

Napa Valley Early Learning Initiative  
Third Year Report  
2015-16  
September 2016



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



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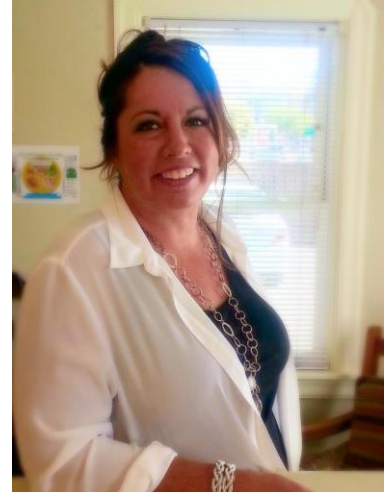
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## Message from the NVELI Program Officer

Dear Friends,

I am pleased to present you with the Napa Valley Early Learning Initiative 2015-16 Third Year Report.

The past year has been one of strengthening and improving for the Initiative. I am excited to report that all the pieces are fitting into place. It feels like things are clicking and real change is happening! The increased data we've been able to collect and disseminate to partners helped us make great strides toward achieving our goals. I have been able to use this data in the following ways:



- evidence of Initiative impact on Kindergarten Readiness;
- to engage community stakeholders in meaningful conversation about how this set of services work in concert to prepare children and their families for success in kindergarten and beyond;
- to build on the success of the NVELI in early learning systems; and
- to delve deeper into analysis of program outcomes. We use this information to ensure that we are focusing our funds strategically to determine which programs have the most direct and long-lasting impact on the lives of students and their families.

As we close out the third year of the NVELI, the components are coming together in a way that is strengthening the web of services and systems that will help close the Kindergarten Readiness gap. The coming year looks to be equally exciting as we develop a framework for continuing the work that NVV has invested in.

Sincerely,

Michelle Laymon

Program Officer

Napa Valley Early Learning Initiative

## Napa Valley Early Learning Initiative Introduction

### *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 as they enter kindergarten. In 2012 the Board of Directors for Napa Valley Vintners committed to investing in Napa County's youth through an education initiative. The NVV committed to support academic success by investing up to \$1 million dollars each year, over a 3-5-year period for English language learning (ELL) 3-5-year-old children.

As part of the strategic planning process, NVV hired outside education and research consultants to develop an initiative grounded in early education research to serve the unique needs of the Napa community. An exhaustive early education needs analysis and local partner assessment led to an initiative that focuses on the achievement gap for ELL children entering kindergarten and identified First 5 Napa County Children and Families Commission as the best partner for this work.

NVELI focuses on four school catchment sites<sup>1</sup> 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 schools in the city of Napa. These sites contain a high population of ELL children and allow the initiative to have a presence in each of the major cities in Napa County.

Our youngest children have all their life experiences within the context of their families, early learning environments and child care providers. Based on this knowledge, consultants created a logic model 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 components<sup>2</sup>: 1) *Family Strengthening* to engage and support families; 2) *Child Access* to increase the availability of high quality preschool experiences; 3) *Provider*

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

<sup>2</sup> Please see appendix A for the NVELI Logic Model

## NVELI Third Year 2015-16 Report

*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.

In 2013, First 5 Napa and NVV entered into a Memorandum of Understanding. The program officer was hired and took the initiative from concept to implementation. Using the logic model, the program officer worked with the First 5 evaluator to create an outcomes-based evaluation plan based on results and indicators to track progress and accountability. Since then, the program officer has created a system for the funding and reporting processes; developing a continuous feedback loop between the NVELI program officer and the funded agencies on budget accountability, program evaluation and outcomes. The program officer continues to use the logic model, evaluation plan and year-end report to ensure funded programs align with the NVELI strategies and demonstrate progress toward NVELI goals. 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. The **program level** is presented in this report for each grantee program as well as program data aggregated under the NVELI goals. Program summaries track outcomes and activities for services provided.

At the **NVELI outcome level** this report includes a summary of select school readiness data collected at each of the four catchment site elementary schools at the beginning of the 2015-16 school year. These data assess the *readiness* or *achievement gap* that exists between incoming ELLs and their English fluent peers.<sup>3</sup> This year (2015-16) is the second year of collecting kindergarten readiness data on all incoming kindergarten students. These data reveal that English language learning children who have participated in NVELI services are more fully ready than those English language learners who did not participate in NVELI services. There does continue to be an achievement gap between English language learning children and their English fluent peers upon entering kindergarten.

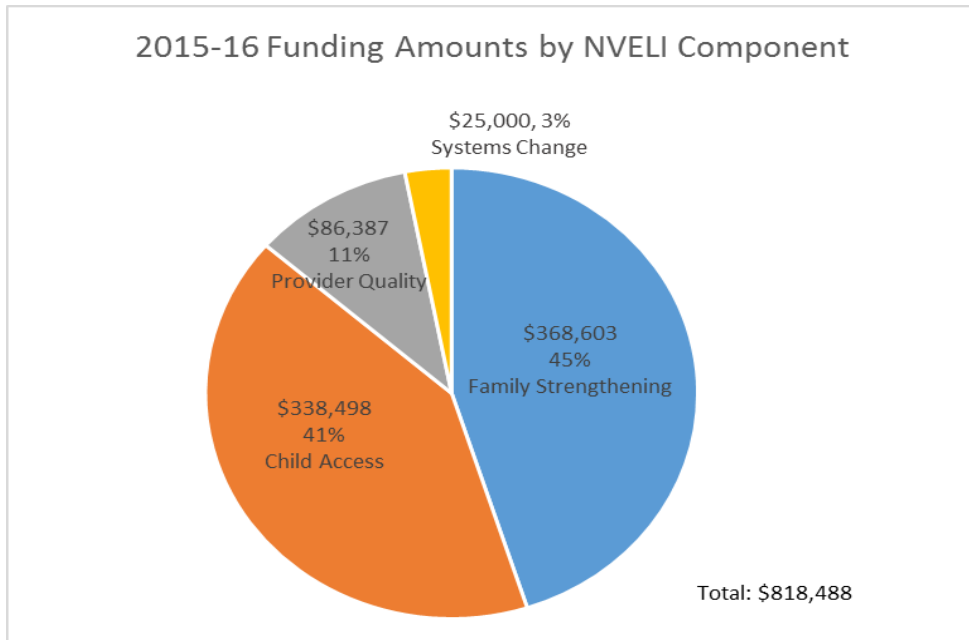
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<sup>3</sup>For the full report, please see Applied Survey Research report: School Readiness in Napa County Comprehensive Report Fall 2015; March 2016.

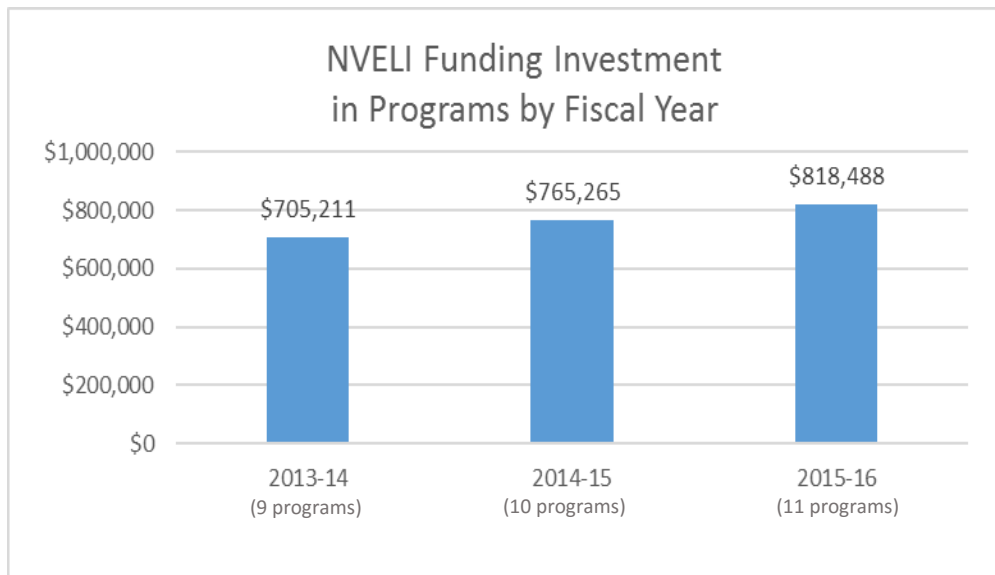
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### *Investment*

In the 2015-16 funding year, NVELI distributed \$818,488 to 11 programs; in the 2014-15 funding year, \$765,265 to 10 programs; and in 2013-14, \$705,211 to nine programs; for a total investment of \$2,288,964. Below in graph form are the funding amounts for 2015-16 by the main NVELI logic model components. The 2015-16 investments by agency are provided in detail on the following page.



Below are the NVELI funding investments by fiscal year in programs.



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**2015-16 Investment by Strategic Component**

Agency	Program	Catchment Site Elementary School	2015-2016 Funds
<b>Family Strengthening</b>			
Community Resources for Children	Active Minds	Napa Junction Phillips Shearer	\$92,993
On the Move	Jump Start	Napa Junction Phillips Shearer	\$189,460
UpValley Family Centers	Early Learning	Calistoga	\$86,150
<b>Total:</b>			<b>\$368,603</b>
<b>Child Access</b>			
A Place of My Own	Preschool Slots	Phillips Shearer	\$84,750
Hearts and Hands Preschool	Preschool Slots	Calistoga	\$87,304
Napa County Office of Education(NCOE)	State preschool slots	Phillips	\$75,000
Napa Valley Adult Education	First Step Summer Bridge	Napa Junction Phillips Shearer	\$70,500
UpValley Family Centers	Calistoga Summer Bridge	Calistoga	\$20,944
<b>Total:</b>			<b>\$338,498</b>
<b>Provider Quality</b>			
Community Resources for Children	Pathways to Quality	Calistoga Napa Junction Phillips Shearer	\$68,521
Napa County Office of Education; Phillips Elementary	NCOE & Phillips Collaborative	Phillips	\$17,866
<b>Total:</b>			<b>\$86,387</b>
<b>Systems Change</b>			
Funding the Next Generation	Funding the Next Generation	Calistoga Napa Junction Phillips Shearer	\$25,000
<b>Total:</b>			<b>\$25,000</b>

## *English Language Learner Student*

### **What does it mean to be an English language learner?**

In California's public school system, students who first learn a language other than English in their home (U.S. or immigrant born and regardless of race or ethnicity) and then enter the public school system are identified as English learners. These children come from all over the world and the languages they bring to the California public school system reflect that diversity.

Children are classified as English language learners (ELLs) or English learners (ELs) until they achieve district-specified scores on state achievement tests and meet other academic criteria. When children achieve those goals they are reclassified as Re-designated Fluent English Proficient (RFEP). Children who are Fluent English Proficient (FEP) are the re-designated students (RFEP) and students whose home language is not English but who scored high enough on a state test of English proficiency to be considered "initially fluent English proficient" (IFEP).<sup>4</sup>

The NVELI is working toward closing the kindergarten-readiness achievement gap for Napa County's English language learner students whose primary language is Spanish. For purposes of this report students whose primary language at home is Spanish are considered *dual language learner*; *English language learner*; and *English as a second language* and these terms are used interchangeably throughout this report.

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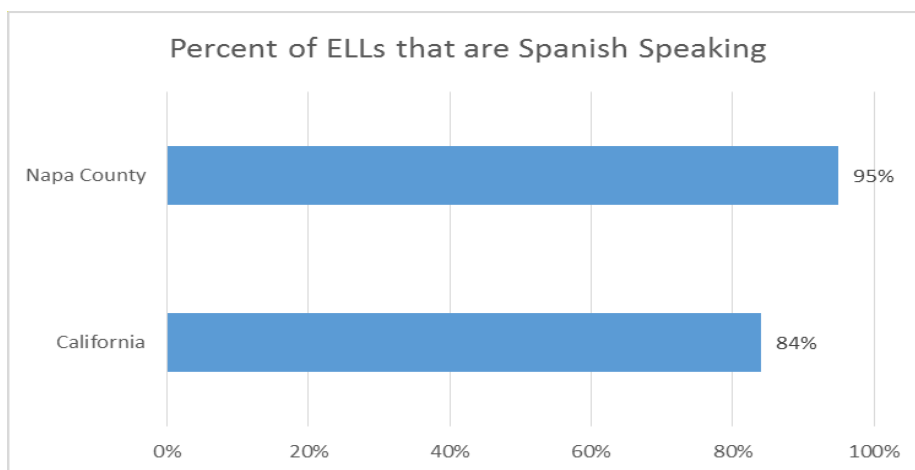
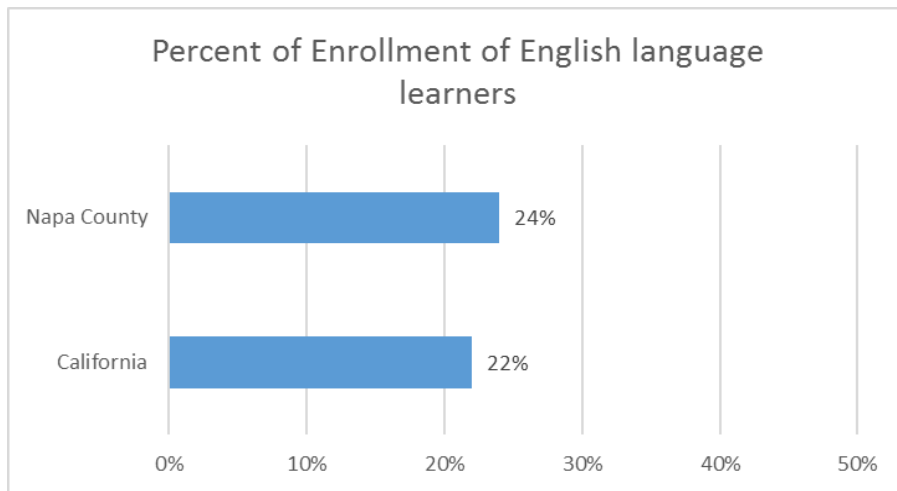
<sup>4</sup> <http://www.ed-data.k12.ca.us/Pages/Home.aspx>



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### Who are our English language learners?

In California's public schools, just under one in four students (22%) in the 2015-16 school year was an English language learner (ELL)<sup>5</sup>. Of the 22% of ELLs, 84% of them had Spanish as their primary language. This is not surprising when California Department of Education data reveal that over half, or 54% of California's students are currently Hispanic/Latino (3.3 million)<sup>6</sup>. Napa County public schools are similar in composition; in the 2015-16 school year, 55% of students were Hispanic/Latino and 24% were English language learners. Napa County however, has a larger proportion of students with Spanish as their primary language; 84% of California's ELLs have Spanish as their primary language and 95% of Napa County's ELLs have Spanish as their primary language<sup>7</sup>.



<sup>5</sup> California Department of Education; DataQuest; 2015-16.

<sup>6</sup> California Department of Education; DataQuest 2015-16.

<sup>7</sup> California Department of Education; DataQuest 2015-16.

*Catchment Sites*

Each catchment site in the Napa Valley Early Learning Initiative is an area that serves one of four selected elementary schools in Napa County: Napa Junction Elementary School located 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.

Presented below are data<sup>8</sup> for each of the elementary schools in the four catchment sites.

- **The four catchment site elementary schools serve English language learning students with Spanish as a primary language and low-income children.**
  - The vast majority of students at Calistoga, Phillips and Shearer Elementary Schools are Hispanic or Latino. Although Napa Junction has the least number of Hispanic/Latino children, they still have half (51%).
  - The majority of the students at Calistoga, Phillips and Shearer schools are English language learners and nearly all of those English language learners are Spanish speaking; with the exception of Napa Junction with only about one in three students (32%) who are English language learning students.
  - Being eligible for free and reduced price meals is often used as an indicator of low-income status because of the income requirements<sup>9</sup> to receive those services. As many as 88% of children are low-income. Calistoga had the fewest children in low-income households, but there were still more than half (57%).

**Elementary School Profiles for 2015-2016 School Year**

Catchment Site Elementary Schools	Total Enrollment	Hispanic or Latino	English Learners	Spanish as Primary	Free/Reduced Price Meals
Calistoga Elementary	499	84%	65%	98%	57%
Napa Junction Elementary	461	51%	32%	93%	64%
Phillips Elementary	533	92%	63%	100%	85%
Shearer Elementary	547	91%	69%	100%	88%

<sup>8</sup> www.cde.ca.gov, September 2016

<sup>9</sup> See <http://www.cde.ca.gov/ls/nu/sn/eligmaterials.asp> for income requirements.

## Part I: Achievement Gap

**Part I** provides a summary of the kindergarten-readiness achievement gap between incoming English language learner students and their English fluent peers, among children at the NVELI catchment site elementary schools. This is the second school year of this data collection. Data were collected in the fall of 2015 under the direction of Applied Survey Research (ASR) and then presented by ASR in the School Readiness Comprehensive Report in March 2016<sup>10</sup>.

