



NAPA VALLEY EARLY LEARNING INITIATIVE

Sustaining What Works



SUMMARY REPORT ◆ SPRING 2017

TABLE OF CONTENTS

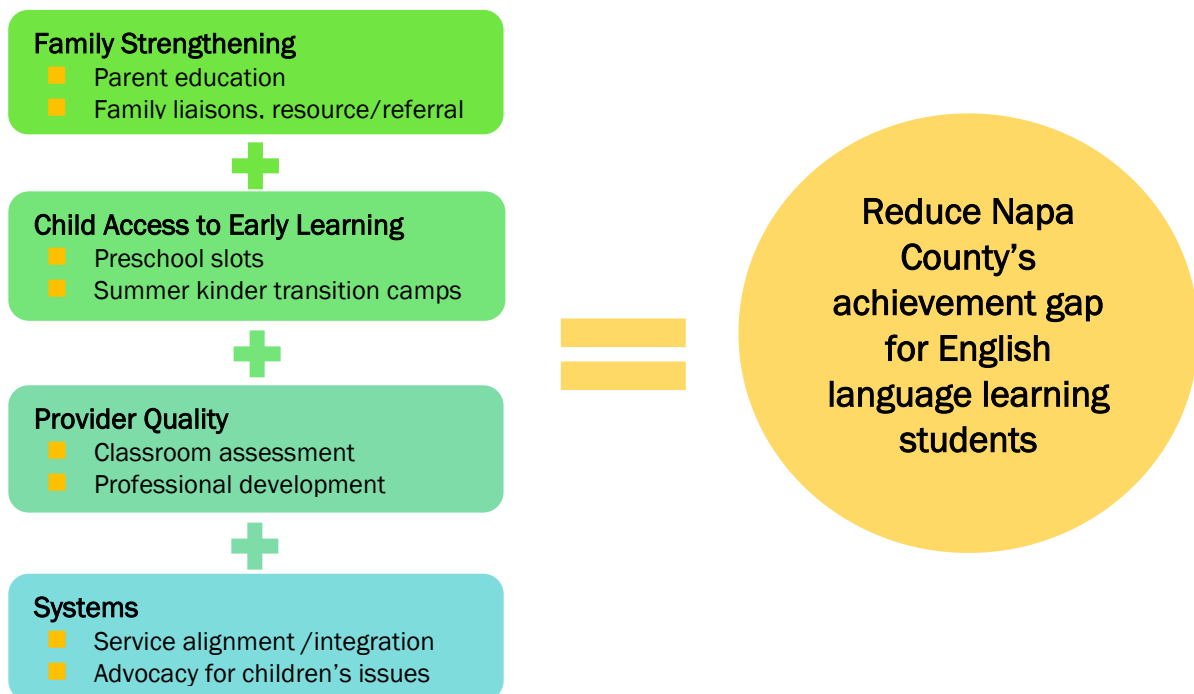
- Summary of Findings at a Glance..... 2**
 - Background of Napa Valley Early Learning Initiative 2
 - Purpose of the Sustainability Plan 3
 - Planning Process 3
 - Findings 3
 - Recommendations for Sustainability 6
 - Next Steps 8
- Purpose of the Sustainability Plan 9**
- Part 1 — The Initiative’s Effectiveness..... 13**
 - Introduction 14
 - Research-based Theory of Change 14
 - Examples of Similar Models 17
 - Overview of The Napa Valley Early Learning Initiative 18
 - NVELI Program Performance Data 20
 - Key Informant Perspectives of NVELI’s effectiveness 22
 - Kindergarten Readiness Outcomes 24
- Part 2 — Sustaining What Works..... 33**
 - Introduction 34
 - Which Aspects of NVELI Should be Sustained?..... 34
 - Funding the Work 38
 - How Well Does NVELI Meet the Sustainability Criteria? 40
 - Recommendations for Sustainability 41
- Conclusion and Next Steps..... 44**
 - Summary of Recommendations for Sustainability 45
 - Next Steps 46
- Appendix 1— NVELI Programs by Year 47**
- Appendix 2 — Examples of Models similar to NVELI 49**
- Appendix 3 — Potential Funding Sources..... 52**
- References 56**

