

Napa Valley Early Learning Initiative

First Year Report

Executive Summary

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A partnership between the Napa Valley Vintners and First 5 Napa County



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Executive Summary

The Napa Valley Early Learning Initiative (NVELI) is a Napa Valley Vintners Association (NVV) multi-year strategic funding initiative. The NVELI focuses efforts on early learning and kindergarten preparedness to reduce the achievement gap between English fluent students and English language learning students. NVELI targets 4 elementary school catchment sites selected for their concentrated education needs and geographic diversity.

The achievement gap is the racial inequity found in academic outcomes between White and minority students. For the Hispanic/Latino student, fundamental to this achievement gap is the number who are not proficient in English at the time of testing and considered English Language Learners. In the 2013-14 school year in Napa County 53.3% of students were Hispanic/Latino and almost 1 in 4 of all students enrolled (23%) were English language learners. This reflects California proportions with over 50% of California's students currently Hispanic/Latino¹ and 23% English language learners (ELL)². However Napa County has a slightly higher proportion of those English language learning students who have Spanish as their primary language. Napa County has 95% of their ELL students with Spanish as their primary language and California has 85% of their ELL students with Spanish as their primary language.

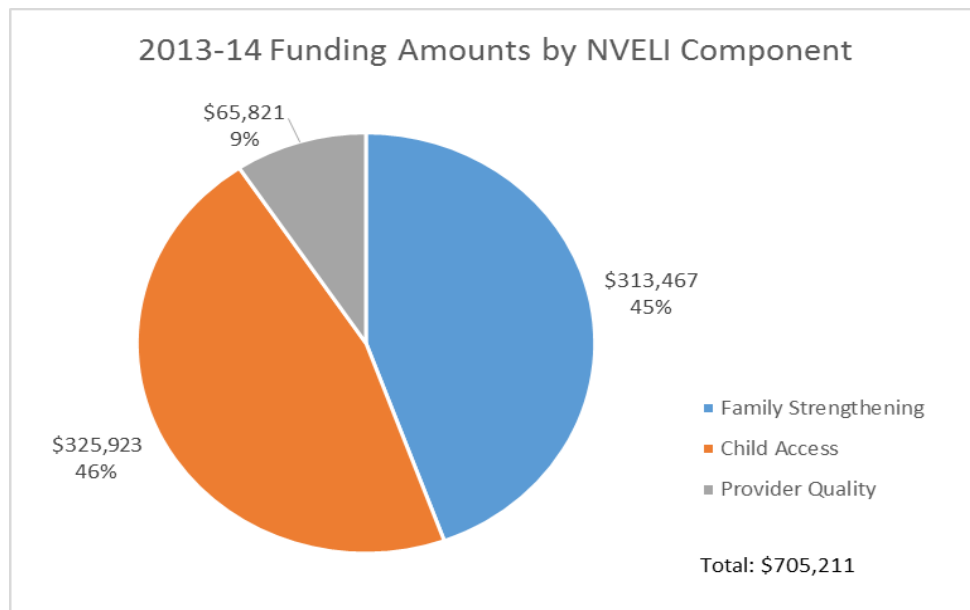
NVELI includes four components with strategies, activities and outcomes that aim to reduce the achievement gap in Napa County. The components are: 1) *Family Strengthening* which includes engaging hard to reach families and supporting parents to learn English while providing their children with enhanced childcare; 2) *Child Access* that increases the availability of high quality preschool experiences and provides summer preschool experiences to support children entering kindergarten; 3) *Provider Quality* supports early learning providers with the skills and coaching they need to best serve English language learning students; 4) *System Change* assures an integrated, clear and streamlined process for funding and communication about NVELI.

¹ California Department of Education; DataQuest 2013.

² California Department of Education; CalEdFacts; Spring 2014.

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In this first year, over \$705,211 were distributed to 9 agencies through a rolling application and grant process that allowed for immediate funding into the community. Below in graph form are the funding amounts by the main NVELI logic model components.



An outcomes-based evaluation plan was used to guide funding to ensure direct alignment with NVELI strategies and goals. The NVELI First Year Report summarizes all NVELI efforts within the framework of the evaluation plan, to track the activities of each grantee and the community with the goals of the NVELI.

In addition to the collecting outcome and activity data from each of the NVELI grantees, data were collected from parents of children entering kindergarten in the 2013-14 school year from each of the catchment sites. These data represent the last incoming kindergarten families where NVELI services and programs were not available to them. Parents reported on early literacy and learning practices they engaged in with their child prior to kindergarten as well as any kindergarten transition activities done prior to entering kindergarten. At the end of the school year parents were asked to report on their connections with the school during the kindergarten school year. All these data are summarized in the NVELI First Year Report.

