

Engagement Incentive Grants

Tap To Togetherness

I. Summary of activity

The Tap To Togetherness program conducted multidisciplinary, engaged, community-based participatory research aimed at building resilience in vulnerable families through a theoretical and research-based approach to positive family development with tap dance instruction as the vector for family engagement. The program moved from its pilot stage to a formalized program with a developed curriculum and expanded reach of the program across the State of Kansas. This multidisciplinary applied, developmental, community-based participatory research and practice project includes faculty from the School of Music, Theater, and Dance (Associate Professor Julie L. Pentz) and the School of Family Studies and Human Services (Dr. Bradford Wiles) at Kansas State University, as well as practitioners with Parents As Teachers (an organization that provides home visits to pregnant mothers and families with children ages birth to three). The program involved a multidisciplinary approach to family and child development. The collaborative partners included Associate Professor Julie L. Pentz from the School of Music, Theatre, and DANCE, Assistant Professor, Dr Bradford Wiles, Extension Specialist and Early Childhood Development, and Janice Schroeder, Parent Educator from the Manhattan KS Parents as Teachers program.

Our Engaged activities included bi-weekly tap dance sessions for children ages birth to Pre-Kindergarten and family's children who were older than 3 years of age. Our sessions encouraged family interaction, challenged body movement coordination, facilitated adult and child listening skills and discipline, and encouraged family relationships. These sessions were taught from created lesson plans developed by Julie L. Pentz. Lesson plans were developed with the following concepts as the primary focus; enhanced adult-child engagement, an increase in positive family development, assessment and improvement of body movement and coordination, identification of sensory needs and collaborate on ways to meet children's sensory needs through tap dance sessions, and a strengthening of family relationships. Occasionally a performance by the K-State Tap Dance Ensemble encouraged all of the above elements. All of these developmental processes were measured by using both qualitative and quantitative methods. This project led to a number of peer-reviewed publications and included; The Journal of Extension, the Journal of Dance Education In Practice, and Childhood Explorer. Additionally, Julie L. Pentz and Janice Schroeder formally presented Tap To Togetherness and its most current research at the National Dance Educators Organization Conference in Washington, DC, National Parents as Teachers Conference in St. Louis, MO, the World Organization on Childhood Education North American Conference in Atlanta, GA, Parents as Teachers State Conference in Topeka, Kansas, and the Kansas Early Childhood Conference in Wichita, KS. Additionally, all of these conference presentations provided us an opportunity to network, in an effort to expand the Tap To Togetherness program.

a. Thesis of project or need addressed

The need being addressed in Kansas focused on available resources for families with children who have not entered the formal systems in their communities (e.g. preschools, organized sports, schools). Families with young children between the ages of birth to five (pre-kindergarten) years old are limited to very few activities. This has been an identified need by the Parents as Teachers Program, which operates throughout the State of Kansas. Their current planning for group connections include weekly playgroups and special programs that attempt to fulfill this community need. Our Parents as Teachers (PAT) program partners believe that giving its families with young children the opportunity to participate in this proposed program will fulfill a great need in our state. In 2016 Manhattan alone, PAT serves 63 low-income families, another 46 have English as a second language, some 18 are single parent households, and more than 30 have multiple children under age five. Further, 34 of the PAT families were children with at least one parent in the military. While PAT is not need-based, many of the families PAT serves are disadvantaged, and thus our partnership to reach vulnerable families is strategic.

b. Location of project

This was a local project that took place in Manhattan Kansas in collaboration with the USD 383 School District, using Marlatt Elementary School as the primary location. This location provided as safe environment for families with young children while also aligning with one of the core missions of Parents as Teachers, to walk their young families through the public-school doors prior to their children entering kindergarten.

c. Length of project

The length of Tap To Togetherness program was conducting for two full years, Spring 2015, Fall/Spring 2016 and - Spring 2017

d. What type of action(s) did your project take?

i. Outreach

In addition to the outreach that focused on the Manhattan community, we expanded our research within the state of Kansas, offering Tap To Togetherness sessions in various Salina locations, Bennington, Herrington, Enterprise, Marysville, and Chapman totaling 8 separate events outside of the 24 events that took place in the Manhattan area.