SUMMARY OF FINDINGS AT A GLANCE



BACKGROUND OF NAPA VALLEY EARLY LEARNING INITIATIVE

The Napa Valley Early Learning Initiative (NVELI) began in 2013 as a five year effort of the Napa Valley Vintners (NVV), and is funded by proceeds from the annual Auction Napa Valley. Based on a thorough review of the research and extensive community input, NVELI was designed to close the academic achievement gap between English Language Learners (ELLs) and their English proficient peers. Key strategies or “elements” of the Initiative include: Family Strengthening, Access to Early Learning, Provider Quality, and Systems Change and Integration. Designed as a place-based initiative, the elements are implemented in four target schools in Napa County: Calistoga, Shearer, Napa Junction and Phillips. The key ingredient for the Initiative is the integration between NVELI elements, as well as with other complementary efforts in the target communities; this integration is assured by a coordinator that is funded by NVV and is co-located at First 5 Napa’s office. The Initiative’s theory of change is below.



PURPOSE OF THE SUSTAINABILITY PLAN

The Napa Valley Early Learning Initiative has had a robust first three years of implementation, supported by an ongoing program evaluation and annual kindergarten readiness assessments to gauge impact. To plan a pathway toward sustainability, NVV staff commissioned this study to answer two broad planning questions:

1. How well is the Initiative performing? Where is it most effective? Where is it less effective?
2. Should NVELI be sustained? If so, which elements? How would the elements be administered? What are options for funding the elements?

Key criteria for sifting through the sustainability options for each NVELI element included **gap** (*does the element fill a critical gap?*), **effectiveness** (*is the element effective?*), **community support** (*does the community support the element?*) and **leverage** (*are there opportunities to leverage other funding?*).

PLANNING PROCESS

In June 2016, Applied Survey Research (ASR) and a team from NVV met to identify the guiding planning questions, methods and timeline for this sustainability study. In July and August, local leaders with knowledge about NVELI and the early learning environment in Napa County were identified and interviewed. In September and October, program evaluation reports were reviewed, and landscape research was conducted to identify other initiatives similar to NVELI, and understand how they were administered and funded. ASR also scanned and identified relevant funding options, including federal grants, state grants, foundation funding, and city and county taxation strategies. In December, preliminary findings were shared with the NVV Grants Review Committee, which led to a follow up survey with committee members to gather their individual opinions about NVELI sustainability. In January and February 2017, kindergarten readiness data from Fall 2016 were analyzed to understand whether there were any associations between participation in NVELI services and kindergarten readiness.

FINDINGS

Effectiveness of the Initiative

Based on a review of research, key informant interviews with local leaders, NVELI program outcome data and kindergarten readiness data, NVELI appears to be effectively addressing the key components needed to reduce the academic disparities between ELLs and non-ELLs in the four target schools:

- **Kindergarten readiness data** consistently points to a benefit for ELLs who have been served by the Initiative. While kindergarten readiness gaps still remain, the readiness data and the readiness gap is narrowed between the ELLs who were served and their comparison group. In terms of kindergarten readiness scores, having a greater number of NVELI services appears to be more beneficial than fewer services. NVELI-supported preschool was the strongest independent predictor of kindergarten readiness, but NVELI-supported family strengthening programs, in combination with NVELI preschool, yielded the highest overall kindergarten readiness scores. These services were also linked to the predictors of readiness, such as parents asking important questions of their preschool

providers. NVELI parents were also significantly more likely to read and tell stories with their child, and do important activities to help prepare for the transition to kindergarten.

- **Program outcome data** gathered by the Initiative’s evaluator showed that parents made statistically significant improvements in home literacy practices (book sharing, regular reading routine), and providers made improvements on the Classroom Assessment Scoring System (CLASS) and Environmental Rating Scales (ERS) tools. Children made statistically significant gains in their pre-kindergarten skills such as counting and recognition of numbers, shapes, colors and letters.
- **NVV Grants Review Committee members** who were surveyed said they were the “most proud” of the following NVELI accomplishments:
 - *“Bringing focus to preschool as (being) so important for education, especially for English Language learners.”*
 - *“Stimulating cross-organizational integration of several programs.”*
 - *“The leadership impacts and incremental change toward equalizing the potential of kids in this community.”*
 - *“That children who received help from NVELI will have a better chance at succeeding in school.”*
 - *“Data showing the increase in kindergarten readiness for ELL students.”*
- **Local leaders** who were interviewed had highly favorable views of the Initiative’s role in filling gaps that would otherwise be unaddressed. They were also complimentary of NVELI’s high quality programs, and of the Initiative’s role in coordinating and integrating services. They offered no significant criticisms of the Initiative’s design or implementation, but did offer a few suggestions for consideration, such as expanding to other schools, offering services to children ages 0-3, and better communicating NVELI’s effectiveness to the broader community.