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The evaluation outcomes and activities are presented in the NVELI First Year Report in 2 ways: by individual agency evaluation summary and also by NVELI overall evaluation summary. In this way agency activities and strategies are tracked, and demonstrate progress toward their own program goals and the NVELI goals. For the individual agency summaries a comprehensive description of each program's activities and outcomes and a brief summation of NVELI's fiscal investment are presented in the First Year Report. Presented below and in the First Year Report is a summary of key indicators and outcomes for each of the NVELI components and goals. These results are not exhaustive, but illustrate progress in specific components toward NVELI overall goals, through demonstrating improvements in key indicators and outcomes. Estimates in overall children and families served and services provided are approximations.

Family Strengthening

Strengthen families to support their English language learning children.

NVELI Strategies:

1. Engage hard to reach families with early learning opportunities.
2. Support families' language learning through ESL classes with free, enhanced child care services.
3. Engage parents of preschoolers in children's early learning & transition to kindergarten.

- 3 agencies were funded \$313,467 to implement the Family Strengthening component and served all 4 catchment sites.
- An estimated 430 English language learning 3-5 year old children and their 795 parents were served.
- Approximately 300 classes and workshops were provided and 96 family focused events to engage hard to reach families.
- Outreach included approximately 2,583 impressions that included fliers, telephone calls, and other exposure to families.
- Building on established services to families an additional 6 staff were hired and 1 memorandum of understanding was made.

How do we know we've made progress?

- Parents & families demonstrate knowledge and behaviors that support their role as their children's first teachers.
 - ✓ In the Active Minds program:
 - ✓ Upon completion of the program 84% of parents reported reading to their children at least 2 times a week.
 - ✓ 60% of parents reported an increase in the amount of time they support expanded learning through conversation with their children.
 - ✓ Children participated in early learning experiences while their parents attended early learning classes in the Active Minds program. Children demonstrated improved kindergarten readiness in the domains of communication, problem solving and personal-social skills with between 12% and 24% improving into typical development.
 - ✓ In the Jump Start program:
 - ✓ 94% of parents reported reading to their children at least 5-10 minutes every day.
 - ✓ All parents (100%) report: *I know how to read with my child to support early literacy skills.*
 - ✓ 100% report: *I feel confident establishing a reading routine that supports early literacy skills.*
- Parents & families engage in transition activities that support their children in entering kindergarten.
 - ✓ In the Active Minds program and the Calistoga Early Learning program:
 - ✓ All parents (100%) report: *I know more about what my child needs to get a good start in kindergarten.*
 - ✓ At least 96% report: *I feel more confident preparing my child for kindergarten and the first day of school.*

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- ✓ At least 96% report: *I feel more connected to the elementary school.*
- Parents are engaged in programs, services, classes and early learning opportunities.
 - ✓ Programs provided outreach and support to families. The Jump Start and Calistoga Early Learning program enrolled 159 parents of 86 children into English as a second language courses.
 - ✓ Statistically significant gains in English language skills were made; language skills that allow for writing basic notes, completing medical forms and completing job applications.
- Parents & families demonstrate familiarity with school system & vocabulary that support them working with their child's school and teachers.
 - ✓ In the Jump Start program and the Calistoga Early Learning program:
 - ✓ At least 94% of parents report: *I feel more confident supporting my child in school.*
 - ✓ At least 87% report: *I know more about how to get involved in my child's school.*
 - ✓ 85% of Jump Start parents report: *I feel more connected to other parents and school staff.*

Child Access

English language learning children's access to high quality preschool experiences to support their kindergarten preparedness.

NVELI Strategies:

1. Increase high quality preschool availability for English language learning children age 3-5 years old.
2. Provide high quality summer bridge experience for incoming kindergarteners.

- 4 agencies were funded \$325,923 to implement the Child Access component and served all 4 catchment sites.
- An estimated 200 English language learning 3-5 year old children were provided high quality preschool experiences.
- 95 parents attended 5 summer bridge classes to gain skills and understanding to better support early learning at home.
- 14 families engaged in transition to kindergarten activities and 3 community events aimed at improving early education were provided.
- Building on established services to families 6 classroom staff received professional coaching to support their work with dual language learning students.

How do we know we've made progress?