ii. Scholarly research

Scholarly research was taking place for the duration of the two-year project. Throughout the project the research team grew to include faculty, PhD, and undergraduate students from the Departments of Kinesiology, Human Nutrition, Family Studies, Early Childhood Development, and School of Music, Theatre, and Dance. We collected 96 films equaling 2,016 minutes of data of our human subjects (families)

This data (video collection) continues to be coded by both graduate and undergraduate researchers, using the Observational System for Recording Physical Activity in Children-Preschool. The *OSRAC-P* Coding System was initially developed in 2002. It is a combination of three different observational systems, the *CARS* [by Jackie Puhl et al.], the *CASPER II* [by William H. Brown, Samuel L. Odom, Ariane Holcombe, and Grant Youngquist for the Early

Childhood Research Institute on Inclusion (ECRII) which was funded by the Early Education Programs for Children with Disabilities (EEPCD) of the U.S. Department of Education (Grant #H024K40004)], and the Observational System for the Environmental Determinants of Physical Activity in Preschool Children Study [which was funded by Gerber Foods]. William H. Brown, M. João Almeida, Karin A. Pfeiffer, and Kerry L. McIver made the modifications and developed the *OSRAC-P* during the summer of 2003, while funded by the National Institutes of Health (NIH), National Institute of Child Health and Human Development (NICHD, Grant #R01 HD43125-01). Jon Tapp developed the Interval Manager System (*INTMAN*) for the Dell Axim X5 handheld computers.

Initial data was published in May of 2017 but a complete release of data will be finalized in early 2018. In addition to the coding, our data collection expanded to accelerometer data collection. An **accelerometer** is an electromechanical device used to measure acceleration forces. Such forces may be static, like the continuous force of gravity or, as is the case with many mobile devices, dynamic to sense movement or vibrations. Acceleration is the measurement of the change in velocity, or speed divided by time. The combination of both data sets will offer us a variety of data that will then be published in kinesiology and human development journals.

iii. Training

The curriculum was finalized in June of 2016 and it was filed at the Kansas State University Innovation Center, for copyright. All Tap To Togetherness materials has been trademarked. Tap To Togetherness would like to create a training module for groups and individuals to become qualified to offer Tap To Togetherness. Discussions with the Department of Communications and Marketing, to explore video production costs to create training modules, took place throughout the project. The cost needed to complete the project is estimated at \$6,000.00. Tap To Togetherness is currently exploring grant funding opportunities to complete this project.

- e. Who were the project partners?
 - i. Community partners

Community partners included the Manhattan Kansas Parents as teachers, and other Parents as Teachers organizations in other cities.

- f. In general, what roles did each partner play?

Julie L. Pentz was the primary investigator delivered the Tap To Togetherness program in Manhattan, KS, oversaw research and data collection, was solely responsible for marketing, curriculum development, and offered Tap To Togetherness outreach across the state. Janice Schroeder was responsible for coordination of Parents as Teachers families, providing information for each session and was responsible for the clerical tasks that included permissions and waivers throughout the data collection and project delivery. Janice also contributed to bi-weekly tap dance sessions in Manhattan and traveled with the Tap To Togetherness team, to outreach sites.

- II. What were the impacts of your work?
 - a. Juried essays / book chapters / conference presentations

The Journal of Dance Education In Practice. *Tap to Togetherness: Engaging and Enhancing Family Relationships Through Community Based Tap Dance*. (September 2017)
<http://www.tandfonline.com/doi/full/10.1080/23734833.2017.1348703>

UCED, *Childhood Education*. *Tap to Togetherness: An Innovative Family Relationship Program Reaches Ghana, Africa*. (September 2017)
<http://www.tandfonline.com/doi/full/10.1080/00094056.2017.1367232>

National Dance Educators Organization Behind the Curtain Guest Blog series. *Discovering Undergraduate Research Opportunities: Your Passion, Your Community, Your Significance*. (November 2017)

Journal of Extension. *The New Screen Time: Computers, Tablets and Smartphones Enter the Equation*
<http://www.joe.org/joe/2016april/tt10.php><<http://www.joe.org/joe/2016april/tt10.php>>

- b. Web site
<http://www.k-state.edu/dance/taptotogetherness/index.html>
- c. Training materials

Curriculum was developed, copyrighted, and filed at the Kansas State University Innovation Center.

