First 5
HUMBOLDT
Tomorrow Starts Today

26/27

FIRST 5 HUMBOLDT PLAYGROUP HANDBOOK

WELCOME TO PLAYGROUPS!

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WELCOME

Welcome to the First 5 Humboldt Playgroup Network! Thank you for being part of this important work. Whether you are a brand-new playgroup leader or have years of experience supporting families, your role has a profound impact on children, caregivers, and communities throughout Humboldt County.

Playgroups are much more than a gathering of toys and children. They are places where relationships are built, confidence grows, and families find belonging. Within the rhythm of play, conversation, snacks, songs, and shared experiences, caregivers discover they are not alone and children develop the social, emotional, and developmental skills that prepare them for lifelong success.

At First 5 Humboldt, we believe strong families build strong communities. Playgroups are one of the most effective ways to support families during the critical early years of a child's life.

As a playgroup leader, you help create spaces where:

- *Children learn through exploration and play.*
- *Caregivers build supportive relationships.*
- *Families access resources and information.*
- *Protective factors are strengthened.*
- *Communities become more connected.*

This handbook is designed to support you in that work. It includes information about playgroup facilitation, available supports, and practical tools you can use throughout the year. Thank you for the care, compassion, and dedication you bring to families every day. Together, we are helping Humboldt County's youngest children and their caregivers thrive.

THE PLAYGROUP MODEL

The History of First 5 Humboldt Playgroups

First 5 Humboldt began supporting playgroups in the early 2000s through funding made available by California Proposition 10 (the tobacco tax). Playgroups were developed in direct response to what families told us they needed: "We want safe, family-friendly places to gather with other parents of young children. We want opportunities for our children to play and learn. We want information and support when we need it."

More than twenty years later, those needs remain as important as ever. Today, First 5 Humboldt supports a countywide network of playgroups serving families with children birth through five years old. Each playgroup reflects the unique strengths, culture, and needs of its local community while sharing a common goal: To strengthen families through connection, play, and support.

The "Why" Behind Playgroups

People often think playgroups are about toys, art projects, or snacks. While those things are important, they are not the primary purpose of playgroup. The true purpose of playgroup is to support caregivers and strengthen families. Research consistently shows that when caregivers feel supported, connected, informed, and confident, children experience better outcomes.

Playgroups provide opportunities for caregivers to:

- *Build social connections*
- *Reduce isolation*
- *Gain parenting confidence*
- *Learn about child development*
- *Access resources and supports*
- *Develop relationships with trusted community members*

For children, playgroups provide opportunities to:

- *Build social skills*
- *Practice communication*
- *Develop emotional regulation*
- *Explore through play*
- *Strengthen caregiver-child relationships*
- *Prepare for future educational settings*

Playgroups are often one of the first places where families build community and experience a sense of belonging.

THE FIVE PROTECTIVE FACTORS

A guiding framework for Playgroup work is The Protective Factors Framework, which is a research-informed approach developed by the Center for the Study of Social Policy. Research shows that when families have access to key supports and strengths, children are safer, families are stronger, and negative outcomes are less likely. The presence of Protective Factors have also been shown to reduce the negative outcomes typically associated with high ACEs scores, something that impacts many Humboldt County families.

The Five Protective Factors are:

1. *Parental Resilience*
2. *Social Connections*
3. *Knowledge of Parenting and Child Development*
4. *Concrete Support in Times of Need*
5. *Social and Emotional Competence of Children*

Playgroups naturally support all five protective factors.

Parental Resilience

Parental resilience is the ability to manage stress, adapt to challenges, and continue nurturing children even during difficult times. What Parental Resilience looks like:

- *Hope and optimism*
- *Problem solving skilss*
- *Ability to maintain/restore calm*
- *Self-care and ability to seek help*
- *Future orientation*
- *Not Allowing stress to interfere with nurturing*
- *Positive attitude about parenting*

How to build it in playgroups:

- *Check in with caregivers regularly.*
- *Acknowledge parenting successes.*
- *Normalize the challenges of parenting.*
- *Demonstrate to caregivers that help is available.*

Social Connections

Parents need people who care about them and their children, who can be good listeners, who they can turn to for well-informed advice and who they can call on for help in solving problems. Thus, the availability and quality of social connections are important considerations in the lives of parents." What Social Connections looks like:

- *Families meet others with shared experiences.*
- *New families are intentionally welcomed.*
- *Caregivers are introduced to one another.*
- *Opportunities for conversation and relationship building are created.*

How to build it in Playgroups:

- *Learn and use names.*
- *Introduce caregivers to one another.*
- *Facilitate conversations.*
- *Encourage peer support.*

Parents and caregivers benefit from understanding how children grow, learn, communicate, and develop. Increased knowledge helps caregivers feel more confident and better equipped to support their children's development. What knowledge of parenting and child development looks like:

- *Learn about age-appropriate expectations.*
- *Observe children learning through play.*
- *Gain ideas for supporting development at home.*
- *Receive information about developmental milestones.*
- *Have opportunities to ask questions and learn from others.*

What it looks like in playgroups:

- *Share simple information about child development.*
- *Model positive interactions with children.*
- *Encourage caregivers to participate in play.*
- *Invite community partners to provide information and resources.*
- *Connect families with developmental screenings and support services when appropriate.*

Concrete Support in Times of Need

All families experience challenges from time to time. Knowing where to go for help and feeling comfortable asking for support are important protective factors.

What Concrete Support in Times of Need looks like:

- *Learn about available community resources.*
- *Receive assistance navigating services.*
- *Feel comfortable asking questions.*
- *Build relationships with trusted community partners.*
- *Access information before a crisis occurs.*

:What it looks like in Playgroups:

- *Share information about local resources.*
- *Connect families with Family Support Navigators.*
- *Display flyers and community information.*
- *Invite community organizations to visit playgroup.*
- *Listen without judgment and help families identify appropriate supports.*

Social and Emotional Competence of Children

Children develop social and emotional skills through relationships, play, and positive interactions with caring adults and peers. What Social and Emotional Competence of Children looks like:

- *Practice sharing and taking turns.*
- *Learn to express feelings.*
- *Develop friendships.*
- *Build confidence in new situations.*
- *Experience safe and supportive relationships.*

How it looks in Playgroups:

- *Model empathy and kindness.*
- *Help children identify and express emotions.*
- *Support positive peer interactions.*
- *Create opportunities for cooperative play.*
- *Encourage caregivers to respond to children's emotions with patience and understanding.*

CREATING BELONGING AND SAFETY

Why Belonging Matters

Families begin deciding whether they feel welcome within moments of arriving at playgroup. Many caregivers arrive carrying stress, uncertainty, exhaustion, or anxiety. Some may be attending for the first time. Others may be new to parenting, new to the community, or navigating significant life challenges.

As caregivers enter the space, their nervous systems are often asking:

- *Am I welcome here?*
- *Do I belong?*
- *Is it safe to settle in?*
- *Will anyone notice if I come back?*

The role of a playgroup leader is not simply to facilitate activities. It is to create an environment where families feel seen, valued, and connected.

The Importance of Greeting Families

A warm greeting is one of the most powerful tools a playgroup leader has.

Whenever possible:

- *Greet caregivers by name.*
- *Make eye contact.*
- *Smile.*
- *Introduce yourself.*
- *Offer a brief orientation for new families.*

Returning families should be welcomed back and acknowledged. Simple statements such as:

"Good to see you today."

"I'm glad you're here."

"How did that appointment go?"

Supporting New Families

Families attending for the first time may feel uncertain or overwhelmed. Take a few minutes to:

- *Introduce yourself.*
- *Explain how playgroup works.*
- *Show them where the restroom, snack area, and activity centers are located.*
- *Explain registration and sign-in procedures.*
- *Introduce them to another caregiver when appropriate.*

Building Community Through Relationships

One of the most valuable outcomes of playgroup is the relationships that develop among caregivers. Playgroup leaders can encourage this by:

- *Introducing caregivers with shared interests.*
- *Facilitating conversations.*
- *Creating opportunities for connection.*
- *Celebrating milestones and accomplishments.*

A successful playgroup is not measured solely by attendance. It is measured by the strength of the relationships built within it.

Using a Trauma-Informed Approach

Many families attending playgroup have experienced adversity, stress, trauma, or isolation. A trauma-informed approach means:

- *Leading with curiosity instead of judgment.*
- *Assuming positive intent.*
- *Offering choices whenever possible.*
- *Maintaining predictable routines.*
- *Building trust through consistency.*

Families do not need perfection, they need spaces where they feel respected, supported, and welcomed.