- English language learning children participate in new preschool slots.
 - ✓ In the Hearts and Hands Preschool:
 - ✓ *15 new English language learning students were provided preschool.*
 - ✓ Children attended preschool regularly with *average attendance of half-day students at 81% and full-day students at 88%.*
 - ✓ In the Mayacamas, Head Start Preschool Site:
 - ✓ *38 English language learning students were provided preschool.*
 - ✓ Children attended preschool regularly with the *average attendance rate at 89%.*

- English language learning children entering kindergarten participate in Summer Bridge preschool programs.
 - ✓ English language learning children entering kindergarten in the fall participated in Summer Bridge preschool classes :
 - ✓ *79 English language learning children attended summer bridge classes through the First Step program and Calistoga Summer Bridge program.*
 - ✓ Children attended the summer bridge programs regularly with the *average attendance rate over 80%.*

- English language learning children make gains both socially and academically in preparation for kindergarten.
 - ✓ In the First Step and Calistoga Summer Bridge programs:
 - ✓ *Children made gains in kindergarten readiness skills of number, letter color and shape recognition.*
 - ✓ Children in Mayacamas preschool demonstrated *gains in pre-literacy skills and kindergarten readiness social-emotional skills.*

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- Parents demonstrate proficiency and involvement in supporting their children's learning at home.
 - ✓ In the First Step and Calistoga Summer Bridge programs:
 - ✓ At least 97% of parents report they are now reading at least 2 times a week to their children.
 - ✓ At least 83% of parents report their children are eating breakfast at least 6 times a week.
 - ✓ In the First Step and Calistoga Summer Bridge programs parents report practicing early learning activities at home:
 - ✓ At least 3 out of 4 (75%) of parents are counting out loud with their children once a week.
 - ✓ All parents (100%) reported looking at shapes and colors with their children at least once a week.
- Parents demonstrate proficiency in navigating the public education system, and advocating for their child's education.
 - ✓ In the Calistoga Summer Bridge Program:
 - ✓ All parents (100%) report: *I know more about what my child needs to get a good start in kindergarten.*
 - ✓ 100% of parents report: *I feel more confident preparing my child for kindergarten and the first day of school.*
 - ✓ 100% of parents report: *I feel more connected to other parents.*

Provider Quality

Provide early learning providers with skills and knowledge to better support English language learning students.

NVELI Strategies:

- 1. Support early learning providers to ensure high quality preschool experiences for all children in preschools serving the elementary school catchment areas.**

- 2 agencies were funded \$65,821 to implement the Provider Quality component and served 3 of the catchment sites.
- 18 early learning professionals received 40 coaching and/or classes to support them in better serving dual language learning students.
- An estimated 107 English language learning 3-5 year old children received high quality preschool experiences from the 18 early learning professionals who were provided support through the provider quality component.
- 10 preschool classrooms with 25 teachers serving 109 dual language learning students were recruited and received introductions to the quality improvement program.
- Building on established services an additional 2 staff were hired.

How do we know we've made progress?

- Increase professional development of teachers and increase competency working with dual language learning children.
 - ✓ 83% of early learning professionals report feeling *prepared to use the iPad to increase flexibility and responsiveness to dual language learners.*
 - ✓ 83% of early learning professionals report feeling *prepared to use the iPad to present early literacy curriculum.*

- Increased number of early learning professionals receiving dual language learning coaching and professional development.
 - ✓ The target was to enroll 6 classrooms into the Pathways to Quality (PTQ) program;
 - ✓ PTQ surpassed the target and *recruited 10 classrooms.*
 - ✓ *15 early learning professionals that teach 109 dual language learning students teach in the 10 classrooms.*

- Increased scores on preschool quality measures.
 - ✓ PTQ program confirmed the preschool quality measures to be used in the next year:
 - ✓ Early Childhood Environmental Rating Scale (ECERS) to *assess classroom environment quality.*
 - ✓ Classroom Assessment Scoring System (CLASS) will be used to measure the quality of the *teacher and student interactions.*

Conclusion

A solid foundation was created in the first year of the Napa Valley Vintners Association Napa Valley Early Learning Initiative. A streamlined funding process was developed that builds on established efforts being made in the early learning community. Through collaborative work between NVELI and First 5 Napa County Children and Families Commission, agencies were brought together in a comprehensive network that provides seamless and strategic services to English language learner families.

Programs worked toward *strengthening families* through creative outreach to hard to reach families, provided English as a second language classes and parent workshops on early development and engaged families in transition to kindergarten activities. *Child access* to quality preschools was achieved through opening up new preschool slots, maintaining high quality preschool slots and providing preschool experiences for those children entering kindergarten in the fall. Programs improved *provider quality* through coaching and supporting early learning professionals in expanding their abilities to support dual language learning students and created a structure for supporting early learning professionals.

In the coming year, efforts will be made to build upon the solid work of the first year. Through process evaluation iterative improvements and increased streamlining will support NVELI efforts in reducing the achievement gap for English language learning students.