Highlights of the demographics as well as the school-readiness achievement gap are provided here. Unless otherwise noted, all data, graphs and tables<sup>11</sup> in this section are taken from the ASR full School Readiness Comprehensive Report, May 2015 or addendum.<sup>12</sup> The full report includes the methodology, analysis, demographic data, health and wellness and other factors effecting school readiness.

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<sup>10</sup> For the full report, please see the Applied Survey Research report: School Readiness in Napa County Comprehensive Report Fall 2015; March 2016.

<sup>11</sup> Data, graphs, tables and text have been reformatted and reworded for this report.

<sup>12</sup> Email from ASR on August 10, 2016.

## *School-Readiness Achievement Gap*

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 Building Block Readiness

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

### School Readiness for NVELI Students

More English language learner children who participated in NVELI programs were fully ready compared to their English language learner non-NVELI peers.

- *English language learner students who were fully ready:*
  - *36% of NVELI English language learner students*
  - *18% of non-NVELI English language learner*

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### What is the Achievement Gap?

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 counterparts<sup>13</sup>. Fundamental to this achievement gap is the number of students who are not proficient in English at the time of testing and considered English Language Learners (ELL). In 2009 when the tests were given to 4<sup>th</sup> and 8<sup>th</sup> graders the proportion of the Hispanic/Latino students that were ELL was 37% and 21% respectively<sup>14</sup>.

### School-Readiness Achievement Gap

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 children 3-5 years old, their families and providers that aim to increase school readiness skills and thereby reduce the school-readiness achievement gap for ELL students upon entering kindergarten.

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 2015-16 school year.

Since 2015, NVELI has 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 at each of the four catchment site elementary schools. This year, the report covers kindergarten readiness for children entering the 2015-16 school year. ASR utilizes their own, multi-dimensional and multi-perspective instruments to gather data, and provide a better understanding of the school readiness of students and the school

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<sup>13</sup> Hemphill & Vanneman, 2011; National Education Association (NEA), n.d.

<sup>14</sup> Hemphill & Vanneman, 2011

## **NVELI Third Year 2015-16 Report**

preparedness of kindergarten families. Highlights of the demographics as well as the school-readiness achievement gap are provided here. All data, graphs and tables<sup>15</sup> in this section are created or taken from the ASR full School Readiness Comprehensive Report, May 2015, ASR database or the addendum<sup>16</sup>. The full report includes the methodology, analysis, demographic data, further achievement gap measures, health and wellness and other factors effecting school readiness.<sup>17</sup>

### **Instruments**

In the fall of 2015, ASR's Kindergarten Observation Form (KOF) and Parent Information Form (PIF) were distributed and collected within the four catchment site elementary schools. Data from both instruments were aggregated and analyzed to provide a better understanding of the school readiness of students and the school preparedness of kindergarten families. The Kindergarten Observation Form is completed by the teacher and provides an assessment of student school-readiness; the Parent Information Form is completed by the parent and used to assess the school preparedness of families.

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<sup>15</sup> Data, graphs, tables and text have been reformatted and reworded for this report.

<sup>16</sup> Email from ASR on August 10, 2016.

<sup>17</sup> For the full report, please see the Applied Survey Research report: School Readiness in Napa County Fall 2015; March, 2016.

## NVELI Third Year 2015-16 Report

### Participation

In total 286 student assessments were completed and 222 parent surveys were returned. Fourteen of these assessments included transitional kindergarten students and are not included in the analyses. In total 272 student assessments were used to determine school readiness scores.

#### Kindergarten Observation Form & Parent Information Form Completion by School

Catchment Site Elementary Schools	Total KOF Student Assessments <sup>18</sup>	Total PIF Returned Parent Surveys
Calistoga Elementary	80	51
Napa Junction Elementary	66	59
Phillips Elementary	61	55
Shearer Elementary	79	57
<b>Total</b>	<b>286</b>	<b>222</b>

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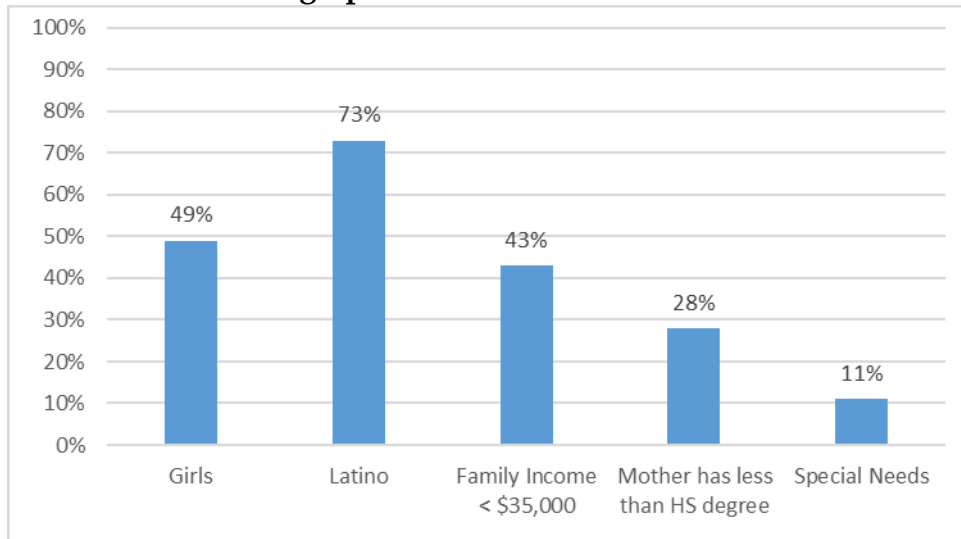
<sup>18</sup> Includes 14 transitional kindergarten students that are not included in the analysis.

## NVELI Third Year 2015-16 Report

### Demographics

- There was a relatively even split with 49% of students identified as girls.
- About three out of four students (73%) were identified as Latino.
- Forty-three percent (43%) of families were living in households with a family income of less than \$35,000.

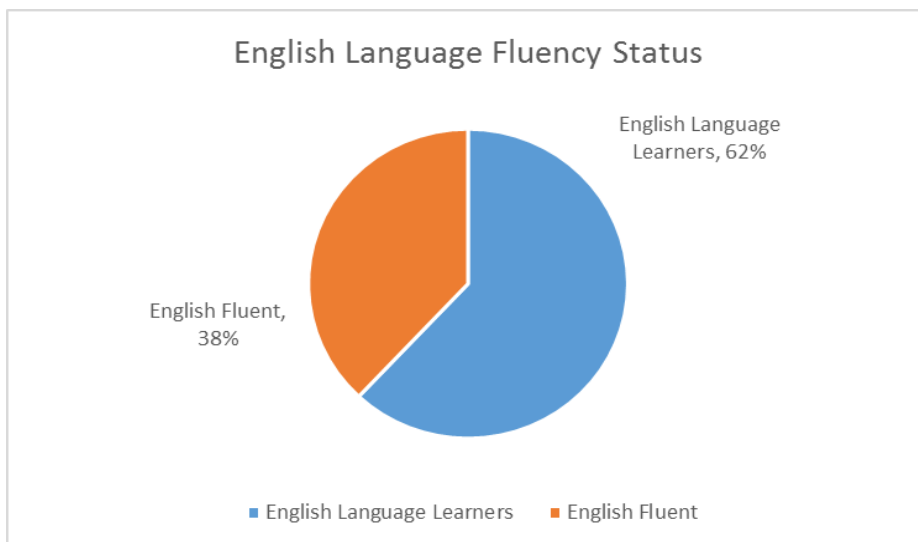
**Demographics of Children & Families**



### Child Language

Students were identified as English Language Learners by teachers and the student's preferred language.

- The majority of students were English language learning students (61%).





## Kindergarten-Readiness Achievement Gap

The Kindergarten Observation Form (KOF) is completed by kindergarten teachers to assess students on 20 readiness skills. Applied Survey Research (ASR) uses these teacher assessments to create scores for students on *Basic Building Blocks* of readiness. These building blocks are: 1) K Academics, which includes skills such as recognizing colors, shapes and letters, writing your own name and having a basic understanding of books; 2) Self-Regulation, includes staying focused, playing cooperatively and following rules; and 3) Social-Expression, includes abilities to express needs and wants and being eager to learn. In addition to the building blocks, fine and gross motor skills are assessed and included in overall scores of readiness; motor skills include properly gripping a pencil and general coordination. The mean scores on each building block, as well as an overall score of readiness, is compared to a 3.25 rating benchmark to determine readiness.

In this 2015 school year, about a quarter of students were missing scores for the Social Expression building block<sup>19</sup>. ASR analyzed several iterations of data and decided to use the Self-Regulation and Kindergarten Academics building blocks to determine readiness.

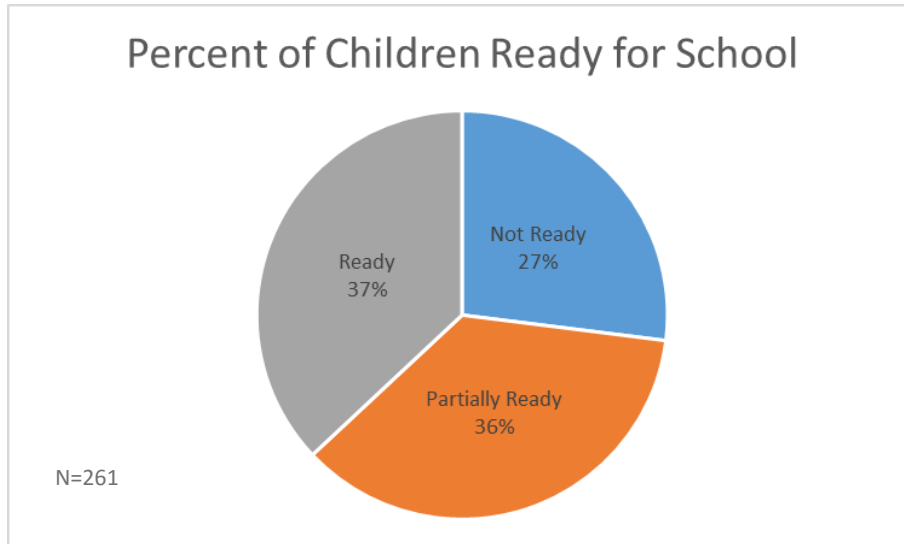
The overall score of readiness is compared to a 3.25 rating benchmark to determine readiness. Students are then placed in one of three categories: 1) *Ready for Kindergarten*; 2) *Partially Ready*; and 3) *Not Ready for Kindergarten*. Children are not expected to be proficient in all skills upon entering kindergarten; therefore, these three categories are further collapsed into two categories of readiness: 1) *Ready for Kindergarten*; and 2) *Not Ready for Kindergarten*. First, the three categories for all students assessed in school year 2015-16:

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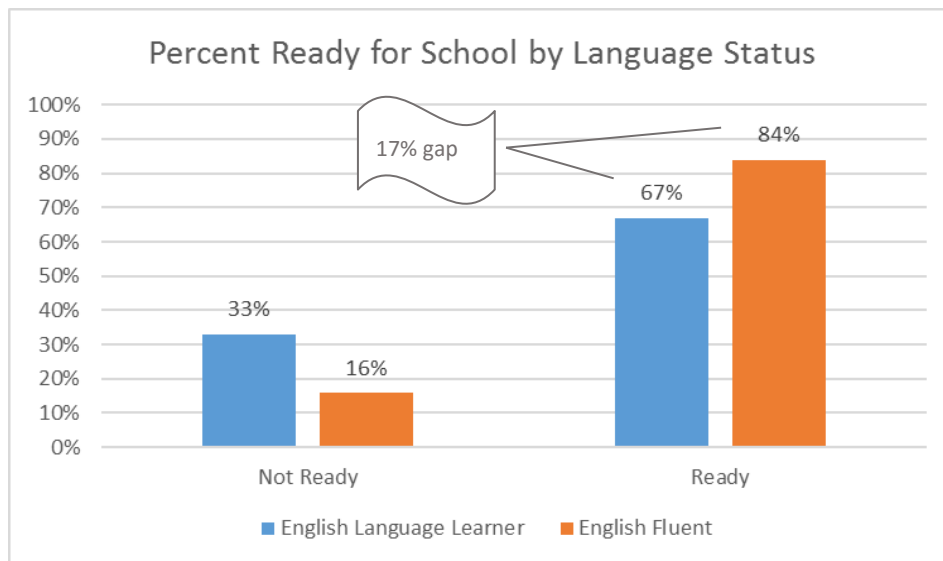
<sup>19</sup> Calistoga Elementary School data collection was incomplete.

### NVELI Third Year 2015-16 Report

- Across all children, 37% demonstrated strong readiness and an additional 37% were fully ready for kindergarten at the start of the school year; leaving about a quarter (27%) who are not ready at all for kindergarten.

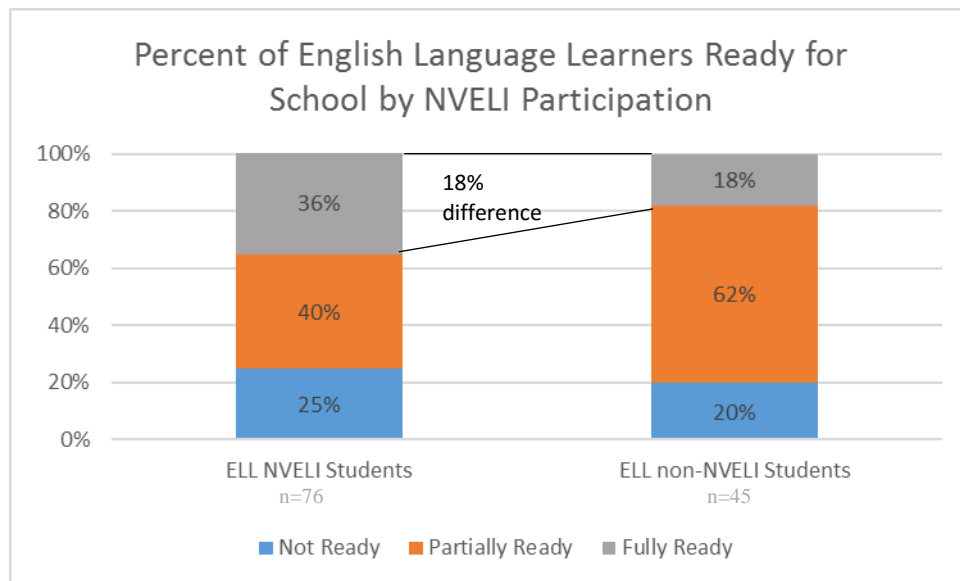


- This is even worse for English Language Learner students with 33% who are not ready for kindergarten and 67% who are ready.
- This is a *17% kindergarten-readiness gap between English language learner students and their English fluent peers.*



### NVELI Third Year 2015-16 Report

- This looks better if you are an English Language learning student who participated in NVELI programs; 36% of English language learner children who participated in NVELI programs are fully ready for school versus only 18% for English language learner students who did not participate.
- This advantage diminishes when those students who are partially ready are accounted for; 76% ready versus 80%.
- *More English language learner children who participated in NVELI programs were likely to be fully ready compared to their English language learner non-NVELI peers.*



## **Part II: Initiative Evaluation**

**Part II** provides a summary of key indicators and outcomes for each of the NVELI components. These results are not exhaustive in this section, but illustrate progress in specific components toward overall NVELI evaluation through demonstrating improvements in key indicators and outcomes. Number of 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 and transition to kindergarten.