PLAYGROUP SETUP, ACTIVITY CENTERS, AND FACILITATION

Setting Up Your Space

Children learn best in environments that are welcoming, engaging, and thoughtfully organized. Playgroup spaces do not need to be elaborate. The most effective spaces balance simplicity, flexibility, and opportunities for exploration.

Recommended Activity Centers

Dramatic Play

Examples:

- *Play kitchen*
- *Baby dolls*
- *Dress-up clothes*
- *Toy animals*
- *Pretend food*

Supports language, imagination, empathy, and social skills.

Fine Motor Area

Examples:

- *Blocks*
- *Puzzles*
- *Manipulatives*
- *Stacking toys*
- *Lacing activities*

Supports hand strength and problem-solving.

Art and Sensory Area

Examples:

- *Crayons*
- *Markers*
- *Paint*
- *Playdough*
- *Sensory bins*

Encourages creativity and exploration.

Quiet Area

Examples:

- *Books*
- *Soft seating*
- *Pillows*
- *Stuffed animals*

Provides opportunities for rest and self-regulation.

Gross Motor Area

Examples:

- *Tunnels*
- *Mats*
- *Balance activities*
- *Climbing equipment*

Supports physical development.

Snack Area

Create a designated area where families can comfortably access food and beverages.

Supporting Infants

Consider creating:

• *A gated infant area*

• *Soft flooring*

• *Age-appropriate materials*

This allows non-mobile children to explore safely.

Playgroup Structure

Every Playgroup Has Its Own Rhythm

Some playgroups have scheduled activities such as:

• *Story time*

• *Snack time*

• *Art activities*

• *Guest presentations*

Other playgroups follow a more child-led format with open play and fewer structured activities. Both approaches can be successful. The goal is to create a predictable environment while remaining responsive to the needs of children and families.

Example Playgroup Flow

Arrival and Welcome

- *Greet families*
- *Sign-in and registration support*
- *Free play begins*

Open Play and Relationship Building

- *Children explore activity centers*
- *Caregivers connect*
- *Staff build relationships and provide support*

Snack

- *Encourage handwashing*
- *Create opportunities for conversation and connection*

Circle Time (15-20 minutes before ending)

- *Songs*
- *Stories*
- *Movement activities*
- *Announcements*

Goodbye and Transition Home

- *Thank families for attending*
- *Invite them back*
- *Offer resources as needed*

Why Circle Time Matters

Circle time is considered a best practice because it:

- *Creates predictability*
- *Supports transitions*
- *Builds community*
- *Promotes school readiness skills*
- *Encourages participation*

Circle Time Tips

- *Keep it short.*
- *Include movement.*
- *Use bilingual songs when possible.*
- *Allow children to make choices.*
- *Invite caregivers to participate.*

Remember: Connection matters more than perfection.

WORKING WITH FAMILY SUPPORT NAVIGATORS

Family Support Navigators are available to support both families and playgroup staff.

For Families Navigators can:

- *Connect families with resources*
- *Provide developmental screenings*
- *Offer parent education*
- *Support referrals*
- *Help families feel connected and supported*

For Playgroup Staff Navigators can:

- *Provide technical assistance*
- *Answer questions*
- *Help problem-solve family concerns*
- *Support referrals*
- *Assist with developmental screening processes*
- *Support data collection questions*

It is helpful to remember that Navigators are not there to evaluate playgroups. They are partners whose goal is to support families, playgroup leaders, and overall playgroup quality.

PLAYGROUP STAFF SUPPORTS

You Are Not Alone! First 5 Humboldt provides ongoing support throughout the year.

Monthly Playgroup Support Meetings

Second Monday of each month

1:00–2:00 PM via Zoom

Purpose:

• *Updates, training, community partner presentations, connection with other playgroup staff*

Playgroup Retreats

Held twice annually.

Retreats provide opportunities for:

• *Professional development, connection with other leaders, resource sharing, reflection and renewal*

Padlet

The Playgroup Padlet contains:

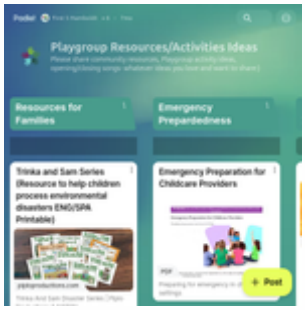
• *Activity ideas*

• *Circle time songs*

• *Resources for families*

• *Training materials*

• *ASQ information and more!*



Click here for First 5 Humboldt Playgroup Padlet!

