

Napa Valley Early Learning Initiative
Second Year Report
Executive Summary
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A partnership between the Napa Valley Vintners and First 5 Napa County



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Message from the NVELI Program Officer

Dear Friends,

I am pleased to share with you the Napa Valley Early Learning Initiative 2014-15 Second Year Report.

The second year of the Initiative has proven to be a year of hard-earned achievements. We have been through the process of breaking down silos and building collaborations. First 5 and Napa Valley Vintners have come together to build a model of what public

and private partnerships can achieve. We've found our stride as a team and we are ready to delve deeper, knowing that the work we are doing is providing results!

This year we invested **\$765,265** in direct services for young children and their families. Through this investment, **we were able to serve approximately 1,487 children, parents, caregivers and providers.**

I've summarized a few highlights from the year that I am particularly excited about:

- Working with Applied Survey Research, **teachers completed 277 kindergarten readiness assessments.** This data demonstrated that there is a **17% readiness gap between English language learners and their English fluent peers.**
- **Moving forward,** the kindergarten readiness data provides greater clarity of our students' strengths and weaknesses as they enter kindergarten. We will use this information to drive program modifications.
- As a whole, the Initiative served approximately **736 students** and their **721 parents** in the four school catchment sites of Napa Junction, Shearer, Phillips and Calistoga.
- **30 educators, both early learning and kindergarten teachers,** received coaching, technical assistance and trainings to better support dual language learners in the classroom.
- The Initiative is providing **34 quality preschool slots** for English language learners that would not otherwise have a quality preschool option.
- **With an eye toward the future,** NVELI provided the initial investment to Funding the Next Generation. FNG is a county-wide collaborative focused on capacity-building efforts to create a sustainable public funding stream for marginalized youth and their families.

The uniqueness of this Initiative is not in the individual services, many of which already existed. What makes this Initiative so progressive and successful are 1) the partnership with NVV and First 5, 2) the concentration of existing services to combine and bring focus to the



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issue of closing the readiness gap for English language learners, and 3) inclusion of the family as a part of the solution.

Thank you for your support. The future looks bright and together we are making a difference!

Sincerely,

Michelle Laymon

NVELI Program Officer

Executive Summary

Overview

The Napa Valley Early Learning Initiative (NVELI) is a Napa Valley Vintners (NVV) multi-year strategic funding initiative. The NVELI **focuses on early learning and kindergarten preparedness to reduce the achievement gap between English fluent students and English language learning students**. In 2012 the NVV committed to support academic success by investing \$1 million dollars in education each year, over a 3-5 year period for English language learning (ELL) 3-5 year old children. NVELI selected four school catchment sites¹ for the initial investment: Napa Junction Elementary School in the city of American Canyon, Calistoga Elementary School in the city of Calistoga, and Shearer Elementary and Phillips Elementary in the city of Napa.

The achievement gap is the racial inequity found in academic outcomes between White and minority students. For the Hispanic/Latino student the achievement gap is the 21 to 16 point difference between their average scores on national tests by subject matter as compared to their non-minority counterparts². Fundamental to this achievement gap is the number who are not proficient in English at the time of testing and considered English Language Learners (ELL). In the 2014-15 school year in Napa County, 54% of students were Hispanic/Latino and almost one in four (23%) were English language learners³. Although Napa County reflects California in the number of Hispanic/Latino students and English language learners, Napa County has a slightly higher proportion of students with Spanish as their primary language; 85% of California's ELLs have Spanish as their primary language and 95% of Napa ELLs have Spanish as their primary language⁴.

Our youngest children have all of their life experiences within the context of their families, early learning environments and child care providers. Based on this knowledge, the NVELI logic model is grounded in the most current research and designed to reach and envelop children within these contexts of their families and early learning experiences. The NVELI has four main

¹ Please see Catchment Sites under this section for a more thorough description of the sites.

² Hemphill & Vanneman, 2011; National Education Association (NEA), n.d.

³ California Department of Education; DataQuest; 2014-15.

⁴ California Department of Education; DataQuest; 2014-15.

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components⁵: 1) *Family Strengthening* to engage and support families; 2) *Child Access* to increase the availability of high quality preschool experiences; 3) *Provider Quality* to support early learning providers to ensure children have the best possible early learning experiences; and 4) *System Change* that supports the overall efforts to improve systems. Each component includes strategies and activities that are based in evidence or best practices that aim to reduce the kindergarten-readiness gap.

The **NVELI evaluation plan** is two-fold to ensure tracking and accountability at both the **grantee program level** and the **overall NVELI outcome level** of reducing the kindergarten-readiness achievement gap.

In this executive summary **grantee program level** evaluation is presented with grantee program data aggregated under the NVELI goals within each of the four components. Included in the full report are individual grantee program summaries which present outcomes and activities for services provided.