- Three agencies were funded \$368,603 to implement the Family Strengthening component and served all four catchment sites.
- An estimated 500 English language learning 3-5-year-old children, their 700 parents and 15 providers were served.
- Approximately 110 classes and workshops and 20 family focused events to engage hard to reach families were provided.
- Outreach included approximately 35,000 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 *100% of parents reported reading to their children at least two times a week.*
    - ✓ *94% 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 parent education classes. *Children demonstrated improved kindergarten readiness by improving into development typical for their age in kindergarten readiness domains.*
      - ✓ *84% of children demonstrated typical development in Communication*
      - ✓ *81% of children demonstrated typical development in Problem Solving*
      - ✓ *84% of children demonstrated typical development in Personal-Social Skills*
  - ✓ In the Jump Start program:
    - ✓ *80% of parents reported reading to their children at least 10 minutes every day.*
    - ✓ *93% report: I follow a reading routine with my child at least sometimes.*

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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 (94%) report: *I know more about what my child needs to get a good start in kindergarten.*
    - ✓ 96% 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 57% and 85%.*
  
- 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 *75 parents of 88 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:
    - ✓ 98% of parents report: *I feel more confident supporting my child in school.*
    - ✓ 96% 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 \$338,498 to *implement the Child Access component* and served all four catchment sites.
- An estimated 95 *English language learning 3-5-year-old children* were provided high quality preschool experiences.
- *57 parents attended five summer bridge classes* to gain skills and understanding to better support early learning at home.
- *Families and early education providers engaged in nine transition to kindergarten activities and three 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 total, 36 new English language learning students were provided preschool.*
  - ✓ In the Hearts and Hands Preschool:
    - ✓ *15 new English language learning students were provided preschool.*
    - ✓ *Children attended preschool regularly with average attendance of 89%.*
  - ✓ In a Napa County Office of Education preschool class:
    - ✓ *16 English language learning students were provided preschool.*
    - ✓ *Children attended preschool regularly with the average attendance rate at 95%.*
  - ✓ In A Place of My Own preschool class:
    - ✓ *5 English language learning students were provided preschool.*
    - ✓ *Children attended preschool regularly with the average attendance rate at 82%.*
  
- 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:
    - ✓ *59 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 82%.*

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- 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.*
  
- Parents demonstrate proficiency and involvement in supporting their children's learning at home.
  - ✓ In the First Step Summer Bridge program:
    - ✓ *94% of parents report they are now reading at least two times a week to their children.*
    - ✓ *98% of parents report their children are eating breakfast at least six times a week.*
  - ✓ In the UpValley Summer Bridge program:
    - ✓ *100% of parents are counting out loud with their children once a week.*
    - ✓ *93% 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:
    - ✓ *91% of parents report: I know more about what my child needs to get a good start in kindergarten.*
    - ✓ *91% of parents report: I feel more confident preparing my child for kindergarten and the first day of school.*
    - ✓ *95% of parents report: I feel more confident supporting my child in school.*

## 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 \$86,387 to implement the Provider Quality component and served all four of the catchment sites.
- 26 early learning professionals and four kindergarten teachers received 93 onsite coaching sessions, 14 technical assistance calls, 4 trainings and 21 meetings to support them in better serving dual language learning students.
- An estimated 197 English language learning 3-5-year-old children received high quality preschool experiences by early learning

**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 understanding between preschool teachers and kindergarten teachers.*
  
- 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.
  - ✓ *197 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 create *a shared vision and goals to improve system sustainability* across all of Napa County.
- Approximately *80 partner agencies and organizations participated in efforts* to develop a better understanding of children's services in Napa County.
- *Two stakeholder meetings* were held with an *average of 25 attendees*; of the *29 stakeholder members*, 19 work at agencies that serve dual language learning 3-5-year-old children.
- *A core team of five local stakeholders*, four of which are from agencies that serve English language children 3-5 years old, *met 25 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 Budget* was created for all services provided to children and families in Napa County.
  - ✓ *Core Leadership Team* met an estimated 25 times.
  - ✓ Two *stakeholder meetings* were attended by an average of 25 members.
  - ✓ Approximately 80 *partner agencies and organizations participated in Funding the Next Generation efforts.*
  
- Programs and agencies involved in Funding the Next Generation support dual language learning 3-5-year-old children and their families.
  - ✓ 22 *agencies provide services to English language learner children 3-5 years old participated in the county-wide data collection efforts.*
  - ✓ *Of the five members of the Core Leadership Team, four represent agencies that provide direct service or funding for services to dual language learner 3-5-year-old children and their families.*
  - ✓ *Of the 29 members of the stakeholder group, 19 stakeholders work at agencies that serve dual language learning 3-5-year-old children and their families.*

### **Part III: Program Evaluation**

**Part II** consists of a comprehensive description of each program's activities and outcomes and a brief summation of NVELI's fiscal investment. All program summary information was taken from the funded program's scope of work, the final evaluation report submitted at the end of the contract period, and conversations with funded programs. Funded agencies have each had a chance to review their respective summaries.

## Family Strengthening

### Strategies:

- ❖ Engage hard to reach families with early learning opportunities.
- ❖ Support families’ language learning through ESL classes with free, enhanced child care services.
- ❖ Engage parents of preschoolers in children’s early learning and transition to kindergarten.

### Outcome:

- Parents demonstrate proficiency and involvement in supporting their children’s learning at home, improving their own language skills, navigating the public education system, and advocating for their child’s education.

### Funded Agencies & Details

Agency	Program	Catchment Site Elementary Schools	2015-16 Funds
Community Resources for Children	Active Minds	Napa Junction Phillips Shearer	\$92,993
On the Move	Jump Start	Napa Junction Phillips Shearer	\$189,460
UpValley Family Centers	Early Learning	Calistoga	\$86,150
Total:			\$368,603



## Community Resources for Children; *Active Minds*

*Catchment Sites:* Napa Junction, Phillips & Shearer Elementary Schools

### Funding:

*Funded 2015-16:* \$92,993

*Previous Funding*<sup>20</sup>: \$144,289

*Total Funded:* \$237,282

### Program Description

Community Resources for Children (CRC) has been serving families since 1978. The Active Minds program is a bilingual, play-based school readiness program that serves children ages 3-4 years old and their families. An early childhood specialist teacher and a bilingual teacher assistant work with parents and children two days a week for four and half month sessions. Parents are provided education, support and role-modeling on how to support their preschoolers in home-based early learning experiences and the transition to kindergarten. Children are provided education experiences in key dimensions of a child's early learning: social/emotional growth and language and pre-literacy skill development.

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<sup>20</sup> In 2013-14 funding covered a 7 month contract.

**Activities and Outcomes**

- Three catchment site elementary schools were served by the Active Minds program. One session of Active Minds was provided at both Napa Junction and Shearer, and two sessions were provided at Phillips. Each session lasted 4.5 months and was 1.25 hours a day for two days a week.
- **Children participate in early learning opportunities.** A total of 32 English language learning children and 32 of their parents<sup>21</sup> attended the Active Minds program. In addition to these English language learners age 3-5 years old, an additional 10 of their siblings attended.

**Active Minds Sessions Enrollment by Catchment Site**

Catchment Site Elementary Schools	Number of Children	Number of Parents
Napa Junction Elementary School	9	9
Phillips Elementary School	15	15
Shearer Elementary School	8	8
<b>Total</b>	<b>32</b>	<b>32</b>

- **Parents and children stayed engaged in the Active Minds program.** Attendance rates varied across school sites: Napa Junction 57%; Phillips 79%; and, Shearer 82%.

**Outcomes**

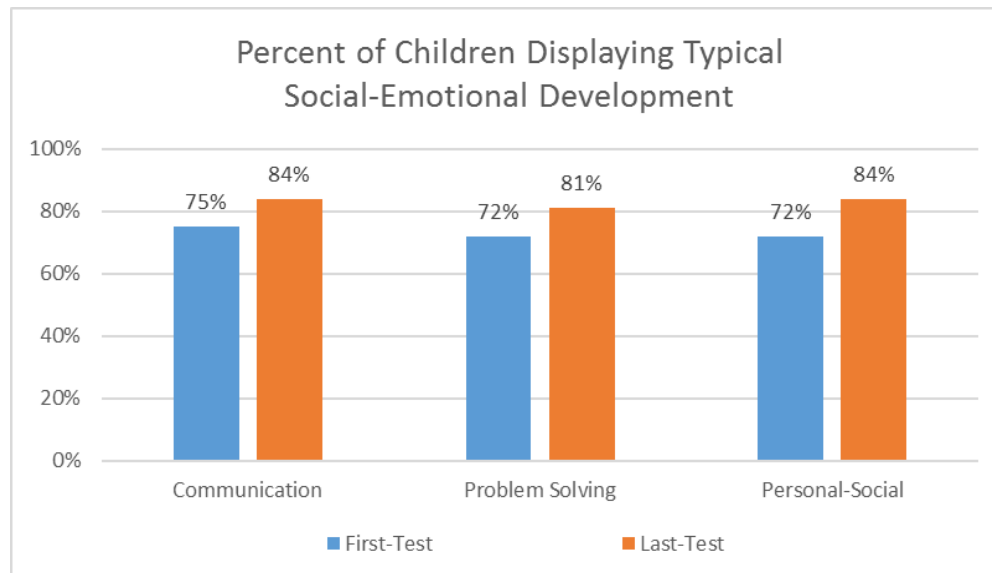
- Measure: The Ages and Stages Questionnaire-3 (ASQ-3) is a standardized screening tool that is backed by rigorous research. The ASQ-3 is used to assess whether a young child is displaying typical development for their age or if they are at risk of a developmental disorder.
  - The ASQ-3 consists of 30 developmental items that fall into five domains: communication; gross motor; fine motor; problem solving; and personal-social.
  - Based on the screening, children’s scores for each developmental domain are categorized as *below cutoff*, *at cutoff* and *above cutoff*. If a child’s score in one or more domains falls *below cutoff*, it is recommended that the child be referred for further assessment and services. If a child’s score falls *at cutoff* it is recommended the child be monitored, more frequently screened or referred. If a child’s score is *above cutoff* it indicates this child is displaying typical development for their age within the developmental domain.

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<sup>21</sup> Two parents alternated days for their one child.

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- All 32 children who participated in the Active Minds program were screened using the ASQ-3 at the beginning of the program and then again 4.5 months later upon completion of the program. Scores were used to discuss a child's strengths and areas of concern with parents.
- Outcome: **Children participate in early learning experiences and demonstrate increased scores on developmental measures.** Children showed improvements in all developmental domains. ASQ-3 results<sup>22</sup> for all 32 children are presented below:
  - Upon completion of the program, 84% of children, a 9% increase, were displaying typical development within the *communication* domain. The communication domain measures language skills that include what children can say and what they can understand.
  - Similar to the communication domain, the *problem solving* domain increased 9% with 81% of children demonstrating typical development upon completion of the program. The problem solving domain measures critical thinking skills.
  - Children made the second largest gains in *personal-social* development. Upon completion of the program there was a 12% gain, with 84% of children demonstrating typical development in the personal-social domain. The personal-social domain measures a child's sense of self and how they relate to the world.

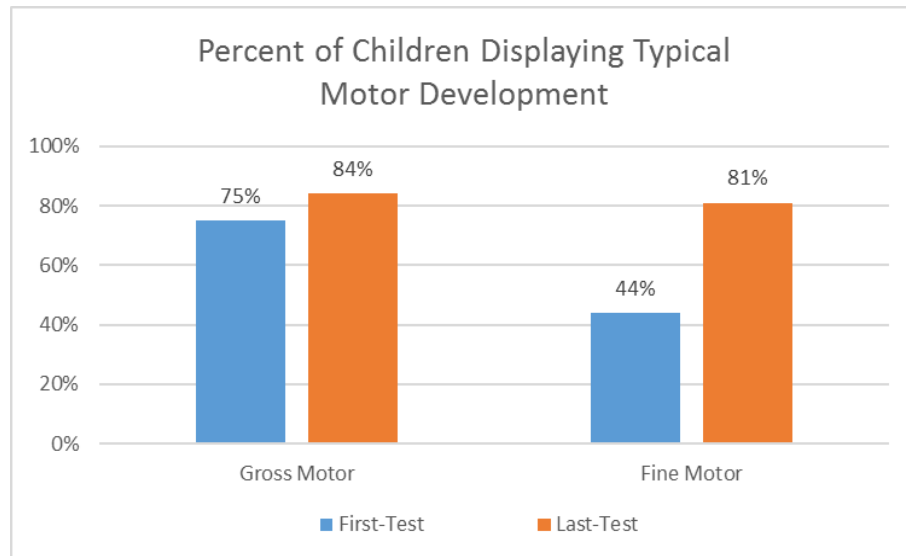


- Similar to last year, the Active Minds program partnered with another CRC program, the Active Bodies program and included a physical activity and nutrition component to their program. Children demonstrated improvement in typical gross and fine motor skills.

<sup>22</sup> Children with scores of *above cutoff* on developmental domains in ASQ-3 screening tool.

## NVELI Third Year 2015-16 Report

- The *fine motor* development domain began with the lowest percentage (44%) of children entering the program demonstrating typical development. This domain also saw the greatest gains with a 37% increase up to 81% of children showing typical development upon completion of the program. The fine motor domain measures small muscle use that includes the hands and wrist.
- The *gross motor* development domain increased 9% with 84% of children displaying typical development upon completion of the program. Gross motor measures the ability to coordinate arms and legs when they move and play.



- Measure: The Active Minds parent survey measures parent knowledge, confidence and behaviors related to early learning experiences and transition activities.
  - Parents were given the Active Minds survey at the beginning of the program and then again 4.5 months later upon completion of the program. Of the 32 parents who participated in the Active Minds program 32 completed those surveys and results are presented below.
- Outcome: **Parents have increased confidence and time spent engaging in home based learning experiences with their young children with an emphasis on literacy.**
  - *Read or share books with your child:* At the start of the program less than three quarters of parents (72%) reported reading to their child at least two times in the last week; upon completion that increased to all (100%) parents. Further analysis shows that 41% of parents reported an increase, and another 56% reported maintaining the number of days they spend reading with their children each week.
  - *Time spent reading with child:* At the start of the program not even half (44%) of parents reported that on the days they did read to their child, they read for at

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least 10 minutes at a time; upon completion that increased to 75% of parents. Of interest is half (50%) of those parents made increases and 25% reported maintaining at least 10 minutes at a time spent reading with their children.

- *Library Card:* By the end of the program 81% of parents report that they either have a library card or plan to get one.

### Parent Practices that Support Early Literacy Development

Read or share books with child	Percent of Parents (n=32)			
	First Class		Last Class	
2 times last week	19%	72%	19%	100%
3 or more times last week	53%		81%	
Time spent reading				
10-20 minutes	31%	44%	72%	75%
20-30 minutes	13%		3%	

- *Support expanded learning through conversation:* At the start of the program less than three quarters of parents (72%) reported supporting expanded learning for their child through conversation at least once a week; upon completion that increased to nearly all the parents (94%). Further analysis shows that 94% of these parents either reported an increase or maintained the frequency they supported expanded learning through conversation with their child.
- *Provide early learning experiences at home (shapes and color):* At the start of the program nearly all parents (97%) reported providing early learning experiences at home; upon completion that increased to all the parents (100%). Further analysis shows that 25% of parents increased providing early learning experiences at home and 66% maintained the frequency of experiences.

### Parent Practices that Support Early Childhood Development

Support expanded learning through conversation	Percent of Parents (n=32)			
	First Class		Last Class	
At least once a week	19%	72%	31%	94%
Every day	53%		63%	
Provide early learning experiences at home (colors and shapes)				
At least once a week	34%	97%	22%	100%
Every day	63%		78%	

### NVELI Third Year 2015-16 Report

- Outcome: **Increased number of parents/families demonstrating knowledge and behaviors that support their role as their children’s first teachers.**
  - Since participating in the Active Minds program, all parents report they feel more confident in preparing their children for school.

#### **Parent Reported Confidence & Knowledge that Supports Kindergarten Transition**

<b>Since participating in the Active Minds program...</b>	<b>Percent of Parents</b>
I know more about what my child needs to get a good start in kindergarten.	100%
I feel more confident preparing my child for kindergarten and the first day of school.	100%

## On the Move; *Jump Start*

*Catchment Sites:* Napa Junction, Phillips and Shearer Elementary Schools

### Funding:

*Funded 2015-16:* \$189,460

*Previous Funding*<sup>23</sup>: \$345,961

*Total Funded:* \$535,421

### **Program Description**

On the Move has expanded their effective and well received Parent University to include the Jump Start project. Parent University provides parents with the tools and knowledge necessary to support their children's academic success, improve their families' well-being, and impact other families across the community. Classes are offered in English and Spanish, in the morning or evening and include free childcare services. Parent University aims to eliminate any barriers that might prevent families from accessing services that benefit their children's education<sup>24</sup>. Jump Start has expanded its early childhood education and parent engagement techniques into the Napa Junction and Phillips Elementary School sites and expanded existing services at Shearer Elementary School. The program has three main goals: (1) expanding and focusing outreach efforts to find difficult to reach families that are linguistically isolated, (2) providing those families with classes that will help them support their children's early learning and transition to kindergarten and (3) partnering with Napa Valley Adult Education to coordinate and outreach for the English as a Second Language and Civics courses while ensuring enhanced childcare options. Through the Jump Start project, On the Move is continuing to develop new community connections and building resources and services to help support the families they serve.

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<sup>23</sup> In 2013-14 funding covered a 12 month contract.

<sup>24</sup> Taken from Parent University mission statement.