First 5 Humboldt Website

The website includes:

- *Registration links*
- *Playgroup schedules*
- *Forms*
- *Reporting resources*

Click here for First 5 Humboldt website!

NAVIGATING CHALLENGING SITUATIONS

When a child is sick at Playgroup

Example (speak with family privately):

"We are so glad you came today. I noticed that your child seems a little under the weather. To help keep everyone healthy, we ask families to stay home when children are showing signs of illness. We do have a coloring activity we can send you home with and we are excited to see you again, next week, when (child) is feeling better!"

Always:

- *Lead with empathy*
- *Be clear about expectations*
- *Protect group safety*

When Children Have Big Feelings

Remember that children are still learning emotional regulation.

Try:

- *Staying calm*
- *Narrating feelings*
- *Supporting problem-solving*
- *Modeling empathy*

A Trauma-Informed approach would suggest approaching with curiosity and empathy by asking:

"What might this family need right now?"

Lead with curiosity before judgment.

COMMON CHALLENGES IN PLAYGROUP

SITUATION	*AVOID*	*TRAUMA-INFORMED EXAMPLE*
A family arrives with a child who appears sick	Calling the family out publicly, making assumptions, or shaming the caregiver.	Speak privately. "We're so glad you came today. I noticed that Maya seems a little under the weather. To help keep all of our families healthy, we ask that children stay home when they're showing signs of illness. I know that's not always easy. Let's talk about how we can support you and get you connected for next week's playgroup."
A caregiver is upset that another caregiver isn't supervising their child closely enough	Taking sides, criticizing either family, or discussing concerns publicly.	**Acknowledge feelings and refocus on safety. "I can see you're concerned, and I appreciate you bringing it to me. My priority is making sure everyone feels safe and supported. Let me check in with the family and see how we can support all of the children in playing safely together."** **RESPONSE TO THE OTHER PARENT:** **""Hi Sarah, I wanted to check in with you for a moment. I've noticed a few times today that Jackson has needed some additional support while playing with other children. Playgroup can be a busy environment, and it can be hard to keep up with everything that's happening. I wanted to touch base and see how things are going for you today."**
A child bites another child during playgroup	Labeling the child as a "biter," blaming the caregiver, or demanding punishment.	Focus on safety first. "Let's make sure everyone is okay. Biting is often a child's way of communicating when they don't yet have the words or skills to express a need. Let's support both children and work together to help them navigate this situation."

QUICK REFERENCE GUIDE

Every Playgroup Leader Should:

✓ Greet families warmly

✓ Create a welcoming environment

✓ Support the Five Protective Factors

✓ Maintain Community Standards

✓ Encourage connection among caregivers

✓ Complete required reporting

✓ Communicate concerns promptly

✓ Partner with Navigators

✓ Ask for help when needed

Most importantly:

Remember that relationships are the foundation of playgroup success.

FIRST 5 MONTEREY PLAYGROUP BEST PRACTICES

Category	Summarized Guidelines
Playgroup Structure	• Frequency: The same group of families attends the playgroup at least weekly. • Group size: Playgroups consist of 4-12 families at one time. Use the children's ages, physical environment, and comfort of the facilitator to determine the ideal group size within this range. • Duration: Playgroups are planned for approximately 2 hours. • Schedule: Playgroups occur on a regular and predictable schedule at times and locations that are accessible for families. • Organization: Families register for sessions, and receive information and orientation prior to the first playgroup. • Routine: Playgroups follow a dependable routine, but are also flexible to meet emerging needs and preferences of families.
Playgroup Environment	• Safety: The playgroup is physically and emotionally safe for children and their families. • Supplies and Materials: Toys and supplies are nontoxic. Materials adequately support the curriculum. A variety of symbols and literacy tools are present. Examples include photos, pictures, signs, calendars, and books. • Comfort: The space is welcoming. • Language and Culture: The language and culture of participating families are reflected in the environment. • Guidelines: Guidelines for families are both presented verbally and written (posted) so that parents/caregivers understand and can refer to expectations. • Organization of Space: Space is clean, organized, and supports the needs of the children that attend. For example, there are floor mats for infants and they are located away from busier toddler play areas. • Location: The location is accessible to by public transport or otherwise convenient for families.
Playgroup Staffing	• Approach: Facilitators are positive, non-judgmental, and use a strengths-based approach to working with children and families. They acknowledge the parent as the child's first and most important teacher. • Education: Facilitators have formal education in child development or closely related field. • Experience: Facilitators have education and/or experience in adult education as well as experience with very young children. • Professional Development: Facilitators seek to grow as professionals, obtaining new knowledge and skills. • Language: Facilitators have the ability to communicate with the families that attend. • Training: Facilitators have been trained in on health and safety and can react to risks or problems appropriately.

