills enhanced. Parents are more effectively engaged in child development and have skills to build strong healthy relationships with babies and toddlers.  
Interagency services are participating in training, mentoring & coaching, and programme delivery. Practitioners are undertaking training, ongoing mentoring, and are implementing programmes.  
School & Early years' service practitioners' capacity to support language development.  
Key services are delivered at whole community level through capacity building interventions in partnership with mainstream service.  
Robust referral/ transition/engagement systems are functioning.

#### DATA COLLECTION & MONITORING

Data collection, monitoring & recording, evaluation & research is taking place to support accountability of service, advocacy, & to inform policy and practice.

#### COMMUNITY & POLICY ENVIRONMENT

Environments & communities to be safe, supportive & nurturing for all children to reach their potential.

### Longer Term Outcomes

**Aligned with BOBF & First5 Strategy, and other relevant national strategies.**

#### CHILDREN

To give all children the best start in life.  
Measured improvements in child speech, language, literacy development from birth to 6 in line with national standards.  
Measured outcomes for children reaching social, emotional, educational norms in line with national standards.  
Children & parents/caregivers feel included, accepted, listened, responded to & empowered in their own lives.  
To disrupt the intergenerational cycle of poverty & disadvantage.

#### PARENTS/CAREGIVERS

Parent /child relationships are strengthened.  
Parental-led activities become mainstreamed and supported by mainstream services.  
Parents are supported to engage in service delivery & design.  
Parents enjoy their role and can meet challenges of everyday life.

#### PRACTITIONERS/SERVICES

To have a workforce that is appropriately knowledgeable, skilled & responsive in supporting early childhood relationships & development.  
Wide and embedded awareness of & engagement with early child services by community services.  
Services have sustainable capacities, willingness, commitment & understanding of interagency practice to improve outcomes for children.  
Continued implementation by practitioners of skills developed through capacity building supported by existing mainstream services (schools/HSE etc).  
Early years settings are delivering high quality service across the areas.

#### DATA COLLECTION & MONITORING

Data collection, monitoring & recording, evaluation & research is taking place at local level.

#### COMMUNITY & POLICY ENVIRONMENT

Environments & communities to be safe, supportive & nurturing for all children to reach their potential.

**Evidence of need:** Routine internal data collection, monitoring & recording. LGT/YK evaluation, needs analyses and research reports. Growing Up in Ireland Study. CSO figures. Pobal small area statistics. Consultations from community stakeholders including parents & children's voices.

**Evidence of approach:** LGT/YK evaluations, national & international science, practice & impact. Implementing proven evidence-based programmes. Evidence from the Prevention and Early Intervention Programme (PEIP), the Prevention and Early Intervention Initiative (PEI), national ABC Evaluation, and other Irish and international evidence.