## Activities and Outcomes

- **Hard to reach families are enrolled in early learning opportunities.**
  - Nine outreach events were offered, reaching over 600 parents and approximately 200 children 3-5 years old from the Shearer, Napa Junction and Phillips Elementary School catchment sites. Events included NCOE Family Fun Night, Shearer Fall Festival, Napa Junction Cinco de Mayo, Phillips Town Hall and Phillips May Fiesta.
  - One hundred and fifteen additional outreach activities were conducted reaching more than 2,440 parent and approximately 400 children 3-5 years old from the Shearer, Napa Junction and Phillips Elementary School catchment sites. These were above and beyond typical outreach activities and included going to Walmart, Starbucks, Boys and Girls Club, Fuller Park, Coin-Laundry Mats and Lola's Market.
  - Combining fliers distributed, telephone calls, School-Ed-Connect Call and the other outreach activities, resulted in an estimated 25,000 or more media-type impressions as part of outreach efforts.
- **Hard to reach families are enrolled in early learning opportunities.**
- **Parents that have not participated in previous school-based activities or educational opportunities.**
  - 179 unduplicated parents were enrolled in school-based activities or educational opportunities who had not previously participated.
- **Families are connected to supportive networks and needed services.**
  - 239 unduplicated families were connected to networks and services.
- **Parents stay engaged in classes and workshops.**
  - Attendance was excellent at all classes with the average attendance ranging from 67% to 81%. When parents who only attended the first class are removed from the analysis, those rates increase to 85%.



## NVELI Third Year 2015-16 Report

- Parents participated in early literacy and kindergarten transition classes while their children were in enhanced child care provided by On the Move. A total of 65 classes were offered to 669 parents with 709 dual language learning children ages 3-5 years old.

### Classes Offered and Enrollment

Class	Number of Classes	Parents	Children
Preschool Latino Family Literacy	14	209	249
Kinder Readiness and Transition Classes	10	261	231
Other School Developed and General Classes	41	199	229
<b>Total</b>	<b>65</b>	<b>669</b>	<b>709</b>

### Outcomes

- Measure: Course evaluation surveys for parent classes were standardized to assess parent knowledge and confidence in supporting their children in early literacy and kindergarten transition. Parents received surveys at the end of the class sessions<sup>25</sup>. Presented below are surveys results for 637 parents<sup>26</sup>.
- Outcome: **Increased confidence of parents in engaging with child’s education and school system.**
  - Since participating in classes, parents overwhelming report they feel confident in preparing their children for school and feel connected to the community.

### Parent Reported Confidence and Knowledge that Supports Kindergarten Transition

Since taking this class...	Percent of Parents (n=637)
I feel more confident supporting my child in school.	98%
I know more about how to get involved in my child’s school.	96%
I feel more connected to other parents and school staff	93%

- Measure: Preschool Latino Literacy course evaluations included additional questions that assessed early literacy knowledge and behaviors. This course evaluation was given at the first class and at the last class to assess knowledge and behavior changes.
  - Of the 209 parents that participated in the Preschool Latino Literacy course, 82 parents completed the survey. Results are presented below.

<sup>25</sup> Preschool Latino Family Literacy classes and kinder Readiness classes received surveys at the start and end of the class.

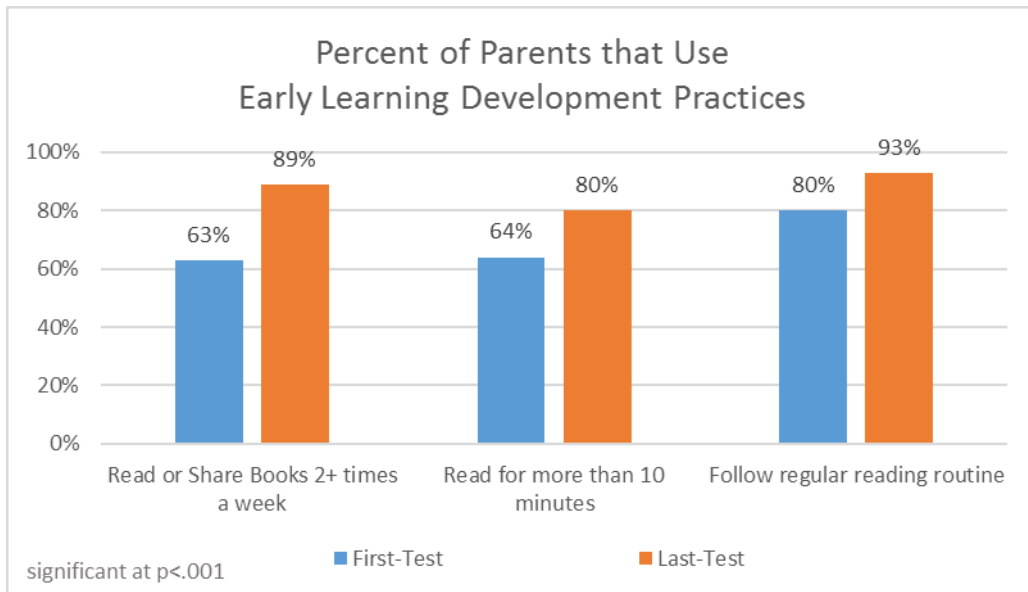
<sup>26</sup> May be duplicated parents due to parent taking several classes. However, each survey was completed at the last class and represents parent opinions upon completion of each class.

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- Outcome: **Increased number of parents/families demonstrating knowledge and behaviors that support their role as their children's first teachers; parents have increased confidence and time spent engaging in home based learning experiences with their young children with an emphasis on literacy.**
  - To compare parent behavior before the class and after participation in the class, the Wilcoxon statistical test was conducted. The test produces a Z value which compares the score of the first test to the score of the final test, and assesses if the difference is large enough to conclude that any differences were not just due to chance. When the improvement is large enough, that is considered statistically significant.
  - *Read or share books with your child:* At the start of the program 63% of parents were reading with their children at least two times a week; upon completion 89% reported reading to their children at least two times a week. This is a significant gain with more parents reading or sharing books at least two times a week after participating in classes ( $Z = -4.728, p < .001$ ).
  - *Read with your child each day:* At the start of the program 64% of parents reported that on the days they do read with their child, they do so for over 10 minutes each time; upon completion that increased to 80% parents. This is a significant gain with more parents reading to their children for more than 10 minutes after participating in classes ( $Z = -3.873, p < .001$ ).
  - *Follow a regular reading routine:* At the start of the program over three-quarters of parents (80%) reported they follow a regular reading routine at least sometimes. At the end of the class nearly all parents (93%) report they follow a routine at least sometimes. This is a significant gain with more parents at least sometimes following a reading routine with their children after participating in classes ( $Z = -4.071, p < .001$ ).
  - *Library Card:* By the end of the program 85% of parents reported they have a library card and 11% said they plan to get one.

Parent Practices that Support Early Literacy Development

Read or share books with child <sup>27</sup>	Percent of Parents			
	First Class		Last Class	
2 to 4 times last week	31%	63%	34%	89%
5 or more times last week	32%		55%	
Read with child each day <sup>28</sup>	First Class		Last Class	
	11-20 minutes	37%	64%	32%
21-30 minutes	27%	48%		
Follow regular reading routine <sup>29</sup>	First Class		Last Class	
	Sometimes	27%	80%	12%
Often or Always	53%	81%		



<sup>27</sup> Statistically significant: (Z = -4.728, p<.001)

<sup>28</sup> Statistically significant: (Z = -3.873, p<.001)

<sup>29</sup> Statistically Significant: (Z = -4.071, p<.001)

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- Outcome: **Parents have increased confidence and time spent engaging in home based learning experiences with their young children with an emphasis on literacy.**
  - Upon completion of the program, nearly all parents (99%) report increased *confidence in reading with their child* and in their ability to *increase their child's interest in reading*.

**Parent Reported since Participating in Parent Classes**

Parents reported "yes" to the following:	Percent of Parents
I feel more confident reading with my child and asking them questions.	99%
I feel more confident I can increase my child's interest in reading.	99%

- Measure: Kinder Readiness course evaluations included additional questions that measured parent knowledge, confidence and behaviors related to early learning experiences and transition activities. This course evaluation was given at the first class and at the last class to assess knowledge and behavior changes.
  - Of the 230 parents that participated in the Kinder Readiness class, 50 parents completed the survey. Results are presented below.
- Outcome: **Increased number of parents/families demonstrating knowledge and behaviors that support their role as their children's first teachers; parents have increased confidence and time spent engaging in home based learning experiences with their young children with an emphasis on literacy.**
  - When possible, a Wilcoxon test<sup>30</sup> was used to compare parent behavior before the class and after participation in the class. The Z value compares the score of the first test to the score of the final test and assesses if the difference is large enough to conclude that any differences were not just due to chance. When the improvement is large enough, that is considered statistically significant.
  - *Support expanded learning through conversation:* At the start of the program just about half of parents (52%) reported supporting expanded learning for their child through conversation at least once a week; upon completion that increased to nearly all parents (96%). This is a significant gain with more parents supporting expanded learning through conversation after participating in classes ( $Z = -4.733, p < .001$ ).
  - *Provide early learning experiences at home exploring shapes and color:* At the start of the program 58% of parents reported providing early learning experiences at home; upon completion that increased to nearly all parents (92%). This is a significant gain with more parents exploring shapes and colors after participating in classes ( $Z = -4.106, p < .001$ ).

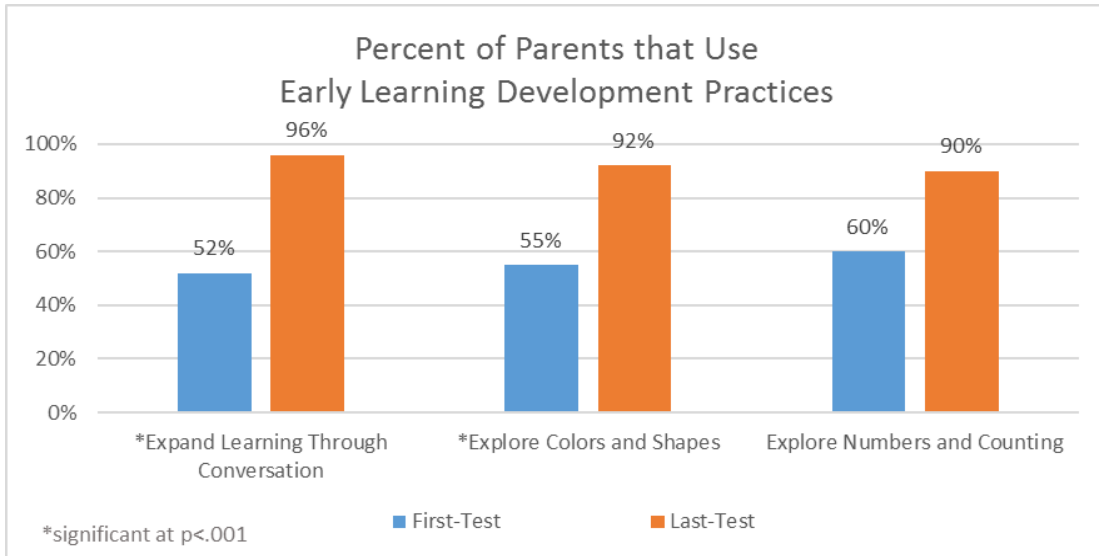
<sup>30</sup> The Wilcoxon test has a strict assumption that the sample be symmetrical. The test was conducted when possible.

**NVELI Third Year 2015-16 Report**

- Provide early learning experiences at home exploring numbers and counting<sup>31</sup>: At the start of the program 60% of parents reported providing early learning experiences at home; upon completion that increased to 90% of parents.

**Parent Practices that Support Early Childhood Development**

Support expanded learning through conversation <sup>32</sup>	Percent of Parents (n=50)			
	First Class		Last Class	
At least once a week	16%	52%	30%	96%
Every day	36%		66%	
Provide early learning experiences at home exploring colors and shapes <sup>33</sup>				
At least once a week	14%	58%	34%	92%
Every day	44%		58%	
Provide early learning experiences at home exploring numbers and counting				
At least once a week	12%	60%	26%	90%
Every day	48%		64%	



- Measure: CASAS is a research-based assessment used to evaluate real-life English language skills for success at work and in school. CASAS is used by Napa Valley Adult Education (NVAE) in their English as a Second Language (ESL) courses to evaluate student improvement.

<sup>31</sup> The Wilcoxon test has a strict sample assumption (that it be symmetrical); this item did not meet those requirements.

<sup>32</sup> Statistically significant: (Z = -4.733, p<.001)

<sup>33</sup> Statistically significant: (Z = -4.106, p<.001)

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- To compare the average scores a paired-sample, 1-tailed  $t$  test was conducted. The  $t$  value compares the mean score of the first test to the mean score of the final test and assesses if the difference is large enough to conclude that any differences were not just due to chance. When the improvement is large enough, that is considered statistically significant.
- A total of 156 adults enrolled in the ESL courses; 59 were parents of 70 children aged 3-5 years old.
- Of the 156 adults enrolled, 58 adults attended at least 30 classes, completed two tests for assessment, and are presented below.
- **Outcome: Parents stayed engaged in English as a Second language programs.**
  - *Partnership with Napa Valley Adult School:* OTM's Jump Start program and NVAE are in a partnership. NVAE provides ESL and ESL/Civics courses on elementary school campuses and OTM recruits to fill class slots. In addition to the child care provided at all OTM parent classes, OTM also provided child care at one elementary school site for the ESL classes.
  - *Recruit families in catchment areas:* 59 parents were enrolled in NVAE's ESL or ESL/Civics course at Napa Junction, Shearer and Phillips Elementary Schools. Those 59 parents had 70 dual language learning children ages 3-5 years old.
  - *Provide enhanced child care for ESL class:* OTM provided child care on the Shearer Elementary School campus; 17 children attended the child care.
- **Outcome: Increased number of parents demonstrating familiarity with school system and vocabulary to assist them in working with their child's school and teachers. Parents have increased scores on CASAS English language measure.** These outcomes are from Napa Valley Adult Education's work in ESL classes.
  - NVAE provided CASAS data and days attended for the courses they provided. Students entered the program with an average score of 210; this score falls at the high-end of the *low intermediate* level. Parents at this level can meet basic needs for survival by interpreting simple phrases and directions with limited employability. By the second test date, an average of two months later, the average test score had increased to 213 and into the low-end of the *high intermediate* level that includes the ability to understand over the telephone, write basic notes and complete medical forms and job applications.
  - Significant gains were made in English language skills; average scores at the first test were 210 and increased to 213 at the second test ( $t(57) = -2.051, p < .05$ ). The increase was small; however, the increase was statistically determined to not be due to chance.

## UpValley Family Centers; *Early Learning*

*Catchment Site:* Calistoga Elementary School

### *Funding:*

*Funded 2015-16:* \$86,150

*Previous Funding*<sup>34</sup>: \$174,666

*Funded Amount:* \$260,816

### **Program Description**

UpValley Family Centers (UVFC) is a result of a merger of Calistoga Family Center and St. Helena Family Center in February 2014. Prior to that merger Calistoga Family Center served Calistoga's geographically isolated families since 1999. UVFC provides a multitude of services and classes that support parents as their child's first teacher.

The Early Learning program has three main goals: (1) expanding and focusing outreach efforts to find difficult to reach families that are both linguistically and geographically isolated, (2) provide those families with classes that will help them support their children's early learning and transition to kindergarten and (3) recruit parents for English as a Second Language (ESL) courses and General Education Development (GED) courses while ensuring enhanced childcare options. Through its Early Learning program, UpValley Family Centers is continuing to develop new community connections and building resources and services to help support Calistoga's geographically isolated families.

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<sup>34</sup> In 2013-14 funding covered a 9 month contract.

### Activities and Outcomes

- **Hard to reach families are enrolled in early learning opportunities.**
  - In total, approximately 4,000 children and families were reached in various outreach efforts.
  - Outreach efforts included 150 telephone calls to UpValley Family Center families for all programs offered.
  - Ten outreach events were attended by approximately 300 children and over 100 families: two back to school events, First 5 Talk, Read Sing, Hearts and Hands Preschool Transitional Kindergarten Workshop, Calistoga Kinder Orientation, health fair, school open houses and a town hall meeting.
- **Parents that have not participated in previous school-based activities or educational opportunities are reached.**
  - To recruit and reach new families UVFC attended weekly coffee socials, distributed fliers to laundry rooms, agency waiting rooms, low income apartments (door-to-door) and posted flyers at local markets.
  - Approximately 3,900 fliers were distributed as part of the outreach efforts.
  - One parent of a 3-5 year old enrolled in the English as a Second Language (ESL) course that had never attended before.
- **Parents are engaged in English Learners Advisory Committee (ELAC). ELAC is a requirement for school districts with higher levels of English language learners. ELAC advises the principal and staff on programs and services for English language learner students.**
- A total of 50 unduplicated parents attended ELAC meetings with an average of 28 parents at each meeting. There were nine meetings from September 2015 through May 2016.



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- **Parents stayed engaged in programs that provide early learning and kindergarten transition education.**
  - UVFC offered three series of the Preschool Latino Family Literacy program and two series of the 1-2-3 Magic class. A total of 25 parents of 23 children ages 3-5 years old attended.
  - Such small numbers of completed surveys should be interpreted with caution as small shifts can create large changes. Average attendance rate for Latino Family Literacy class: 59%; average attendance rate for 1-2-3 Magic class: 84%.