FIRST 5 MONTEREY PLAYGROUP BEST PRACTICES

Category	Summarized Guidelines
Playgroup Interactions and Relationships	• Facilitator: Facilitator models play and positive interactions between parents and children; is encouraging and provides coaching and information on child development. Facilitator is aware of and sensitive to individual families' needs. • Families: Parent or family members are the child's first teacher and actively participate with their child. Parents have opportunities to practice parenting skills and foster child development and have opportunities to connect with other families. They take responsibility for a positive experience at playgroup. • Children: Have opportunities to play and interact with their parent or caregiver as well as with peers. Their individual strengths are recognized and supported.
Playgroup Curriculum and Activities	• Curriculum: The program should be responsive to parent-child interest and draw from evidence-based curricula. First 5 Monterey County uses the 5 Protective Factors identified within the *Strengthening Families Initiative* developed by the Center for the Study of Social Policy based in Washington, D.C.,. Curricula should address and build the 5 protective factors: 6. Parental resilience 7. Social connections 8. Knowledge of parenting and child development 9. Concrete support in times of need 10. Social and emotional competence of children • Flexibility: Playgroup activities are planned in advance but are also flexible enough to meet the needs of the children and families that attend. • Information for Parents: Information on child development for parents should relate to the emerging needs and interests of the parents. • Family Participation: Families are encouraged to participate in planning. This could include helping to determine what topics are covered, or identifying special activities for children. • Child Participation: Children are invited, but not required, to participate in the activities. • Activities: Children are provided with age appropriate choices for activities.
Playgroup Sustainability and Systems	• Resources: The organization seeks adequate resources to maintain or increase the number of high quality playgroups. Playgroups are offered at no cost or on a sliding scale. • Program Improvement: Playgroups seek information from families about service quality, and make improvements as needed. • Cost Control: Playgroups seek out ways to sustain high quality services. When difficult decisions need to be made to control costs, information about the community and families served is used to make decisions that have the least negative impact on participants. • Promotion and Awareness: Playgroups are promoted in the community and are offered in conjunction with other services as appropriate and mutually beneficial.

INTRODUCTION AND OVERVIEW

About Playgroups

First 5 Humboldt supports Playgroups throughout Humboldt County as a key initiative in our mission to improve the lives of children and their families. Well-run, free, and accessible playgroups are an important prevention and early intervention measure in a county where many children and families experience trauma and adversity. Playgroups provide safe, fun environments for families to connect with one another, learn about and support their children's development, and get access and referrals to other important services.

Playgroups promote protective factors, relational health, resilience, and family strengthening principles, (Center for the Study of Social Policy, 2016), which are demonstrated to reduce child abuse and neglect and to support healthy family functioning, child development, and readiness for school.

Playgroups operate through local partners that host a Playgroup in their community, a role that includes providing a physical space for Playgroup and serving as employer for a local Playgroup Leader(s). First 5 Humboldt staff provide ongoing support services to Playgroups including orientation and guidance for Playgroup Leaders and joining Playgroups regularly to help support families and Leaders.

Funding for Playgroups comes from the voter approved Proposition 10, the California Children and Families Act. First 5 Humboldt is committed to financial transparency and effective evaluation of our programs. Playgroup grantees agree to meet First 5 Humboldt's requirements for Playgroup, including health and safety measures, tracking and reporting attendance, completion of evaluation and reporting documents, and financial recordkeeping. See Attachment A, Playgroup Standards and Requirements for more detail.