At the **NVELI outcome level** the executive summary includes topline school readiness data from the beginning of the 2014-15 school year from the four school catchment sites. These data assess the *readiness* or *achievement gap* that exists between incoming ELLs and their English fluent peers.⁶ The full report includes additional highlights taken from the report submitted by Applied Survey Research in May 2015.

This year (2014-15) is the first year of collecting kindergarten readiness data on all incoming kindergarten students. These data demonstrate there is an achievement gap between English language learning children and their English fluent peers upon entering kindergarten. Next school year (2015-16) school readiness data will be collected again on all incoming kindergarten students in the NVELI elementary schools. These data will be analyzed and compared to this year's (2014-15) baseline data.

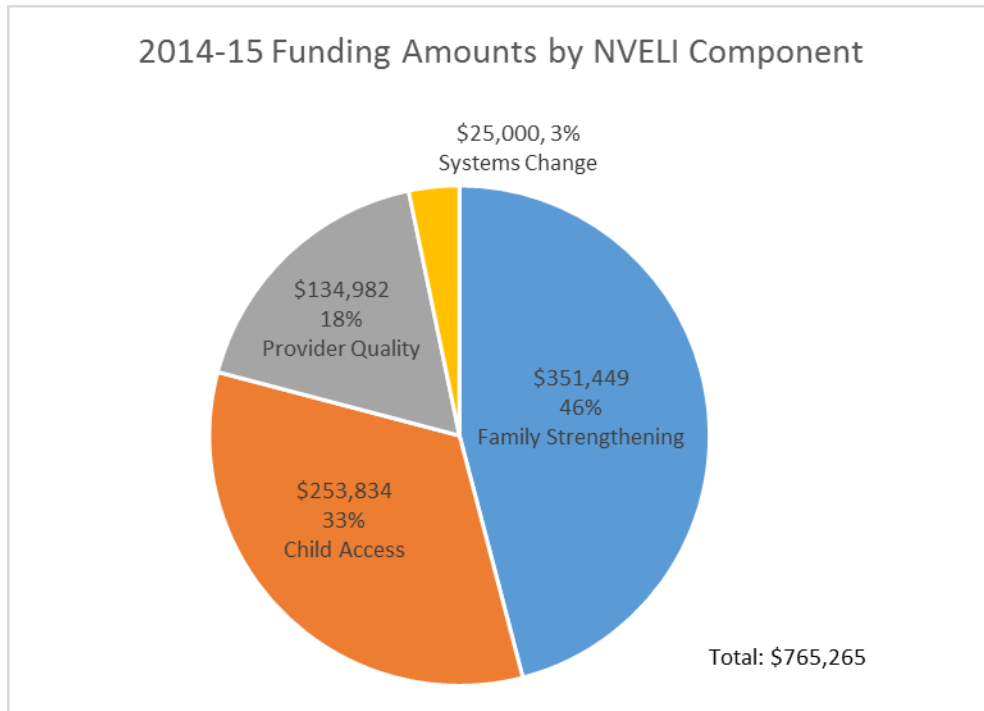
⁵ Please see appendix A for the NVELI Logic Model

⁶ For the full report, please see the Applied Survey Research report: School Readiness in Napa County; May 1, 2015.

Investment

In the 2014-2015 funding year, \$765,265 was distributed to 10 programs. The year prior to that, \$705,211 was distributed to nine programs; for a total investment of \$1,470,476 in the NVELI.

Below in graph form are the funding amounts for 2014-15 by the main NVELI logic model components.



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These investments by agency are provided below in detail.

2014-15 Investment by Strategic Component

Agency	Program	Catchment School	2014-2015 Funds
Family Strengthening			
Community Resources for Children	Active Minds	Calistoga Napa Junction Phillips Shearer	\$92,923
On the Move	Jump Start	Napa Junction Phillips Shearer	\$173,923
UpValley Family Centers	Early Learning	Calistoga	\$84,603
Total:			\$351,449
Child Access			
Hearts and Hands Preschool	Preschool Slots	Calistoga	\$87,304
Napa County Office of Education(NCOE)	State preschool slots	Phillips	\$79,426
Napa Valley Adult Education	First Step Summer Bridge	Napa Junction Phillips Shearer	\$66,737
UpValley Family Centers	Calistoga Summer Bridge	Calistoga	\$20,367
Total:			\$253,834
Provider Quality			
Community Resources for Children	Pathways to Quality	Calistoga Napa Junction Phillips Shearer	\$104,336
Napa County Office of Education; Phillips Elementary	NCOE & Phillips Collaborative	Phillips	\$30,646
Total:			\$134,982
Systems Change			
Funding the Next Generation	Funding the Next Generation	Calistoga Napa Junction Phillips Shearer	\$25,000
Total:			\$25,000

School-Readiness Achievement Gap⁷

NVELI aims to reduce the achievement gap between English language learning (ELL) children and their English fluent peers through family strengthening, early childhood learning, provider support and systems change strategies. NVELI grantees provide services to ELL children 3-5 years old, their families and providers.