**Classes Offered and Enrollment**

<b>Class</b>	<b>Parents</b>	<b>Children</b>
Preschool Latino Family Literacy	17	17
1-2-3 Magic	8	6
<b>Total</b>	<b>25</b>	<b>23</b>

### **Outcomes**

- **Measure:** Latino Family Literacy Survey and 1-2-3 Magic Survey were created to measure early literacy practices, style of parenting practices and confidence in supporting their children in kindergarten transition.
  - Each survey is given at the start of the class and upon completion of the class. Calistoga is a small community with small classes so when possible data from both surveys are combined.
  - Of the 17 parents that enrolled in the Preschool Latino Family Literacy classes, 13 completed surveys. Of the eight parents that participated in the 1-2-3 Magic classes, seven (n=7) completed surveys.

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- Outcome: **Increased number of parents demonstrating knowledge and behaviors that support their role as their children’s first teachers.**
- Outcome: **Families and children are participating in kindergarten transition activities.**
  - Since participating in classes, the majority of parents feel like they know what their *child needs to get a good start in kindergarten (85%), feel more confident preparing their child for kindergarten (90%) and feel more connected to the elementary school (70%).*

### Parent Reported Confidence and Knowledge that Supports Kindergarten Transition

Since taking this class...	Percent of Parents (n=20)
I know more about what my child needs to get a good start in kindergarten.	85%
I feel more confident preparing my child for kindergarten and the first day of school.	90%
I feel more connected to the elementary school	70%

- Outcome: **Parents have increased confidence and time spent engaging in home based learning experiences with their young children with an emphasis on literacy.**
- 1-2-3 Magic Class (n=7):
  - All parents (100%) reported they *provide early learning experiences at home exploring numbers and counting* with their child at least once a week.
  - The majority of parents (86%) reported they *provide early learning experiences at home exploring colors and shapes* for their child at least once a week.
- Latino Family Literacy Class (n=13):
  - 92% of parents reported they *have a library card.*
  - The vast majority of parents (92%) agreed they feel more *confident establishing a reading routine, feel more confident asking their child questions during reading and feel more confident increasing their child’s interest in reading.*

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- Classes combined (n=20):
  - Three quarters (75%) of parents reported that they *read to their child at least two times in the past week*.
  - Similarly, the majority (80%) of parents reported that *on the days they did read, they did so for 10 minutes or more*.

### Parent Practices that Support Early Literacy Development

	Percent of Parents (n=20)
Read to their child at least 2 times in the last week.	75%
On the days they read, they did so for at least 10 minutes or more.	80%

- Outcome: **Parents stayed engaged in English as a Second language programs.**
  - Parents were recruited and enrolled in four different English as a Second language programs: Plaza Communitaria enrolled 18 students, six of which have eight children 3-5 years old, UpValley ESL enrolled 44 students with no children 3-5 years old, Napa Valley College ESL enrolled 71 students, nine of which have children 3-5 years old and the GED course enrolled 12 students with one parent with one child 3-5 years old.

### Classes Offered and Enrollment

Class	Parents	Children
Plaza Communitaria	6	8
UpValley English as a Second Language (ESL)	-	-
Napa Valley College English as a Second Language (ESL)	9	9
General Education Development (GED)	1	1
<b>Total</b>	<b>16</b>	<b>18</b>

- Measure: English Language Learning Survey was created to measure confidence in parent interactions with their child's school system and their confidence in providing early learning opportunities to their children at home.
  - The English Language Survey was provided at the completion of each of the English language classes: ESL, Plaza Communitaria and the General Education Development (GED) classes. Results from all classes have been aggregated and 26

## NVELI Third Year 2015-16 Report

completed surveys<sup>35</sup> are presented below. Of those 26 surveys, not all participants answered all questions.

- Outcome: **Parents report familiarity with school system and vocabulary to assist them in working with their child’s school and teacher. Families and children are participating in kindergarten transition activities.**
  - Parents agreed that since participating in classes, they have increased *confidence in working with the school and supporting their children.*

### Parent Reported Confidence and Knowledge of Kindergarten Transition

Since taking this class...	Percent of Parents
I feel more confident in supporting my child in school (or entering school). (n=9)	90%
I feel more confident that I can become involved with my child’s school, now or in the future. (n=8)	88%

- Outcome: **Increased number of parents demonstrating knowledge and behaviors that support their role as their children’s first teachers.**
  - Parents agreed that since participating in classes, they have increased *confidence in supporting their children through early learning experiences at home.*

### Parent Practices that Support Early Childhood Development

Since taking this class...	Percent of Parents
I feel more confident reading with my child (in English or Spanish). (n=10)	78%
I feel more confident that I can support my child at home with early learning experiences- counting, singing, reading and interacting with my child in fun and educational ways. (n=8)	88%

- Outcome: **Families and children are participating in kindergarten transition activities.**
  - *Kindergarten Transition Topics covered in classes for Parents:* Transition practices were embedded in the 1-2-3 Magic and the Family Literacy classes. Topics included *bedtime routines, nutrition habits and reading habits.*

<sup>35</sup> This includes all parents and not just parents of 3-5 years olds; there were only two parents that indicated they were parents of 3-5-year-old children.

## Child Access

### Strategies:

- ❖ Increase high quality preschool availability for target population.
- ❖ Provide high quality summer bridge experience for incoming kindergarteners.

### Outcome:

- Children enter kindergarten socially and academically prepared.

### Funded Agencies & Details

Agency	Program	Catchment Site Elementary Schools	2015-16 Funds
A Place of My Own	Preschool Slots	Phillips Shearer	\$84,750
Hearts and Hands Preschool	Preschool Slots	Calistoga	\$87,304
Napa County Office of Education	State Preschool Slots	Phillips	\$75,000
Napa Valley Adult Education	First Step Summer Bridge	Napa Junction Phillips Shearer	\$70,500
UpValley Family Centers	Calistoga Summer Bridge	Calistoga	\$20,944
Total:			\$338,498

## **A Place of My Own; *Preschool Slots***

***Catchment Sites:*** Phillips and Shearer Elementary School

### **Funding:**

***Funded 2015-16:*** \$84,750

***Previous Funding:*** \$0

***Total Funded:*** \$84,750

### **Program Description**

A Place of My Own (APOMO) preschool offers full day and part day preschool in the Phillips and Shearer Elementary School catchment sites. Prior to NVELI funding, APOMO had three classrooms and was licensed for 40 children. With funding from NVELI, APOMO added another classroom and increased capacity to include 8 children and a bilingual office manager to staff. APOMO also utilizes funds to offer workshops and training to staff on working with dual language learner students that focus on important oral language development and key social-emotional development essential for kindergarten readiness. Parents were also offered workshops and education on how best to support their child's transition to kindergarten.

### Activities and Outcomes

- **English language learning students participate in new preschool slots.** A Place of My Own served five dual language learning students as a result of NVELI funding.

**Target:** 8 full-time equivalent preschool slots

**Achieved:** 5 dual language learner students: 4 full-time and 1 part time.

- Average attendance rates were high: 82% attendance rate.
- A bilingual, bicultural office manager was hired in November 2015.
- In this last year the five dual language learning students were between the ages of three and four years old, and therefore none were eligible for transitional or kindergarten entry. There was one kindergarten transition activity offered, with a Phillips Elementary School kindergarten teacher and school secretary coming to an evening meeting at the preschool. The presentation included the difference between transitional and regular kindergarten and what parents can do to prepare for school.
- Materials purchased:
  - 3 multicultural family sets for blocks area
  - 2 poster sets of diverse families
  - 5 multicultural dolls
  - Spanish/English poster with multicultural photos
  - 2 sets of children books in Spanish and English
  - Multicultural dress up clothes

### Outcomes

- **Measure:** Kinder-readiness assessment based on the district assessment. Children are tested on kindergarten readiness skills within six major components that include shapes, colors, letters and numbers and teachers have a section to score student's social-emotional readiness based on their time in the program.
- **Outcome: Children make gains both socially and in kindergarten academic readiness skills in preparation for kindergarten.** Children made gains or maintained in each component in the kinder-readiness assessment.
  - All of the five children were between the ages of three and four years old and were not eligible for kindergarten. Although they were young, APOMO still assessed children on kinder-readiness skills. Out of four children<sup>36</sup>, all demonstrated gains or maintained ability in each of the six components. Details are not reported due to small number of completed assessments and because children were not yet eligible for kindergarten.

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<sup>36</sup> One child left for Mexico prior to the end of the school year, so staff was unable to complete second assessment.

## **Hearts and Hands Preschool; *Preschool Slots***

*Catchment Site:* Calistoga Elementary School

### **Funding:**

*Funded 2015-16:* \$87,304

*Previous Funding*<sup>37</sup>: \$151,370

*Total Funded:* \$238,674

### **Program Description**

Hearts and Hands Preschool is the only full day preschool in the city of Calistoga. Prior to NVELI funding, Hearts and Hands was licensed for 30 children but only averaged about 14 children; scholarships up to 35% of tuition were offered; however, cost was still cited as the number one barrier for parents enrolling their children in preschool. Funds from NVELI allow for additional preschool slots for dual language learner students whose parents otherwise could not enroll them in preschool; increasing enrollment to an average of 27 students. In addition to the added preschool slots, Hearts and Hands also utilizes funds to offer workshops and training to staff on working with dual language learner students that focus on important oral language development and key social-emotional development essential for kindergarten readiness. Parents are also offered workshops and education on how best to support their child's transition to kindergarten.

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<sup>37</sup> In 2013-14 funding covered 6-month contract.



### Activities and Outcomes

- **English language learning students participate in new preschool slots.** Hearts and Hands served a total of 19 dual language learning students; of those, 15 students were the result of NVELI funding.

**Target:** 8 full-time equivalent preschool slots

**Achieved:** 15 dual language learner students at 12 full-time equivalent preschool slots

- Average attendance rates were high with an 89% attendance rate.
- Children and families participated in several kindergarten transition activities throughout the school year. In total seven transition events/activities were provided or facilitated by Hearts and Hands preschool. In total<sup>38</sup>, 31 children, 34 parents and seven staff participated in events, including: visiting an elementary school classroom, attending a kindergarten orientation workshop or transition workshop.
- Hearts and Hands shared student records of preschool experiences to the elementary school for 17 children.

### Outcomes

- Measure: Kinder-readiness assessment based on the district assessment. Children are tested on kindergarten readiness skills within six major components that include shapes, colors, letters and numbers and teachers have a section to score student's social-emotional readiness based on their time in the program.
  - Children were tested when they entered the program and again when they left for kindergarten<sup>39</sup>. Of the 20 English language learner students, 13 graduated to kindergarten; all 13 were assessed when they began the program and upon completion.
  - Because the number of students is small, the nine graduating students from fiscal year 2014-15 are presented below in aggregate with the 13 graduating students from fiscal year 2015-16. The only exception is the counting by rote component of the assessment, because the count by rote assessment item went through minor changes between fiscal year 2014-15 and fiscal year 2015-16, only results from the 13 students in fiscal year 2015-16 are presented below.
  - Each component has a distinct scoring system. Number recognition: children are presented with 10 numbers, asked to identify them and are scored for each identified with a possible score of 0-10; count by rote: children are asked to count as high as they can and are given one point for as high as they can count up to 20, with 20 being the highest score they can achieve; figure recognition: children are presented with five shapes, are asked to identify them, and are scored for each with a possible score of 0-5; color recognition: children are asked to identify eight

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<sup>38</sup> May be duplicate parents and children attending several events.

<sup>39</sup> Children not moving on to kindergarten because of age were not assessed in this reporting period.

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colors and are scored for each with a possible score of 0-8; letter recognition: children are asked to identify 12 letters and are scored for each with a possible score of 0-12.

- Outcome: **Children make gains both socially and in kindergarten academic readiness skills in preparation for kindergarten.** Children made gains or maintained in each component in the kinder-readiness assessment.
  - *Number recognition (0-10)*: Children began at Hearts and Hands Preschool able to recognize an average of five (4.7) numbers out of 10 presented; upon completion that increased to an average of seven (7.4).
  - *Counting (0-20)*: Children made the most gains in counting, with children beginning school counting up to an average of 13 and increasing to 18 by the end of the school year.
  - *Shape recognition (0-5)*: Children were able to identify an average of three (3.0) shapes at the start of the school year; upon completion that increased to an average of four (4.4) out of five shapes.
  - *Letter recognition (0-12)*: Children began the school year recognizing an average of 4 (3.6) letters out of 12 presented; upon completion that increased to an average of six (6.2) letters.
  - *Color recognition (0-8)*: Children made the least gains in color recognition, however began the school year scoring high, with an average of seven (6.8) colors recognized out of eight possible. Upon completion that increased to an average of eight (7.6).

**Average Scores on Kindergarten Readiness  
Measures at the First Test and Final Test**

Kinder-Readiness Measures	n	Average Scores	
		First Test	Final Test
Number recognition (presented 10)	22	4.7	7.4
Counting (0-20 points)	13	13.4	18.0
Shape recognition (presented 5)	22	3.0	4.4
Letter recognition (presented 12)	22	3.6	6.2
Color recognition (presented 8)	22	6.8	7.6

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- When the final assessments were completed at the end of the school year, teachers were asked to rate each student’s competency in four social-emotional development domains. These domains cover student’s ability to communicate and express needs, work cooperatively with their peers, control their impulses in class and use problem-solving techniques.
  - Teachers used a scale to indicate if the student had *not yet* mastered the competency, is currently *developing* the competency or is *consistently* demonstrating the competency. Presented below are the percent of students scoring at *developing* and *consistently* on social-emotional domains.
- Outcome: **Children make gains both socially and in kindergarten academic readiness skills in preparation for kindergarten.** The majority of students demonstrated appropriate emerging social-emotional competency.

**Percent of Children at Emerging Social-Emotional Competency**

	Percent of Children (n=22)
Communicates and expresses needs and wants verbally in primary language.	96%
Controls impulses and self-regulates during classroom activities.	95%
In conflict situations with other children uses problem-solving strategies (may ask for help).	91%
Cooperatively works and plays with peers (takes turns/shares/helps others).	95%

## Napa County Office of Education; *State Preschool Slots*

**Catchment Site:** Phillips Elementary School

### **Funding:**

**Funded 2015-16:** \$75,000

**Previous Funding:** \$79,426

**Total Funding:** \$154,426

### **Program Description**

Napa County Office of Education (NCOE) operates 23 state-funded preschool classes throughout Napa County. Preschool classrooms are high quality, inclusive of special needs children and provide culturally sensitive preschool experiences with at least one bilingual, bicultural staff. In June of 2014, California legislation eliminated parent fees for children attending half-day state preschool programs. At that time, NCOE's budget included those fees to sustain enrollment of their recruited students. Eighteen English as a second language children would have lost their preschool slots due to the cut in parent fees. To prevent this, NVLEI has funded slots since 2014-15 school year.

### **Activities and Outcomes**

- 16 English language learning children attended preschool.**
- Average attendance rate: 95%.
- 15 out of 16 parents attended the Kindergarten Orientation meeting.

### **Outcomes**

- Measure: The Desired Results Developmental Profile (DRDP) was established by the California Department of Education, Child Development Division. The DRDP is comprised of 56 measures within eight developmental domains. The DRDP is used at this preschool to assess and track developmental progress.
  - The DRDP was used to track progress within the: approaches to learning and self-regulation; social and emotional development; language and literacy; and English language development domains.
  - Domains are comprised of several measures and are assessed by teachers on a four-point rating scale from the least proficient at *exploring* to *developing* to *building* and the highest developmental level of *integrating*. Each of these four categories are comprised of more detailed subsets.

## NVELI Third Year 2015-16 Report

- Results below reflect the percent of children scoring at the *building* or *integrating* school readiness level on select measures from the DRDP in the fall of 2015 and the spring of 2016 upon completion of the preschool year. These data reflect 15 dual language learning students.
- Outcome: **English language learning children make gains both socially and academically in preparation for kindergarten.** Students made improvements within all three school readiness domains.
  - At the start of preschool, no students were demonstrating emerging *approaches to learning and self-regulation* skills at a readiness level; upon completion all (100%) students were meeting readiness levels. The approaches to learning and self-regulation domain measures skills such as, self-comforting and control of feelings and behaviors, cooperating with peers and curiosity and initiative in learning.
  - At the start of preschool, no students were demonstrating emerging *language and literacy development* skills; upon completion all (100%) students were meeting readiness levels. The language and literacy development domain measures skills such as, phonological awareness, letter and word knowledge, communication and comprehension.
  - At the start of preschool, no ELL students were demonstrating *English as a second language development* skills at a readiness level; upon completion of the school year all (100%) of children were meeting readiness levels. The English as a second language domain measures skills such as: comprehension and expression in English; and symbol, letter and print knowledge.