Attachment A –

Playgroup Standards and Requirements

A. Administrative and Reporting Requirements

1. Grant Agreement

1. Playgroup grants run on a one-year, July 1-June 30 cycle.
2. The grant is a reimbursement-based system – grantees can only invoice for funds that have already been spent. Quarterly invoices are required – due Oct 20, Jan 20, April 20, and July 20, for each preceding quarter.
3. Successful applicants will need to enter into a Grant Agreement with First 5 Humboldt, which includes the following requirements:
   a) Provide certificates of insurance documenting that the grantee has liability and worker's compensation insurance
   b) The applicant must have or obtain a County Business License (local government entities are exempt). The license fee can be included in your budget.

2. Playgroup Staff Requirements

1. Playgroup Leaders must complete a LiveScan Fingerprint check
2. Playgroup Leaders must have a current Infant CPR/First Aid certificates
   a) Costs for these certifications can be included in the Playgroup budget.
3. Mandated Reporter Training (every 2 years)
4. Review and acknowledge to Special Incident Reporting requirements
5. Review and acknowledge Grievance Policy
6. Review and acknowledge Zero Tolerance for Child Abuse and Neglect Policy
7. New Playgroup staff complete Playgroup Orientation within 1 month of hire date, existing Playgroup staff complete orientation minimum every 2 years.

1. Scheduling Expectations

Playgroups will meet at least 40 weeks per year, for at least 2 hours per session.

2. Attendance Requirements

Playgroup grant amounts are based on average attendance. Playgroups should have a minimum average attendance of at least 5 children to receive a playgroup grant. This expectation is based on the "Birth to Three Best Practices: Playgroups" report issued by First 5 Ventura County in partnership with the Center for the Study of Social Policy.

If average attendance has been below the required minimum for more than one month, playgroups should work with First 5 Humboldt staff on a plan to increase attendance. If average attendance continues to fall below 5, funding for that group may be terminated (with appropriate notice and discussion)

3. Required Reporting and Evaluation

Data collection forms and report formats, with instructions and examples, will be provided by First 5 Humboldt.

1. All families complete a yearly electronic Playgroup Registration form
2. Each family electronically signs-in to playgroup each day
3. Invoices are due quarterly as shown here:
    a) First Quarter (July-Sep) due by Oct 20th
    b) Second Quarter Invoice (Oct-Dec) due by Jan 20th
    c) Third Quarter Invoice (Jan-March) due by April 20th
    d) Final invoice (April-June) due by July 20th
4. Playgroups work with families to complete Evaluation Surveys (Date and Form to be determined)
5. Interim Progress Report (due 1/29/27)
6. End-of-Year Reports (due 7/30/27).

4. Documents Maintained on File by Fiscal Agents and Playgroup

Funded playgroups and their fiscal agents will maintain the following documents on file.

1. Electronic records of Playgroup registration and sign-in.
2. Emergency Contact information for all families- best practice is to collect hard copies of this information and keep it filed in a secure, confidential location that can be accessed in the event of an emergency that makes internet access impossible.
3. Documentation of staff time worked (i.e. time sheets, time cards, invoices)

4. Purchase receipts (i.e. food, toys, equipment, materials)
5. Fingerprint information of staff
6. Infant CPR/First Aid certificates of staff
7. Records of staff training records- a Playgroup Staff Training Acknowledgement form will be provided

5. Playgroup Operating Standards

1. Required Essential Practices Checklist completed with First 5 Staff
2. New Playgroup staff complete a First 5 Humboldt Playgroup Orientation within 1 month of hire date, and existing staff complete orientation minimum every 2 years
3. Playgroup leaders attend biannual First 5 Humboldt workshops (Playgroup Retreats). Supervisors are strongly encouraged to attend as well.

Playgroup Leader AppSheet Guide

1. Find Your Tools & Log In

Before you start, make sure you are using the correct account on the iPad.

- **iPad Passcode:** 123456
- **App/Google Account:** If the device asks you to sign in, use:
  - **Email:** playgroup.admin@first5humboldt.org
  - **Password:** 1st5Playgroups
- **The Sign-In App:** Look for the **AppSheet icon**
- **The Backend Sheets:** Look for the **Google Sheets icon**

2. Prepare for the Day: The Sync

You **must** refresh the app at the start of every session to get the latest family registrations and bug fixes.