Because NVELI focuses on services in the crucial years of 3-5 years old, our best and most timely measurement of success or progress should be at the end of NVELI service efforts, just preceding kindergarten. In addition to measuring the grantee program level activities and outcomes for each of the NVELI grantees, the **overall NVELI outcome level** of the school-readiness achievement gap was measured for children entering kindergarten at the targeted schools in the 2014-15 school year.

In 2014, NVELI contracted with Applied Survey Research (ASR) to provide an analysis of school readiness, and the factors that contribute to school readiness, for children entering kindergarten in the 2014-15 school year (at each of the four catchment site elementary schools). Topline results of the school-readiness achievement gap data are provided here. The full report includes additional highlights taken from the School Readiness Comprehensive Report, May 2015 by ASR.⁸

⁷ All data in this section was taken from the Applied Survey Research report: School Readiness in Napa County; May 1, 2015.

⁸ For the full report, please see the Applied Survey Research report: School Readiness in Napa County; May 1, 2015

For NVELI the *school-readiness achievement gap* is the difference in kindergarten-readiness scores between English language learning children and English fluent children, upon entering kindergarten in each of the four catchment sites.

School Readiness Gap in Overall Average Scores

There is a statistically significant difference in *kindergarten-readiness* between English language learner students and their English fluent peers.

School Readiness Gap in Overall Building Block Readiness

There is a **17%** *kindergarten-readiness gap* between English language learner students and their English fluent peers.

School Readiness Gap in Each of the Building Blocks

English language learner students scored significantly lower than their English fluent peers on:

- *self-regulation skills.*
- *social expression skills.*
- *kindergarten academic skills.*

Initiative Evaluation

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 and transition to kindergarten.

- Three agencies were funded \$351,449 to implement the Family Strengthening component and served all four catchment sites.
- An estimated 550 English language learning 3-5 year old children and their 661 parents were served.
- Approximately 95 classes and workshops and 10 family focused events to engage hard to reach families were provided.
- Outreach included approximately 6,550 impressions that included fliers, telephone calls, and other exposure to families.

How do we know we've made progress?

- Parents and 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 93% of parents reported reading to their children at least two times a week.
 - ✓ 81% 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. Children demonstrated improved kindergarten readiness by improving into development typical for their age in kindergarten readiness domains.
 - ✓ 94% of children demonstrated typical development in *Communication*
 - ✓ 83% of children demonstrated typical development in *Problem Solving*
 - ✓ 86% of children demonstrated typical development in *Personal-Social Skills*
 - ✓ In the Jump Start program:
 - ✓ 93% of parents reported reading to their children at least 10 minutes every day.
 - ✓ 100% report: *I feel confident establishing a reading routine that supports early literacy skills.*

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- Parents and families demonstrate knowledge and behaviors that support their role as their children's first teachers.
 - ✓ In the Active Minds program and the UpValley Early Learning program:
 - ✓ Almost all parents (97%) report: *I know more about what my child needs to get a good start in kindergarten.*
 - ✓ 94% report: *I feel more confident preparing my child for kindergarten and the first day of school.*

- Parents are engaged in programs, services, classes and early learning opportunities.
 - ✓ The Active Minds program and On The Move classes saw *strong attendance rates between 71% and 98%.*

- Parents and families demonstrate familiarity with school system and vocabulary that support them working with their child's school and teachers.
 - ✓ Programs provided outreach and support to families. The Jump Start and UpValley Early Learning program enrolled 236 parents of 180 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.*
 - ✓ In On The Move classes:
 - ✓ 97% of parents report: *I feel more confident supporting my child in school.*
 - ✓ 94% of parents report: *I know more about how to get involved in my child's school.*
 - ✓ 93% of 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.

- Four agencies were funded \$253,834 to implement the *Child Access component* and served all four catchment sites.
- An estimated 80 *English language learning 3-5 year old children* were provided high quality preschool experiences.
- 44 *parents attended 5 summer bridge classes* to gain skills and understanding to better support early learning at home.
- 16 *families and 3 early education providers engaged in 10 transition to kindergarten activities* and 3 *community events* aimed at improving early education were provided.

How do we know we've made progress?