- III. Self-assessment of your project
 - a. Successes

I consider the two years Tap To Togetherness project more successful than initially expected. Because we secured the funds to support Tap To Togetherness for Parents as Teachers it allowed us to collect data for a lengthy period of time. The research team tripled in size and continues to grow to include new exploration on self-regulation of children. New research will begin in 2018. As our data continues to be coded and formulated, we will continue to publish. Since this project began the Dance Program was awarded three undergraduate research scholarships from the College of Arts and Sciences, to support undergraduate research. The Tap To Togetherness team traveled to Ghana, Africa in May of 2016. We offered Tap To Togetherness to the families at the Dagra Music Center, the school children in the village of Medie, the University of Ghana, and to the professional dancers at the National Theatre of Ghana. The Tap To Togetherness team will be traveling to the country of Kuwait in 2018 to begin building relationships and offer Tap To Togetherness.

b. Challenges

An unexpected challenge was the impact that the Tap To Togetherness outreach had on the program. Many organizations recognized the value that Tap To Togetherness offered to family engagement. These organizations continue to request formal training so that they can offer the program in their community. Until we can formalize the training we are unable to offer this service. It is our hope, in the future, that we can secure funds to offer training that will then allow organizations to become training in Tap To Togetherness. An ongoing challenge will be the need to support the local Parents as Teachers program in Manhattan. Placing the research component aside for a moment, Tap To Togetherness was created as a way to give back to the Parents as Teachers program. Parents as Teachers offered its services to Tap To Togetherness's creator in her family's time of need. Throughout the two-year program, Tap To Togetherness's core value has remained, *To help families in their time of need, through tap dance experiences that grow the bond of a family.* The Tap To Togetherness program has continued and the CECD funding provided the momentum that it needed to sustain a consistent 12 session program throughout the 2017-2018 academic year. The program expects to continue offering Tap To Togetherness, Free to young families.

IV. Include final budget
Please see attached invoices

T3 Invoice 8/3/15 to 12/31/15

Salary (see salary breakdown below)	2,053.80
Benefits	184.85
Mileage	35.00
Total	\$2,273.65

Salary breakdown by parent educator:

	wage	Hours/week	# of weeks	total
Janice Schroeder	\$19.56	5	21	\$ 2,053.80
				\$ 2,053.80

T3 Invoice 1/1/16 to 6/30/16

Salary (see salary breakdown below)	2,249.40
Benefits	202.45
Mileage	35.00
Total	\$ 2,486.85

Salary breakdown by parent educator:

	wage	Hours/week	# of weeks	total
Janice Schroeder	\$19.56	5	15	\$ 1467.00
	\$19.56	40	1	\$ 782.40
				\$2249.40

T3 Invoice 8/15/16 to 12.31/16

Salary (<i>see salary breakdown below</i>)	2005.00
Benefits	180.45
Mileage	35.00
Total	2220.45

Salary breakdown by parent educator:

	wage	Hours/week	# of weeks	total
Janice Schroeder	\$20.05	5	20	\$ 2005.00
				\$ 2005.00

T3 Invoice 1/1/17 to 6/9/17

Salary (<i>see salary breakdown below</i>)	2967.41
Benefits	16.64
Mileage	35.00
Total	\$3019.05

Salary breakdown by parent educator:

Staff-	wage	Hours	# of weeks	total
Janice Schroeder				
Tap sessions, prep and research assistance	\$20.05	6	19	\$ 2285.70
OMEP Conference	\$20.05	24	1	\$ 481.20
KSDE State Early Childhood Conference	\$20.05	6.5	1	\$130.33
KPATA Early Childhood Conference	\$20.05	3.5	1	\$70.18

Total \$10,000.00