1. **Open the AppSheet app.**
2. If you see the sign-in form, tap **Cancel** at the bottom to go to the main screen.
3. Once you see the **"Hands" background**, tap the **Sync Icon**

- **Offline Mode:** No WiFi? No problem. The app still collects data, but it won't show up on your Daily Sign-in sheet until you have a connection again.

💡 **Pro-Tip: When in doubt, sync!** Refreshing is the quickest way to fix most minor glitches.

3. Finding Your Playgroup Sheets

To see who has signed in at your location:

1. Open the **Google Sheets**.
2. Locate the folder titled **"Playgroup App Sign-in Sheets."**
3. **Select your specific playgroup site** from the list.
4. Inside your site folder, you will find your **Daily Sign-In** (current) and **Archive** (historical) sheets.

4. Registration & Master Roster

Families only need to register **once per year**.

- **New Families:** They can register on their own phones at any time using our **QR code** or website link.
- **The Master Roster:** To see full registration details for all sites, open **Google Sheets** → **Playgroup Master Roster** → **Form_Responses_1** tab.

5. The "Foolproof" Fix 💡

If the app can't find a family, **don't spend time troubleshooting on the iPad.**

- **The Solution:** Have the family scan the QR code and **register again.** * **Why?** This is the fastest way to update our database. Once they submit the new form, just hit **Sync** (Step 2) on the iPad, and they will be ready to sign in immediately!

Progress Over Perfection

Thank you for your partnership as we refine these tools together!

First 5 Humboldt Playgroups

Playgroup Staff Training Acknowledgement

Playgroup Name: _____

☐ **Livescan Fingerprint Check** (click for list of locations) date of submittal: _____

☐ **Basic First Aid/CPR Training** (online option) (hybrid model) date of completion: _____

☐ **Mandated Reporter training** (online class) date of completion: _____

☐ **Special Incident Reporting** – I understand the requirement to promptly report to First 5 Humboldt any injuries, threats, suspected abuse or neglect, mandated reporting incidents, or other incident that causes alarm or concern among Playgroup families and staff. Incidents must be reported to First 5 within 24 hours of occurrence.

☐ **Grievance Policy –** I understand that any complaints or grievances about Playgroup and/or First 5 Humboldt that are not resolved with a simple conversation shall be shared with First 5 Humboldt staff promptly, and no later than 48 hours after their occurrence.

☐ **Zero Tolerance for Child Abuse and Neglect** I have reviewed and understand the Zero Tolerance for Child Abuse and Neglect Policy.

I acknowledge that I have completed/received the trainings listed above

Name: _____

Signature: _____ **Date:** _____

Grupos de Juego de First 5 Humboldt

Verificación de Capacitación del Personal de los Grupo de Juego

Nombre del Grupo de juego: _____

- ❑ **Verificación de Huellas Dactilares Livescan** Fecha de entrega _____
  (Haz clic para ver la lista de ubicaciones)
- ❑ **Capacitación Básica en Primeros Auxilios** fecha de finalización: _____
  (opción en línea)
  (opción hibrida)
- ❑ **Capacitación sobre la Obligación de Reportar Abuso y Maltrato:** fecha de finalización: _____
  (clase en línea)
- ❑ **Reporte de Incidentes Especiales -** Entiendo la obligación de reportar de inmediato a First 5 Humboldt cualquier lesión, amenaza, sospecha de abuso o negligencia, cualquier situación situación que demande la necesidad de reportar abuso, o cualquier otro incidente que genere alarma o preocupación entre el personal o las familias del grupo de juego Los incidentes deben reportarse a First 5 en el lapso de 24 horas posteriores al evento ocurrido.
- ❑ **Política de Quejas -** Entiendo que cualquier queja o reclamo sobre el grupo de juego o First 5 Humboldt que no se resuelva con una simple conversación se compartirá con el personal de First 5 Humboldt de inmediato y, a más tardar, 48 horas después de que ocurra.
- ❑ **Cero Tolerancia al Abuso y la Negligencia Infantil -** He revisado y comprendido la Política de Cero Tolerancia al Abuso y la Negligencia Infantil.

Reconozco que he completado/recibido las capacitaciones mencionadas anteriormente.

Nombre: _____

Firma: _____

Fecha: _____