How well does NVELI meet the Sustainability Criteria?

This study reviews the ways in which the elements of the Napa Valley Early Learning Initiative meet the sustainability criteria of *gap, effectiveness, community support and leverage*:

- **Gap:** The premise is that NVELI funds a particular response to fill a gap. There was consensus amongst local leaders that the gaps are greatest in the areas of preschool and family strengthening, in that if NVV pulled away funding entirely, those gaps would re-emerge because there is no entity with sufficient resources to assume funding of the work. For the 2016-17 contract year, NVELI programs have a combined match of \$125,000 from other sources to support their NVELI program services, but these funds would only cover about 15% of the annual NVELI budget. NVELI programs are filling a significant service gap that will require creative funding solutions going forward.
- **Effectiveness:** The premise is that sustainability efforts should be focused on those elements that have demonstrated effectiveness. Based on ASR’s review of the annual evaluation reports, the program outcome data for each of the NVELI elements are of high quality and are compelling. Additionally, the kindergarten readiness data reveals a strong relationship between NVELI preschool and parent education with kindergarten readiness, and that NVELI services are helping to narrow the readiness gap between ELLs and non-ELLs.
- **Community Support:** The premise is that stakeholders will rally and support efforts in which they believe. There was unanimous support amongst local leaders that the elements seed-funded by

NVELI needed to be continued, and 6 of the 7 Grants Review Committee members surveyed listed NVELI elements they felt should be sustained.

- **Leverage:** The premise is that NVV funding for NVELI, or elements funded under NVELI, will be decreasing or eliminated, and therefore sustainability efforts should focus on those elements for which other resources could be harnessed. *ASR found no major sources of funding that could fully replace NVV's investment.* As an example of NVV's success in leveraging, NVELI has already transitioned the work around provider quality (Pathways to Quality) to First 5 Napa. Other leveraging opportunities were identified, including creating more preschool capacity by one-time funding capital investments for facilities, and/or encouraging districts and community agencies to draw down California State Preschool Program funding. As for family strengthening, there could be opportunities to partner with districts' Local Control Accountability Plan, which includes a focus on family engagement (State Priority #3) and student engagement, particularly on dual language learners (State Priority #4).¹ NVV can also explore ways to pool resources with health or human service agency programs who also share an interest in helping families strengthen parent-child interactions, social connectivity and leadership abilities. Lastly, ASR identified foundations who support initiatives very much like NVELI in other parts of the state.



¹ See all eight State Priorities to be addressed in districts' Local Control Accountability Plans (LCAP): <http://www.cde.ca.gov/fg/aa/lc/statepriorityresources.asp>

RECOMMENDATIONS FOR SUSTAINABILITY

The following presents recommendations for sustaining the work of the elements of the Napa Valley Early Learning Initiative in Napa County.

► All of the elements should be continued.

In ASR's view, the Napa Valley Early Learning Initiative contains the programmatic elements that are supported by research, local community leaders, and quantitative outcome data. However, what makes NVELI more than a collection of strategies is the intentional integration of services, in terms of programs being co-located or aligned, and clients being consistently cross-referred across services. In other words, it is the carefully planned connectivity between the services that ensures that families receive the benefits of the elements working in unison: their child has a preschool space, the child's classroom is an enriching environment led by a highly trained provider, their parent is informed and engaged with the role of parenting and the opportunities around them, and their family is linked to other critical services such as developmental screenings, ESL classes and resources at their nearby elementary school. In addition to conceptually making good sense, the NVELI elements are effective, based on the systematic collection of participant, service and outcome data.