**Percent of Children at Emerging School Readiness Levels on DRDP Measures**

DRDP measures	Percent of Children
Self and social development (n=15)	100%
Language and literacy development (n=15)	100%
English language development (n=15)	100%

## **Napa Valley Adult Education; *First Step Summer Bridge***

***Catchment Sites:*** Napa Junction, Phillips and Shearer Elementary School

### **Funding:**

***Funded 2015-16:*** \$70,500

***Previous Funding<sup>40</sup>:*** \$139,827

***Total Funded:*** \$210,327

### **Program Description**

The First Step program is a bilingual pre-kindergarten summer program that aims to prepare children and their families to enter kindergarten in the fall. First Step provides classroom experience for children on elementary school sites and many times with the kindergarten teacher they will have in the fall. The program also conducts parenting classes on the subjects covered in the children's program and how parents may best support their child's transition to kindergarten. In addition to classroom experiences the program partners with the Untied Shoelaces organization to provide children and their siblings with health screenings that include vision, hearing and speech as well as lead a mock dental visit with parental involvement.

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<sup>40</sup> In 2013-14 funding covered a 6-month contract.

**Activities and Outcomes<sup>41</sup>**

- First Step included 20 classes within each session; classes were 3 hours in duration. Four sessions were offered: two sessions at Shearer Elementary; one session at Napa Junction Elementary; and one session at Phillips Elementary. Enrollment is presented below.
- Average attendance rate for children: 82%.

**Enrollment by Elementary School**

Catchment Site Elementary Schools	Children		Parents
	Total Children	English language learning	
Napa Junction	12	10	10
Phillips	18	15	19
Shearer	30	25	20
<b>Total</b>	<b>60</b>	<b>50</b>	<b>49</b>

- Untied Shoelaces partners with First Step to provide children participating in the program, and their siblings, with health screenings that include:
  - Vision, hearing and speech screenings, mock dental visit to normalize dental check-ups and provide dental packages<sup>42</sup>.
  - If child has identified concern:
    - ✓ One on one evaluations with child.
    - ✓ Meet with parent to discuss concern; assist with insurance needs and assist in making necessary appointments.
    - ✓ Provide parent with school district rules for medication that child may have when beginning kindergarten.
    - ✓ Provide written communication to child’s physician to facilitate physician written statement to school for when child begins kindergarten.
    - ✓ Follow up with both parent and school to facilitate smooth transition to kindergarten regarding child’s identified concern.
  - 56 children and their families were provided screenings and health education.

**43 children were identified as having some condition. Conditions identified varied: allergies (4); asthma (3); dental problems (13); speech, vision, hearing (10); autism spectrum (1); emotional behavior issues (5); and other medical concerns and special education needs (7).**

<sup>41</sup> Untied Shoelaces was unable to provide data in time for this report.

<sup>42</sup> Dental packages include paste, timer, floss and tips for healthy teeth card.

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### Outcomes

- Measure: Kinder-readiness assessment that was created based on the district assessment. Children are tested on kindergarten readiness skills within six major components that include shapes, colors, letters and numbers and teachers have a section to score student's social-emotional readiness based on their time in the program.
  - Children were tested at the beginning of the program and upon completion. Of the 60 children that attended the program, 52 were assessed at both the first and the last class<sup>43</sup> and are included in the summary below.
  - Each component has a distinct scoring system. Number recognition: children are presented with 10 numbers, asked to identify them and are scored for each identified with a possible score of 0-10; count by rote: children are asked to count as high as they can and are given one point for as high as they can count up to 20, with 20 being the highest score they can achieve; figure recognition: children are presented with five shapes, are asked to identify them, and are scored for each with a possible score of 0-5; color recognition: children are asked to identify eight colors and are scored for each with a possible score of 0-8; letter recognition: children are asked to identify 12 letters and are scored for each with a possible score of 0-12. The social-emotional component is only assessed on the last day. Teachers were asked to determine to what degree children were demonstrating age-appropriate social-emotional skills.
- Outcome: **Children make gains both socially and in kindergarten academic readiness skills.** Children made gains in each component in the kinder-readiness assessment.
- To compare the average scores a paired-sample, 1-tailed *t* test was conducted. The *t* value compares the mean score of the first test to the mean score of the final test and assesses if the difference is large enough to conclude that any differences were not just due to chance. When the improvement is large enough it is considered statistically significant. Below is each readiness component, the possible score range in parentheses and the test results.
  - *Number recognition (0-10)*: Children made significant gains in the quantity of numbers they could identify; average scores at the first test were 4.60 out of 10 possible and increased to 6.67 upon completion of the program ( $t(51) = -7.53, p < .001$ ).
  - *Counting (0-20)*: Children made significant gains in counting out loud. Average scores at the first test were 9.63 out of 20 possible and increased to 14.92 upon completion of the program ( $t(51) = -9.34, p < .001$ ).
  - *Shape recognition (0-5)*: Children made significant gains in the number of shapes they identified; average scores at the first test were 2.87 out of five possible and increased to 4.12 upon completion of the program ( $t(51) = -7.21, p < .001$ ).

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<sup>43</sup> Some child assessments did not have a first and last class test, often due to children not attending the last day when final assessments were conducted.

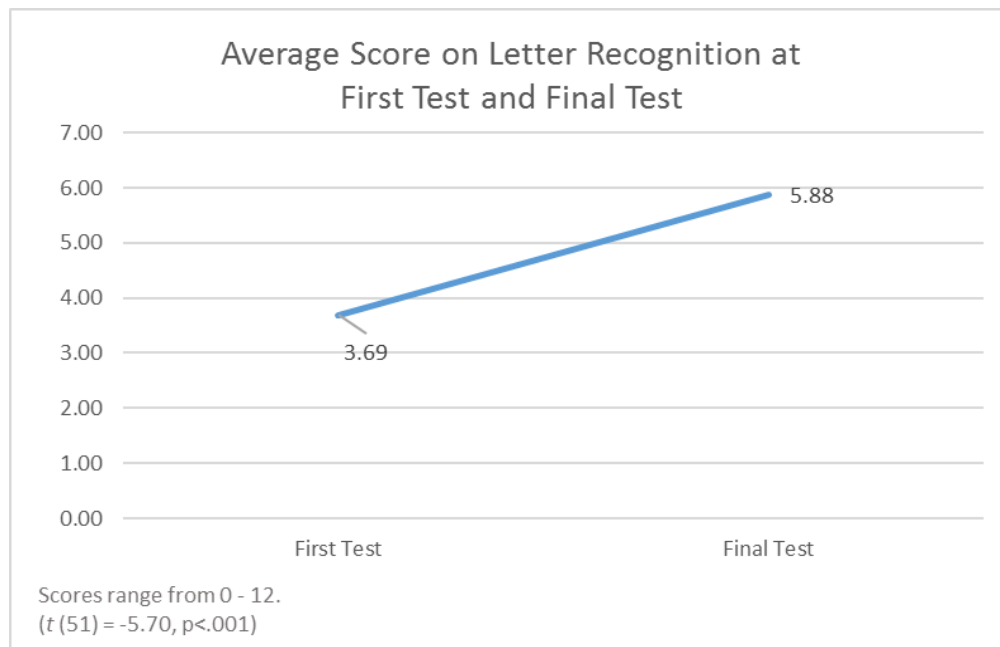


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- *Letter recognition (0-12)*: Children made significant gains in the number of letters they identified; average scores at the first test were 3.69 out of 12 possible and increased to 5.88 upon completion of the program ( $t(51) = -5.70, p < .001$ ).
- *Color recognition (0-8)*: Children made significant gains in the number of colors identified; average scores at the first test were 6.27 out of eight possible and increased to 7.33 upon completion of the program ( $t(51) = -4.32, p < .001$ ).

### Average Scores on Kindergarten Readiness Measures at the First Test and Final Test

Kinder-Readiness Measures	Average Scores (n=52)	
	First Test	Final Test
Number recognition (presented 10) <sup>44</sup>	4.60	6.67
Counting (0-20 points) <sup>45</sup>	9.63	14.92
Shape recognition (presented 5) <sup>46</sup>	2.87	4.12
Letter recognition (presented 12) <sup>47</sup>	3.69	5.88
Color recognition (presented 8) <sup>48</sup>	6.27	7.33



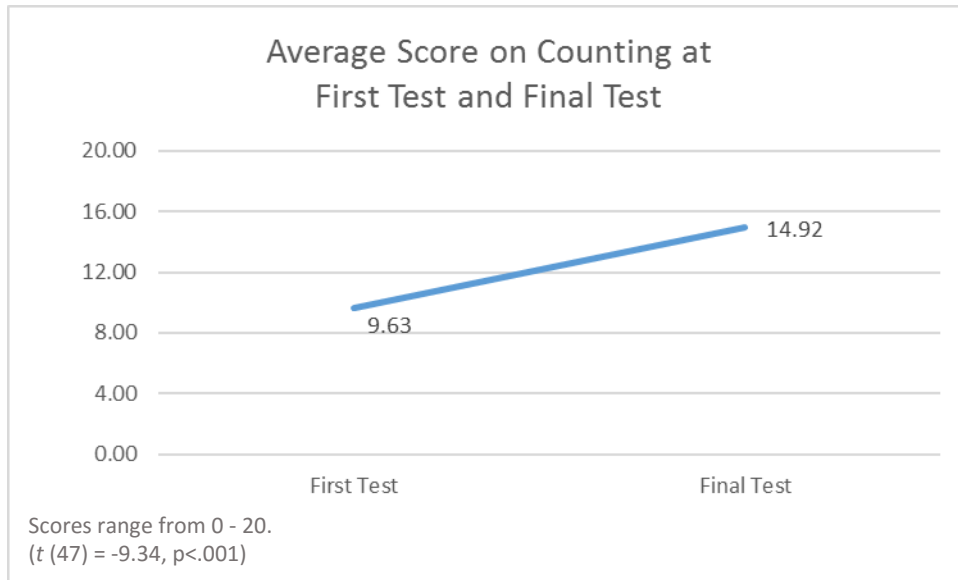
<sup>44</sup> Statistically significant: ( $t(51) = -7.53, p < .001$ )

<sup>45</sup> Statistically significant: ( $t(51) = -9.34, p < .001$ )

<sup>46</sup> Statistically significant: ( $t(51) = -7.21, p < .001$ )

<sup>47</sup> Statistically significant: ( $t(51) = -5.70, p < .001$ )

<sup>48</sup> Statistically significant: ( $t(51) = -4.32, p < .001$ )



- When the final assessments were completed at the end of the school year, teachers rated each student’s competency in four social-emotional development domains. These domains cover student’s ability to communicate and express needs, work cooperatively with their peers, control their impulses in class and use problem-solving techniques.
  - Teachers used a scale to indicate if the student had *not yet* mastered the competency, is currently *developing* the competency or is *consistently* demonstrating the competency. Presented below are the percent of students scoring at *developing* and *consistently* on social-emotional domains.
- Outcome: **Children make gains both socially and in kindergarten academic readiness skills in preparation for kindergarten.** By the end of the program the majority of students demonstrated age-appropriate emerging social-emotional competency.

**Percent of Children at Emerging Social-Emotional Competency**

	Percent of Children (n=52)
Communicates and expresses needs and wants verbally in primary language.	88%
Controls impulses and self-regulates during classroom activities.	83%
In conflict situations with other children uses problem-solving strategies (may ask for help).	81%
Cooperatively works and plays with peers (takes turns/shares/helps others).	89%

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- Measure: The First Step parent survey was developed to measure parent’s knowledge and behaviors related to early learning experiences and transition activities.
  - Parents were given the First Step survey at the beginning of the program and then again upon completion of the program. Of the 49 parents who participated in the First Step program, 43 parents completed both the first and last survey.
- Outcome: **Parents report increased awareness of how to best prepare and support their children’s transition into kindergarten.**
  - Parents report increasing the time they spend on supporting early literacy development at home.
  - *Read or share books with your child:* At the start of the program just 68% of parents reported reading to their child at least two times in a week; upon completion that increased to nearly all the parents (94%) who either already read to their child at least two times a week or plan to. More interesting is that at the start only 14% reported reading five or more times a week; however, upon completion that drastically increased to about half (54%).
  - *Time spent reading:* At the start of the program less than half (47%) of parents reported that on the days they read with their child, they do so for 10 or more minutes each time; upon completion that increased to 70% parents.
  - *Visit the library with your child:* At the start of the program only 63% of parents reported taking their children to the library at least once a month; upon completion that had increased to almost all (98%) parents who take their child at least once a month or plan to.
  - *Library Card:* By the end of the program 98% of parents report that they either have a library card or plan to get one.

### Parent Practices that Support Early Literacy Development

	Percent of Parents			
	First Class		Last Class	
<b>Read or share books (including e-books) with child</b>				
2 to 4 times a week	54%	68%	40%	94%
5 or more times last week	14%		54%	
<b>Time read with child</b>				
10 to 20 minutes	33%	47%	42%	70%
20 to 30 minutes	14%		28%	
<b>Visit the library with your child</b>				
At least once a month	26%	63%	23%	98%
2 or more times a month	37%		75%	

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- Outcome: **Parents report increased awareness of how to best prepare and support their children’s transition into kindergarten.**
  - Parents report supporting their children’s transition to kindergarten.
  - *Eat breakfast:* At the start of the program 86% of parents reported that their child was eating breakfast at least four times or more each week; by completion of the program 98% of parents reported they plan to or have already begun feeding their child breakfast at least four or more times per week.
  - *Physical activity and exercise:* At the start of the program 84% of parents reported their children were getting opportunities for physical activity at least three times a week; upon completion that increased to 98% of parents reporting they will provide opportunities for exercise or plan to provide at least three times a week or more.

**Parent Practices that Support Kindergarten Transition**

	Percent of Parents			
<b>Child eats breakfast each week</b>	<b>First Test</b>		<b>Final Test</b>	
4 to 5 times a week	21%	86%	12%	98%
6 to 7 times a week	65%		86%	
<b>Child has opportunities for exercise and physical play each week</b>	<b>First Test</b>		<b>Final Test</b>	
3 to 4 times a week	28%	84%	28%	98%
5 or more times a week	56%		70%	

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- *Counting out loud:* At the start of the program 93% reported that their children were counting out loud with their parents at least once a week; upon completion that increased to all parents (100%) reporting that they were already doing it or planning on counting with their children at least once a week or more.
- *Looking at shapes and colors:* At the start of the program 95% of parents reported looking at shapes and colors with their children at least one a week; upon completion that increased to all parents (100%) planning to or already looking at shapes and colors with their children at least once a week.

### Parent Practices that Support Early Childhood Development

Counting out loud	Percent of Parents			
	First test		Final test	
At least once a week	30%	93%	12%	100%
Every day	63%		88%	
Looking at shapes and colors	First test		Final test	
At least once a week	37%	95%	19%	100%
Every day	58%		81%	

- After participating in the program, parents overwhelmingly agreed they feel more confident in preparing their children for school and feel more connected to the community.
- The largest gains were seen with parents feeling they know better how to get involved in their child's school (+35%) and increased confidence in preparing their child for kindergarten (+24%).

### Parent Reported Confidence and Knowledge that Supports Kindergarten Transition

Since participating in the Summer Bridge Program...	Percent of Parents	
	First test	Final test
I know more about what my child needs to get a good start in kindergarten.	74%	88%
I feel more confident preparing my child for kindergarten and the first day of school.	67%	91%
I feel more confident supporting my child in school.	81%	93%
I know how to get involved in my child's school.	49%	84%
I feel more connected to other parents.	51%	72%

## UpValley Family Centers; *Calistoga Summer Bridge Program*

*Catchment Site:* Calistoga Elementary School

*Funding*<sup>49</sup>:

*Funded 2015-16:* \$20,944

*Previous Funding:* \$40,734

*Total Funded:* \$61,678

### **Program Description**

UpValley Family Centers (UVFC) is a result of a merger of Calistoga Family Center and St. Helena Family Center in February 2014. Prior to that merge Calistoga Family Center served Calistoga's geographically isolated families since 1999. UVFC provides a multitude of services and classes that support parents as their child's first teacher.

The Calistoga Summer Bridge Program aims to provide preschool experiences to incoming kindergarten children with little or no preschool experiences and limited language and literacy skills. While children are attending the program on the Calistoga Elementary School site their parents are participating in the Summer Bridge parent program which covers kindergarten transition activities and other ways parents may support their children's early learning at home.

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<sup>49</sup> Although contracts for the UpValley Summer Bridge program are for 12 months, the services are always completed within summer months.

**Activities and Outcomes**

- The Calistoga Summer Bridge program provided children with 15 classes in one four-week session. Parents were offered four classes during that time.
- Average attendance rate of children: 84%.

**Calistoga Summer Bridge Enrollment**

Catchment Site Elementary School	Total Children	Parents
Calistoga Elementary School	9	8

- In addition to the scheduled Summer Bridge workshops for parents, three additional Activity Days were scheduled throughout the summer: Calistoga Art Center: 13 parents and 17 children of various ages; Magical Moonshine Theater: 53 children and 13 parents and Lawrence Hall of Science: 18 children and 20 parents.