- English language learning children participate in new preschool slots.
 - ✓ In the Hearts and Hands Preschool:
 - ✓ *16 new English language learning students were provided preschool.*
 - ✓ Children attended preschool regularly with *average attendance of half-day students at 92% and full-day students at 87%.*
 - ✓ In a Napa County Office of Education preschool class:
 - ✓ *18 English language learning students were provided preschool.*
 - ✓ Children attended preschool regularly with the *average attendance rate at 87%.*

- 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:
 - ✓ *41 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 of at least 85%.*

- English language learning children make gains both socially and academically in preparation for kindergarten.
 - ✓ In First Step, Calistoga Summer Bridge and Hearts and Hands programs:
 - ✓ *Children made gains in kindergarten readiness skills of number, letter color and shape recognition.*
 - ✓ Children in the NCOE preschool demonstrated *gains in pre-literacy and language 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 UpValley Summer Bridge programs:
 - ✓ At least 97% of parents report they are now reading at least two times a week to their children.
 - ✓ Just half (50%; n=2) of UpValley parents and 79% of First Step parents report their children are eating breakfast at least six times a week.
 - ✓ In the First Step and UpValley Summer Bridge programs parents report practicing early learning activities at home:
 - ✓ At least 89% of parents are counting out loud with their children once a week.
 - ✓ At least 89% of parents are 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 First Step and UpValley Summer Bridge Programs:
 - ✓ 90% of parents report: *I know more about what my child needs to get a good start in kindergarten.*
 - ✓ 90% of parents report: *I feel more confident preparing my child for kindergarten and the first day of school.*
 - ✓ 90% 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.

- Two agencies were funded \$134,982 to implement the *Provider Quality component* and served all four of the catchment sites.
- 26 early learning professionals and 4 kindergarten teachers received 126 onsite coaching sessions, 24 technical assistance calls and 6 trainings to support them in better serving dual language learning students.
- An estimated 106 English language learning 3-5 year old children received high quality preschool experiences by early learning professionals supported under the provider quality component.

How do we know we've made progress?

- Increase professional development of teachers and increase competency working with dual language learning children.
 - ✓ Teachers in the Napa County Office of Education and Phillips Collaborative agreed they have:
 - ✓ *gained knowledge they see value in for their students.*
 - ✓ *increased responsiveness to English language learners.*

- Increased number of early learning professionals receiving dual language learning coaching and professional development.
 - ✓ *26 early learning professionals* received on-site trainings, classes and/or workshops.
 - ✓ *106 English language learner students* were served by early learning professionals participating in coaching and professional development.
 - ✓ *11 classrooms* were enrolled into the Pathways to Quality program.

- Improved quality of early learning environment.
 - ✓ Classrooms in the Pathways to Quality program *demonstrated improvements on measures of classroom quality overall and in domains of Emotional Support, Classroom Organization, and Instructional Support.*

Systems Change

Strengthen, improve and sustain the systems that support English language students and their families.

NVELI Strategies:

- 1. Ensure coordination and integration of services for children and families.**

- *One agency was funded \$25,000 to support a shared vision and goals to improve system sustainability across all of Napa County.*
- *50 programs provided direct service and funding stream data to support the development of a better understanding of children's services in Napa County.*
- *22 of these programs directly serve English language learning 3-5 year old children.*
- *A core team of 5 local stakeholders, all of whom are from agencies that serve English language children 3-5 years old, met 11 times to provide guidance and support.*

How do we know we've made progress?

- Progress is made toward a local system to support early learning activities for young children and families.
 - ✓ *Children's Bill of Rights* was adopted through a proclamation of support by all five cities in Napa County.
 - ✓ Core Leadership Team met 11 times and all were attended by the five members.

- Increase in strength and numbers of linkages between systems.
 - ✓ *22 agencies provide services to English language learner children 3-5 years old participated in the county-wide data collection efforts.*
 - ✓ *All members of the Core Leadership Team represent agencies that provide direct service or funding for services to dual language learner 3-5 year old children and their families.*

Conclusion:

The second year summary of the Napa Valley Vintners Napa Valley Early Learning Initiative (NVELI) demonstrates the solid collaborative work between NVELI and First 5 Napa County, which has created a dynamic and comprehensive network that provides seamless and strategic services to English language learner (ELL) children and families. This comprehensive network reflects the strategic design of the NVELI approach to reducing the kindergarten-readiness achievement gap. Through the NVELI funding strategies for *family, child, early learning providers,* and *systems change*; services are funded that envelop a child in rich learning opportunities to ensure they are as prepared as they can be for kindergarten.

NVELI has established and streamlined systems of funding and monitoring, using outcomes-based accountability to ensure funded agencies are efficient and effectively working toward reducing the kindergarten-readiness achievement gap for ELL children. A continuous feedback loop between the NVELI program officer and the funded agencies on evaluation and progress has created a unique and strong accountability ensuring clear progress toward meeting NVELI goals.

In this last year, 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 and the infrastructure of systems they work in to expand their abilities to support dual language learning students. *Systems change* was addressed by working to develop a shared vision, engaging the public and shifts in systems to create sustainability for all children.

Now that strong funding and accountability systems are established, and agencies are increasingly working toward seamless service delivery, the NVELI may begin analysis and exploration into next steps.