**Outcomes**

- Measure: Kinder-readiness assessment that was created based on the district assessment. Children are tested on kindergarten readiness skills within six major components that include shapes, colors, letters and numbers and teachers have a section to score student’s social-emotional readiness based on their time in the program.
  - Children were tested at the beginning of the program and then again four weeks later at the end of the program. Out of the nine children who attended the program, all nine (n=9) completed the assessment.
  - Because the number of students is small, the five students from fiscal year 2014-15 are also presented below in aggregate with the nine students from fiscal year 2015-16.
  - Results for 14 assessments are presented below. These are still small numbers of completed assessments and results should be interpreted with caution as small shifts can create large changes.
  - Each component has a distinct scoring system. Number recognition: children are presented with 10 numbers, asked to identify them and are scored for each identified with a possible score of 0-10; count by rote: children are asked to count as high as they can and are given one point for as high as they can count up to 20, with 20 being the highest score they can achieve; figure recognition: children are presented with five shapes, are asked to identify them, and are scored for each with a possible score of 0-5; color recognition: children are asked to identify eight colors and are scored for each with a possible score of 0-8; letter recognition: children are asked to identify 12 letters and are scored for each with a possible score of 0-12.

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- Outcome: **Children make gains both socially and in kindergarten academic readiness skills in preparation for kindergarten.** Children made gains in each component in the kinder-readiness assessment.
  - *Number recognition (0-10)*: At the start of the program children could recognize an average of four (3.8) numbers out of 10 presented to them; upon completion that increased to average of five (4.6).
  - *Counting (0-20)*: Children made the greatest gains in counting. On average children began the program able to count to seven (7.0); by the end, they were able to count as high as 11 (11.2).
  - *Shape recognition (0-5)*: Children were able to identify an average of two (1.7) shapes at the start of the program; upon completion that had increased to an average of four out of four (3.6) shapes.
  - *Letter recognition (0-12)*: At the start of the program most children were unable to identify any of the 12 letters, with less than one (0.7) identified out of the 12 presented; upon completion that increased up to an average of three (3.0) recognized.
  - *Color recognition (0-8)*: Children began the program recognizing an average of six (5.9) colors out of eight presented to them; upon completion that increased to an average of seven (7.3).

**Average Scores on Kindergarten Readiness  
Measures at the First Test and Final Test**

Kinder-Readiness Measures	Average Scores (n=14)	
	First Test	Final Test
Number recognition (presented 10)	3.8	4.6
Counting (0-20 points)	7.0	11.2
Shape recognition (presented 5)	1.7	3.6
Letter recognition (presented 12)	0.7	3.0
Color recognition (presented 8)	5.9	7.3



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- When the final assessments were completed at the end of the school year, teachers rated each student’s competency in four social-emotional development domains. These domains cover student’s ability to communicate and express needs, work cooperatively with their peers, control their impulses in class and use problem-solving techniques.
  - Teachers used a scale to indicate, if the student had *not yet* mastered the competency, is currently *developing* the competency or is *consistently* demonstrating the competency. Presented below are the percent of students scoring at *developing* or *consistently* on social-emotional domains.
- Outcome: **Children make gains both socially and in kindergarten academic readiness skills in preparation for kindergarten.** By the end of the program the vast majority of students demonstrated age-appropriate emerging social-emotional competency.

**Percent of Children at Emerging Social-Emotional Competency**

	Percent of Children (n=14)
Communicates and expresses needs and wants verbally in primary language.	93%
Controls impulses and self-regulates during classroom activities.	100%
In conflict situations with other children uses problem-solving strategies (may ask for help).	79%
Cooperatively works and plays with peers (takes turns/shares/helps others).	100%

- Measure: Calistoga Summer Bridge parent survey was developed to measure parent’s knowledge and behaviors related to early learning practices and transition activities.
  - Parents were given the survey at the beginning of the program and then again upon completion of the program. Of the eight parents who participated in the Summer Bridge program four parents (n=4) completed both the first and last survey.
  - Because the number of parents is small, the six parents from fiscal year 2013-14 and the four parents from 2014-15 are also presented below in aggregate with the four students from fiscal year 2015-16.
  - Results for 14 surveys are presented below. These are still small numbers of completed surveys and results should be interpreted with caution as small shifts can create large changes.
- Outcome: **Parents demonstrate awareness, proficiency and involvement in supporting their children’s learning at home, navigating the public education system, and advocating for their child’s education.**

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- *Read or share books with your child:* Just half of parents (50%) reported they read to their child at least two times a week; by the end of the program over three quarters of parents (79%) reported they plan to read or share books with their child at least two times a week.
- *Child eats breakfast each week:* At the start of the program just over three quarters of parents (79%) report their child has breakfast at least four times a week, that leaves one in five children (21%) who eat breakfast fewer than four times a week; upon completion 93% of parents reported they plan to feed their child breakfast at least four times a week.
- *Physical activity and exercise:* At the start of the program 79% of parents reported they provide opportunities for physical activity at least three times a week; upon completion of the program (86%) of parents reported they plan to provide their child with opportunities for physical activity and exercise at least three times a week.
- *Counting out loud:* At the start of the program 86% of parents reported they count out loud with their child at least once a week; by the end of the four weeks, all parents (100%) reported they plan on counting out loud with their child at least once a week.
- *Looking at shapes and colors:* At the start of the program, 79% of parents reported they look at shapes and colors with their child at least once a week; upon completion, 93% of parents reported they plan on looking at shapes and colors with their child at least once a week.
- *Library Card:* By the end of the four weeks, 100% of parents report they have a library card or plan to get one.

### Parent Practices that Support Early Literacy Development

Parents plan to....	Percent of Parents (n=14)	
	First test	Final test
Read or share books (including e-books) with their child at least 2 times a week.	50%	79%
Have their child eat breakfast at least 4 times a week.	79%	93%
Provide opportunities for exercise and physical play for their child, 3 or more times each week.	79%	86%
Count out loud with their child at least once a week	86%	100%
Look at shapes and colors with their child at least once a week	79%	93%

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- Outcome: **Parents demonstrate proficiency and involvement in supporting their children’s learning at home, navigating the public education system, and advocating for their child’s education.**
  - When asked, parents overwhelmingly agreed they feel more confident in preparing their children for school and feel more connected to the community.

### Parent Reported Confidence and Knowledge that Supports Kindergarten Transition

Since participating in the Summer Bridge Program...	Percent of Parents
I know more about what my child needs to get a good start in kindergarten.	100%
I feel more confident preparing my child for kindergarten and the first day of school.	100%
I feel more confident supporting my child in school.	100%
I know more about how to get involved in my child’s school.	100%
I feel more connected to other parents	93%

## Provider Quality

**Strategies:**

- ❖ Support providers to ensure high quality preschool experiences for all children in preschools serving the school catchment areas.

**Outcome:**

- Early childhood programs serving dual language learning children are providing high quality preschool experiences.

**Funded Agencies & Details**

Agency	Program	Catchment Site Elementary Schools	2015-16 Funds
Community Resources for Children	Pathways to Quality	Calistoga Napa Junction Phillips Shearer	\$68,521
Napa County Office of Education; Phillips Elementary	NCOE & Phillips Collaborative	Phillips	\$17,866
Total:			\$86,387

## Community Resources for Children; *Pathways to Quality*

*Catchment Sites:* Calistoga, Shearer, Phillips & Napa Junction  
Elementary Schools

### Funding:

*Funded 2015-16:* \$68,521

*Previous Funding*<sup>50</sup>: \$150,092

*Total Funded:* \$218,613

### **Program Description**

Community Resources for Children (CRC) has been serving families since 1978. Pathways to Quality (PTQ) aims to improve the quality of early childhood education by providing early childhood programs with the tools and resources to improve and/or maintain high quality early care and education for young dual language learning children. PTQ is aligned with the national efforts to create a Quality Rating and Improvement System (QRIS) and has utilized the statewide efforts set by First 5 California Signature Program (CSP). PTQ works directly with preschools and family child care homes to assess quality, create clear goals, outline strategies to obtain those goals and track progress of quality improvement.

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<sup>50</sup> In 2013-14 funding covered a 5 month contract.

### Activities and Outcomes

- Early childhood programs serving dual language learning children are providing high quality preschool experiences.

**Target:** 11 classrooms

**Achieved:** 11 classrooms  $\implies$  25 teachers and 67 dual language learners benefited from the classroom improvements.

- Cohort 1 included the 11 classrooms from above, and cohort 2 included five classrooms.
- Cohort 1 received intensive services that included onsite coaching visits, technical assistance calls between visits, two trainings and other professional development opportunities. The three centers from cohort one also created Quality Improvement Plans with three goals.
- Cohort 1:
  - 8 classrooms are located within 3 early child care centers and 3 family child care homes:
    - Napa Valley College (3 classrooms)
    - A Place of My Own (4 classrooms)
    - Hearts and Hands (1 classroom)
    - 3 Family child care homes
  - Classrooms received services and supports to improve quality:
    - 89 onsite coaching visits
    - 14 technical assistance telephone calls
    - 2 trainings on the Teaching Pyramid
    - All About ECERS training
    - Introduction to ASQ-3 training
- Cohort 2:
  - Cohort 2 included five classrooms with five teachers from four child care centers. Providers were offered six trainings after work and on Saturdays. Trainings included Language & Literacy, Math Reasoning and All About ECERS. Four providers from Cohort 1 and other providers from the community attended; however, none of the providers from Cohort 2 attended the trainings.

### Outcomes

- Measure: Classroom Assessment Scoring System (CLASS). The CLASS is a research-based observation tool that measures effective *teacher and student interactions* in the classroom. Several dimensions of quality are assessed and collectively inform three domains: emotional support, classroom organization, and instructional support. CLASS

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scores range from 0-7 and can provide a measure of quality improvement and/or maintenance.

- Measure: Early Childhood Environmental Rating Scale (ECERS). The Environmental Rating Scales assess *classroom environment quality*. The ERS used with children 2-5 years old is comprised of 43 items that span seven subscales. Subscales include measures of quality in program structure, language-reasoning and activities with scales from 1-7. The ERS scores allow us to measure the quality of the classroom and track progress.
  - There were eight classrooms in six early child care centers. Of those, six Pre-K CLASS assessments (n=6) were completed; two classrooms had mostly toddlers and the Toddler CLASS version was used.
  - For the two classrooms assessed using the Toddler CLASS: both classrooms demonstrated improvement on the emotional and behavioral domain and just one demonstrated improvement in the engaged support domain.
- Outcome: **Early childhood programs serving dual language learning children in target areas are providing high quality preschool experiences.**
  - *CLASS: Emotional Support Domain:* Of the six classrooms three demonstrated improvements in the emotional support domain. At the start of the program, classrooms received an average score of 5.73 out of seven possible; upon completion that increased to 5.90.
  - *CLASS: Classroom Organization:* Three out of six classrooms were able to demonstrate improvements within the classroom organization domain. At the start of the program, classrooms received an average score of 4.63; upon completion that increased to 4.77.
  - *CLASS: Instructional Support:* Of the six classrooms, three improved on the instructional support domain; however, average scores did not improve with an average of 2.87 at the start of program and a 2.86 at the end.
  - *ECERS:* Of the eight classrooms assessed, six demonstrated improvements; classrooms began with an average score of 5.30 out of seven possible and improved to 5.61.

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Progress on Measures of Classroom Quality

	Average Scores		
CLASS Domain (Scale: 0 – 7 possible)	First-Score	Second- Score	Number of classrooms that improved (n=6) <sup>51</sup>
Emotional Support	5.73	5.90	3
Classroom Organization	4.63	4.77	3
Instructional Support	2.87	2.86	3
	Average Score		
ECERS (Scale: 1 – 7 possible)	First-Score	Second- Score	Number of classrooms that improved (n=8)
Overall Score	5.30	5.61	6

- Measure: Readiness Assessment is an early childhood education tool that is based on the statewide assessment used by First 5 California in their quality improvement program. The Readiness Assessment is comprised of 59 items that measure the *overall quality of the program* in areas such as curriculum, teacher qualifications, approaches to dual language learning children and children with special needs. The results of the Readiness Assessment were used by the PTQ project manager to work with preschool staff to *create clear goals for quality improvements* or maintenance.
- Below are best-practice approaches to serving dual language learner children and their families. All three centers (n=3) were assessed on these approaches and presented below. These are extremely small numbers, but demonstrate some improvements.

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<sup>51</sup> Two of the classrooms serve toddlers and therefore completed a different version of the CLASS.



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- **Teachers have an increased competency working with dual language learning children.**
- Center and Staff level approaches to serving dual language learning children:
  - All three centers improved to include *staff that reflect the language and culture of the families*; more staff participated in professional development, and two centers created a written language policy for parents and staff.

**Number of Centers Using Approaches to Serve Dual Language Learner Students**

Center and Staff level approaches:	Number of Centers (n=3)	
	First Assess	Last Assess
Program staff have participated in DLL professional development in last 12 months.	1	2
Program employs specially trained staff dedicated to supporting development and school readiness for DLL students.	0	0
Program has an established language policy that is written for parents and staff.	0	2
Program staff reflect the language and culture of the families.	2	3

- **Improved quality of early learning environment.**
  - Child Centered approaches to serving dual language learning children:
    - Of the three centers, one improved to include *displaying culturally and linguistically appropriate posters* one improved and have *plenty of props...to help understanding* and another began to *support DLL kids with class labels that have clear and appropriate pictures to support meaning.*

**Number of Centers Using Approaches to Serve Dual Language Learner Students**

Child Centered approaches:	Number of Centers (n=3)	
	First Assess	Last Assess
Program has welcome signs and brochures in different languages that reflect community.	2	2
Have plenty of props (puppets, hats, tools, etc.) representing characters, objects and actions to enhance children’s understanding	2	3
Displaying culturally and linguistically appropriate posters.	2	3
Support DLL children with materials that are respectful and free of stereotypes.	2	2
Support DLL kids with class labels that have clear and appropriate pictures to support meaning for DLL’s.	1	2

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- Family Centered approaches to serving dual language learning children:
  - Of the three centers, one center demonstrated improvement.

**Number of Centers that Offer Supports/Services in Primary Language**

Family Centered approaches in primary language:	Number of Centers (n=3)	
	First Assess	Last Assess
Education materials regarding child development.	1	1
Parent workshops/meetings regarding child development are offered to parents.	1	1
Parent survey is offered in primary language.	0	1
Materials and resources on family support services.	1	1

- Below are best-practice approaches to serving dual language learner children and their families. Below are results for two of the three family child care homes. One family child care provider had to close her business in December 2015 and is not included. These are extremely small numbers, but demonstrate some improvements.
- Family Centered approaches to serving dual language learning children:
  - Both family child care homes added *bilingual books, multicultural materials* and began *presenting images, stories and materials that are respectful and free of stereotypes*.
  - Each of the 8 classrooms created a Quality Improvement Plan with three goals: Goal 1: supporting dual language learners; Goal 2: supporting social-emotional development; and Goal 3: the center could choose a goal based on the Readiness Assessment. These goals included improving teacher-student relationships, increasing literacy support and improving the classroom.
  - The vast majority of classrooms were able to meet goals and the remaining were in progress of achieving those goals. Out of 8 classrooms:
    - ❖ **Goal 1: Supporting dual language learners:**
      - 8 completed
    - ❖ **Goal 2: supporting social-emotional development:**
      - 8 completed
    - ❖ **Goal 3: choice of center:**
      - 5 completed; 2 in progress; 1 ongoing

**Napa County Office of Education & Phillips Elementary; *Phillips Collaborative***

***Catchment Site:*** Phillips Elementary School

**Funding:**

***Funded 2015-16:*** \$17,866

***Previous Funding:*** \$30,646

***Total Funded:*** \$48,512

**Program Description**

Napa County Office of Education (NCOE) and Phillips Elementary School have collaborated to create a streamlined and supportive articulation from preschool to elementary school. The NCOE's state-funded preschool is on site at Phillips Elementary and the majority of the preschool students enroll in kindergarten there. Phillips Elementary School currently uses the Success for All (SFA) curriculum throughout all their classrooms. SFA is a school reform model that emphasizes literacy and aims for an entire school improvement. To align the preschool and elementary school systems for easier articulation, this initiative has supported the preschool in implementing SFA in their classroom since 2014-15. This will provide a head start and early foundation on necessary concepts and skills for the success of the preschoolers at Phillips Elementary.

### Activities and Outcomes

- Implement Success for All (SFA) Curiosity Corner curriculum as part of Phillips Preschool Program and bring kindergarten and preschool teachers together in collaboration. In total 130 children were served; 100 kindergarten and transitional kindergarten students and 30 preschoolers.
  - 3 kindergarten teachers                      ⇒ Served: 75 DLL kindergarteners
  - 1 transitional kindergarten teacher      ⇒ Served: 25 DLL t-kindergarteners
  - 1 preschool teacher                         ⇒ Served: 30 DLL preschoolers
  
- 4 coaching sessions were provided; topics included oral language, vocabulary, learning labs and number sense.
- 5 staff attended the SFA conference; this included 3 teachers.
- There were 21 Collaborative Curriculum Planning meetings. Various combinations of teachers were invited to each meeting with the goal of teacher collaboration. Attendance was perfect with a 100% attendance rate.

### Outcomes

- Measure: A Teacher Perspective Survey was created to better understand the teacher's experiences with the Success for All curriculum and their change in knowledge and skills in working with dual language learner students.
- Of the five teachers four completed the surveys (n=4) and are presented below.
- Outcome: **Increased professional development of teachers and increased competency in working with dual language learners.**
  - All teachers (n=4) agreed...
  - *they gained knowledge with SFA that they see value in for their students.*
  - *they feel prepared to implement SFA strategies.*
  - *Preschool/kindergarten Team meetings are conducted in a way that address the needs of ELLs.*
  - *there is an increased shared understanding between preschool teachers and kindergarten teachers.*
- Measure: SFA has a School Achievement Snapshot that is used to assess the extent to which schools have effectively implemented the SFA curriculum. This assessment includes three content areas, each with their own sub-items: Schoolwide Structure (38 items); Instructional Processes (14 items); and Student Engagement (12 items). Not all items under each content area apply to the preschool and kindergarten implementation of SFA.

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- Again this year, only the kindergarten teachers were scored. Results within each of the three content areas are presented below.
- *Schoolwide Structures* content area includes 38 items that review the administrative structures necessary for effective implementation of SFA throughout the school. Of those, 37 items are for all grade-levels and one item is grade-level specific. Phillips Elementary School meets all 37 general items as well as the grade specific items, demonstrating their ability to effectively implement SFA.
- *Instructional Processes* content area includes 14 items total with seven items specific for kindergarten. These items measure teacher skills, such as utilizing the lesson structure, tools, strategies and approaches to student learning that follow the SFA curriculum. These objectives were verified for at least 80% of kindergarten teachers and sometimes 95% of kindergarten teachers.
- *Student Engagement* content area includes 12 items total with six items specific for kindergarten. These items measure student engagement in the materials as a result of teacher support strategies. Two of these objectives were verified for at least 95% of kindergarten teachers; one objective was verified for 80% of teachers; one for 40% of teachers and one did not have a final score.

## Systems Change

### Strategies:

- ❖ Support systems-change efforts that strengthen effective linkages, create comprehensive systems, establish high-quality programs and improve political context around early learning systems.

### Outcome:

- Progress is made toward a local system to support early learning activities for young children and their families.

### Funded Agencies & Details

Agency	Program	Catchment Site Elementary Schools	2015-16 Funds
Funding the Next Generation	Funding the Next Generation	Calistoga Napa Junction Phillips Shearer	\$25,000
Total:			\$25,000

## Funding the Next Generation; *Funding the Next Generation*

*Catchment Sites:* Calistoga, Shearer, Phillips & Napa Junction  
Elementary Schools

### Funding:

*Funded 2015-16:* \$25,000

*Previous Funding:* \$25,000

*Total Funded:* \$50,000

### Program Description

Funding the Next Generation<sup>52</sup> (FNG) is an initiative that aims to leverage local funding sources and create a new dedicated funding stream for serving children and their families. In Napa County FNG is a systems change project working to “determine the needs, develop the priorities, raise awareness of the needs of children and understand the funding sources for children, youth and their families in Napa County”<sup>53</sup>. A diverse range of sectors working with and for children and families in Napa County have joined the FNG efforts; sectors include: community health and nutrition, early childhood education and care, K-12 education, family resource centers, law enforcement and safety, political representatives and funding agencies. FNG’s 2014-15 objectives included: creating a Children’s Budget and Agenda for Napa County.

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<sup>52</sup> FNG is a larger initiative in California, this summary is only about Napa County’s efforts. For more information about FNG see [www.fundingthenextgeneration.org](http://www.fundingthenextgeneration.org).

<sup>53</sup> Taken from Funding the Next Generation funding application 2014-15 and 2015-16.

## Activities and Outcomes

- **Progress is made toward a local system to support early learning activities for young children and their families.**
  - Children’s Bill of Rights<sup>54</sup> was adopted by the Napa County Board of Supervisors on April 21, 2015.
  - As of September 1, 2015, the Children’s Bill of Rights was adopted through a proclamation of support by all five cities in Napa County.
  - Children’s Budget was created for all services provided to children and families in Napa County.
  - Core Leadership Team of five members met an estimated 25 times.
  - Two stakeholder meetings were attended by an average of 25 members.
  - Another 20 meetings with individual stakeholders were held.
  - Approximately 80 partner agencies and organizations participated in FNG efforts.

## Outcomes

- **Progress is made toward a local system to support early learning activities for young children and their families.**
- **Programs and agencies involved in Funding the Next Generation support dual language learning 3-5 year olds and their families.**
  - Of the five core team members, four of them work at agencies that serve dual language learning 3-5 year olds and their families.
  - Of the 29 members of the stakeholder group, 19 stakeholders work at agencies that serve dual language learning 3-5 year olds and their families.
  - As a result of data collection completed last year, this year an overall budget summary was completed that includes nonprofit stakeholders and the Health and Human Services Department.
  - In a public opinion poll<sup>55</sup> of Napa County’s likely voters, children’s related services were five of the top six areas that voter’s indicated may need additional funding.
  - The \$50,000 in grant funds provided by NVELI over the last two years have provided for a foundation of work that has led to increased public awareness and resulted in further funding from other sources. In the last two years, a Children’s Bill of Rights was created and adopted by the Napa County Board of Supervisors, a Children’s Agenda was created and a detailed budget of all spending on services for children and families in Napa County.

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<sup>54</sup> Completed during the 2014-15 funding year.

<sup>55</sup> Public opinion poll conducted by Fairbank, Maslin, Maulin, Metz & Associates. Data taken from memo: Key Findings from a Survey of Napa County Voters on Funding for Children’s Services, November 25, 2016.



**Part IV: Conclusion**

## NVELI Third Year 2015-16 Report

### Conclusion:

In this third year of the Napa Valley Early Learning Initiative (NVELI), the partnership between NVELI and First 5 Napa County, modeled a collective and synergistic system that is reflected in the work of the NVELI programs. The public and private partnership between NVV and First 5 Napa demonstrates disparate systems, with the same outcomes in mind, coming together and creating a comprehensive network to meet the diverse needs of the community. Through three years of unwavering efforts the NVELI programs that serve children at home, at school and in the community have similarly crossed system lines to create a seamless network for English language learning children 3-5 years old and their families. Through NVELI funding, monitoring and accountability a more effective system of an outcomes-based model has been actualized. This system will continue to improve our ability to understand the landscape of the early learning community and its work toward reducing the kindergarten-readiness gap for ELL children.

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. 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 engaged families in transition to kindergarten activities.

*Child access* to quality preschools was achieved through creating 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 providers, developing strong alliances and relationships between preschool and kindergarten teachers, 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* is the foundation of the NVELI and in addition systems were addressed by working to develop a shared vision and engaging the public to benefit all children.

Now that strong accountability systems are established in the coming year a clearer and more thorough blueprint will be developed of how ELL students and their families are supported in the community.

# Appendix

## NVV: Early Learning Initiative Logic Model

<b>Problem Statement:</b>	Napa County has an academic achievement gap.
<b>Goal(s):</b>	Close Napa County's academic achievement gap through investment in early education access and quality and strengthening families.
<b>Target Assumption(s):</b>	Serve families with <b>children 3-5 years old</b> with particular <b>focus on English language learner families</b> ; serve families near the school site catchment areas & families feeding into school sites; school sites: Shearer, Phillips, Napa Junction & Calistoga.

Initiative Strategies <i>Topline strategy of Initiative</i>	Methods or Activities <i>How is this Initiative Strategy achieved?</i>	Outputs <i>What are the tangible products of our activities?</i>	Intermediate Outcomes <i>What changes do we want to see occur after that?</i>	Long-Term Outcomes <i>What changes do we hope to see over time?</i>
FAMILY- Strengthening (Initiative Component)				
<b>Family Liaison engages hard to reach families with early learning opportunities, education opportunities and resources.</b>	A1: Community based agencies with significant ties to families within the identified school catchment areas provide <b>family liaisons to conduct outreach and communication to families</b> to connect them with workshops, educational opportunities, transition to kindergarten activities and family resources and information.	A1.1: Number of family liaisons in each school catchment.  A1.2: Number and type of outreach efforts conducted (events).  A1.3: Number and type of outreach efforts that are beyond attending events (eg. apartment building visits, Laundromats, agency waiting rooms, etc.)  A1.4: Number of families reached in outreach efforts/activities.	A1.1: School administration and/or staff demonstrate openness to working with families.  A1.1: Families are connected to supportive networks and needed services.  A1.1-A1.4: Hard to reach families are enrolled in early learning opportunities.  A1.1-A1.4: Hard to reach families are reached.	<b>1) Parents of targeted students demonstrate proficiency and involvement in supporting their children's learning at home, improving their own language skills, navigating the public education system, &amp; advocating for their child's education.</b>
Support families' language learning through <b>ESL classes with free, high quality child care services.</b>	B1: Provide <b>ESL classes for parents at/near school catchment areas</b> that include <b>high quality child care experiences</b> for children while their parents attend	B1.1: Number of ESL classes with child care component at/near school catchment areas.  B1.2: Number of parents served in ESL classes at/near school catchment areas.	B1.1-B1.4: Parents demonstrate familiarity with public education system & vocabulary to assist them in working with their child's school and teachers.  B1.2: Parents demonstrate knowledge and behaviors that support their role as	

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	class. Classes will <b>provide ESL curriculum and vocabulary</b> that will support adult learners as their own children's first teachers and to aid in the parents working with schools.	B1.3: Number of children served in child care class with ESL classes at/near school catchment areas.  B1.4: The average attendance and duration of parent participation in ESL classes.	their children's first teachers.  B1.4: Parents stay engaged in ESL classes.	
Engage families in <b>children's early learning &amp; transition to kindergarten.</b>	C 1: Community based agencies with significant ties to families within the identified school catchment areas provide <b>early childhood opportunities for children, parent education and information, and support the transition to kindergarten.</b>	C1.1: Number of education and/or transition opportunities provided.  C1.2: Number of parents and the number of children provided education opportunities.  C1.3: The average attendance and duration of parent participation in workshops/educational opportunities.  C1.4: Number and type of kindergarten transition activities in each school catchment area.  C1.5: Number of parents/children attending kinder- transition activities in each school catchment area.	C1.1-C1.5: Parents demonstrate knowledge and behaviors that support their role as their children's first teachers.  C1.1-C1.5: Children make gains both socially and in kindergarten academic readiness skills in preparation for kindergarten.  C1.1-C1.5: Families are connected to supportive networks and needed services.  C1.3: Parent stay engaged in workshops/education/transition opportunities.  C1.5: Parents are engaged in transition activities and/or classes.	
CHILD- Access (Initiative Component)				
Increase <b>high quality preschool availability for target population.</b>	D1: Create <b>new preschool classrooms/slots</b> that target the provision of services to English language learners in the four school catchment areas.  Classroom/slots provide 1/2 day program for a minimum of 9 months.	D1.1: Number of additional slots in preschool classrooms serving low-income English language learning children going into the school catchment areas (1/2 day programs for minimum of 9 months).  D1.2: Number of children that participate in those 1/2 day programs that are going into the school catchment areas.	D1.1: Children participate in new preschool slots.  D1.2: Children make gains both socially and kindergarten academic readiness skills in preparation for kindergarten.	<b>1) Targeted students enter kindergarten socially and academically prepared.</b>

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<p><b>Provide high quality summer bridge experience</b> for incoming kindergarteners.</p>	<p>E1: Provide 3-4 week summer programs staffed by kindergarten teachers to <b>support the transition into kindergarten for children.</b></p> <p>Curriculum will include <b>parent participation/education</b> as part of the summer program. <b>Additional resources should be used to support language development with English language learners</b> (children and parents).</p>	<p>D1.3: Average attendance and duration of participation of children in preschool slots.</p> <p>E1.1: Number of summer bridge classes offered to children/parents.</p> <p>E1.2: Number of parents that attend summer bridge classes.</p> <p>E1.3: Number of children that attend summer bridge classes.</p> <p>E1.4: The average attendance and duration of participation in the program for children and parents.</p> <p>E1.5: Number of summer bridge programs that offer additional resources that support language development for English language learners (include what those "additional resources" are).</p>	<p>E1.1: Children make gains both socially and in kindergarten academic readiness skills in preparation for kindergarten.</p> <p>E1.2: Parents demonstrate increased awareness and involvement in supporting their children's learning at home, navigating the public education system, and advocating for their child's education.</p>	
<p>PROVIDER- Quality (Initiative Component)</p>				
<p><b>Support providers to ensure high quality preschool experiences</b> for all children in preschools serving the school catchment areas.</p>	<p>F1: For all preschools and early childhood programs serving a majority of children in the school catchment area, provide <b>coaching and professional development</b> with an emphasis on oral language development, dual language support, and social/emotional development and learning.</p>	<p>F1.1: Number of providers receiving coaching and professional development within each school catchment site.</p> <p>F1.2: Number of dual language support specific trainings provided.</p> <p>F1.3: Number of providers that attend dual language support specific trainings.</p>	<p>F1.1: Increased professional development of teachers and increased competency in working with dual language learners.</p> <p>F1.2: Improved quality of early learning environment.</p>	<p><b>1)</b> Early childhood programs serving low-income dual language learning children in target areas are providing high quality preschool experiences.</p>

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SYSTEM- Change (Initiative Component)				
<b>Ensure coordination and integration of services</b> for children and families participating in NVV's early learning initiative.	<p>G1: <b>Define specific activities or services</b> to be provided at each of the four participating school communities for eligible families.</p> <p>G2: Establish system for promoting regular <b>communication and collaborative working relationships</b> within each of the four school communities (School Site Teams).</p> <p>G3: Establish system for promoting regular <b>communication and shared learning</b> among the four participating school communities (Catchment Area Collaborative).</p> <p>G4: Establish mechanism for <b>providing regular feedback to all participants</b> about ongoing Initiative progress.</p> <p>G5: Establish system/Collaborative for <b>exchange of initiative information/progress and maintain</b></p>	<p>G1.1: Number of scopes of work for participating community organizations -or- Requests for Proposals for Initiative Strategy.</p> <p>G1.2: Evaluation plan for Initiative.</p> <p>G1.3: Evaluation plans for individual programs.</p> <p>G2.1: Brief on system of communication and collaborative working relationships. (meeting schedule; agendas).</p> <p>G2.2: School Site Teams created at each school catchment site.</p> <p>G3.1: Brief on system of communication and shared learning. (meeting schedule; agendas)</p> <p>G3.2: Catchment Area Collaborative created. (meeting schedule; agenda)</p> <p>G4: Brief on mechanism for providing Initiative progress feedback to grantees; School Site Teams and Catchment Area Collaborative between meetings.</p> <p>G5: NVV Initiative Collaborative created with key NVV initiative community partners.</p> <p>G6: No output</p>	<p>G1: Scopes of work for participating community organizations -and/or- Requests for Proposals for Initiative Strategy have been developed and align with overall Initiative evaluation.</p> <p>G2, G3 &amp; G4: School Site Teams and Catchment Area Collaborative report that school sites function effectively to support ongoing planning and implementation of the Initiative on their sites.</p> <p>G2 &amp; G3: Participating schools demonstrate openness to working with families.</p> <p>G5: NVV Initiative Collaborative report engagement in group and an understanding of program implementation to enable group to maintain comprehensive goals of initiative.</p>	<p>1) A local system is instituted to support early learning activities for young children and their families in selected communities of Napa County.</p>

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	<p><b>comprehensive and integrated guidance on initiative.</b> (NVV Initiative Collaborative)</p> <p><b>G6: Advising NVV about any grantmaking adjustments</b> to the Initiative which might be warranted.</p> <p>H1: Provide systems change efforts that <b>improve the support systems, strengthen effective linkages, create comprehensive systems, establish high-quality programs and improve political context</b> around early learning systems.</p>	<p>H1.1: Number and type of efforts made toward change (impressions; meetings; governance activities; etc.).</p> <p>H1.2: Number of advocates/agencies/groups involved in efforts (specifically involved with supports and services to ELL families).</p>	<p>H1.1: Progress is made toward a local system to support early learning activities for young children and families. ~indicators of shared vision/goals</p> <p>H1.2: Increase in strength and numbers of linkages between systems. ~number of agencies involved ~number of meetings/gatherings/communication/etc.</p>	