Based on the research about evidence-based approaches to impact school readiness, the evidence about NVELI effectiveness, the links between NVELI participation and kindergarten readiness, and the opinions of Grants Review Committee members and other local leaders, ASR's recommendation is that all elements of NVELI be continued in some manner: preschool, family strengthening, systems coordination and integration, and provider quality (leveraged with First 5 Napa). Six of the 7 NVV Grants Review Committee members surveyed concur, in that they listed elements of NVELI that they would like to see sustained. The majority of Grants Review Committee members responding to the survey (n=4) suggested that the "whole model" be sustained, followed by preschool (n=1) and family strengthening (n=1).

► NVV should continue funding, coordinating and evaluating the elements while more systemic partnerships are built.

To assure the continued level of coordination and accountability of these critical elements, ASR recommends that the Napa Valley Vintners continue to directly fund the programmatic elements of NVELI (as did 5 of 7 NVV Grants Review Committee members surveyed), and that the coordination of such grants is overseen by NVV, rather than shifting grant funds and coordination responsibilities to an outside agency.

NVV set out to fund NVELI as a 5-year demonstration initiative. NVV's grantmaking model incorporates initiatives in each of its focus areas (children's education and health) at about \$1 million a year for 3-5 years. At the end of the initiative term, NVV should consider funding the programs delivering the elements under its community support grants (CSG). Indeed, some of the current NVELI grantees receive community support grants from NVV, so this would be a seamless transition. (The community support grant category has restrictions around funding ratios, which would have to be considered under this scenario.)

Transitioning the programs currently funded by NVELI to the category of community support grants ensures efficiency and centralization of grant administration, oversight and accountability. However, the








other key ingredient to the Initiative’s success has been having a coordinator to assure programmatic integration across the NVELI elements and catchment schools. Without a coordinator, the integration simply won’t happen. (In ASR’s partnerships with similar collaboratives in Solano and Santa Clara Counties, each collaborative has an individual designated to assure integration between various agencies). ASR recommends that NVV hire a coordinator on a contract basis for the final phases and transition of the Initiative. This would save money currently paid to another agency for overhead and the coordinator’s time could be leveraged to integrate other education-focused CSG grants while the current NVV grants manager could dedicate her focus on the health-based grants. This greater attention to each portion of NVV’s portfolio will ensure more strategic use and accountability of the investments. Additionally, the coordinator could help seek other foundation investments for the NVELI portfolio. Similarly, ASR recommends that NVV continue contracting evaluation services for the grant investments. The level of quality of NVELI’s current evaluation is commendable, and far exceeds what a grant-funded agency could do on its own.

Summary of ASR’s Recommendations for Sustainability

- **All NVELI elements should be continued:** *preschool, summer pre-K, family strengthening and systems integration.* Provider quality is already being coordinated with First 5 Napa.
- **NVV should continue to fund the elements,** as they are in line with NVV’s strategic plan. Other streams of ongoing funding must also be identified and leveraged (e.g., education, health, social service sectors).
- **NVV should administer the grants from its community support fund** category to assure ongoing focus, quality and accountability for the investments.
- **NVV should consider contracting a coordinator** to ensure systems integration between service elements and to identify fund development and leveraging opportunities.
- **Create a Leadership Team** to help the community “hold” the work of NVELI. Local decision-makers should meet periodically to ensure sustained focus on the needs of English language learners, the four elements, cross-systems integration, program impacts, communication and messaging, and strategic fund development.
- **Allow for two years of time for NVELI** to facilitate smooth transition to its next iteration.

NEXT STEPS

In the 5th year of the Initiative (FY 17-18), ASR recommends that NVV staff begin the necessary conversations with potential partners around cost leveraging, so that sustainability plans can be cemented before the close of the 5th year. Specific steps can include the following:

-  Concretize the Leadership Team goals, membership, and meeting frequency; meet regularly with clear agendas, engaging topics and meeting notes to keep the team's ideas moving. Consider creating a parent advisory component or other means of ongoing feedback to ensure that the voices of parents are incorporated in the NVELI system of supports.
-  Contract a coordinator to oversee administration of NVELI grants as well as to ensure integration of these grants with other NVV grants.
-  Create a specific cost-leveraging strategy per NVELI element and grantee, including an estimate of how much NVV investment can be saved per element and grantee.
-  Create an updated estimate of NVV investment for FY 18-19.
-  With cost leveraging strategies identified, NVV can approach foundations for support. Some foundations are interested in funding direct services, while others will only fund systems-strengthening work, but the updated portfolio has both aspects of the work built in and thus should be of interest to funders.
-  Begin implementing cost-leveraging strategies.
-  Continue telling the story of NVELI-related impacts for children, families, providers, systems and schools, using both quantitative as well as narrative data. Critical audiences include NVV, Leadership Team, local city leaders, Board of Supervisors, local legislators, and business communities.

PURPOSE

OF THE SUSTAINABILITY PLAN



BACKGROUND OF THE INITIATIVE

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 (ELL) students.

In 2012 the Board of Directors for Napa Valley Vintners committed to support academic success by investing \$1 million in education each year, over a 3-5 year period for ELL students ages 3-5 years old. An exhaustive early education needs analysis and local partner assessment led to an initiative that focuses on the achievement gap for ELL children. Considering that children have all of their life experiences within the context of their families, early learning environments, and child care providers, the NVELI is designed to reach and envelop children within these contexts of their early learning experiences. Consequently, the NVELI has four main interlocking elements:

- *Family Strengthening* to engage and support families as their children's first teachers
- *Child Access* to increase the availability of high quality preschool experiences
- *Provider Quality* to support early learning providers to ensure children have the best possible early learning experiences
- *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.

NVELI's funding strategy concentrates on places in the community with the greatest needs related to education in Napa County. NVELI selected four school catchment sites for the initial investment: Napa Junction Elementary School in the city of American Canyon, Calistoga Elementary School in the city of Calistoga, and Shearer Elementary and Phillips Elementary in the city of Napa.

Given its similar outcomes, NVV identified First 5 Napa County Children and Families Commission as the best partner for this work, and a program officer was hired in 2013. Housed in the First 5 office, the program officer works closely with the First 5 Napa executive director, evaluator and other support staff to take the funding process from concept to implementation. Using the NVELI logic model, the NVELI program officer worked with the First 5 evaluator to create and implement an evaluation plan that tracks data at two levels: the accountability of individual grantee programs, and the overall NVELI outcome of reducing the kindergarten-readiness achievement gap.

SUSTAINABILITY PLANNING GOALS

During its first three years of operation, the Initiative was successfully coordinated and evaluated. Statistically significant changes were found for participants in various NVELI programs. Additionally, kindergarten readiness outcomes were measured in 2014, 2015, and 2016, and it was found that ELL participants were more likely to be kindergarten-ready than ELLs who did not participate in the program. In sum, the Initiative had a successful first three years of operation.

At the beginning of the fourth year, NVV staff wanted to begin planning for sustainability. With the assumption that funding for services would be reduced or eliminated after five years, NVV staff sought to answer these broad planning questions:

1. How well is the Initiative performing? Where is it most effective? Where is it less effective?
2. Should NVELI be sustained? If so, which elements? How would the elements be administered? What are options for funding the elements?

SUSTAINABILITY CRITERIA

In order to weigh NVELI’s options for sustainability, the NVV planning team decided that NVELI elements should be reviewed through the lens of these criteria:

- **Gap:** The premise is that NVELI funds a particular response to fill a gap. Is the gap(s) that was initially present still visible? If the NVELI element in question was defunded, would the gap worsen, or are there other resources that can be leveraged?
- **Effectiveness:** The premise is that only the work that has proven effective should be sustained. Has NVELI’s response to address the gap(s) been effective? Or, are there other approaches that are more effective?
- **Community Support:** The premise is that stakeholders will rally and support efforts in which they believe. It would be difficult to sustain an element that did not have the support of key stakeholders. Do key stakeholders in the community believe the NVELI response is the right one? Or, do they feel other approaches or elements would be more appropriate?
- **Leverage:** The premise is that NVV funding for NVELI, or elements funded under NVELI, will be decreasing. It is important to identify potential resources that can offset NVV investment. Are there sources of support such as funding, infrastructure, or staffing that can begin to help reduce NVV’s investment?

- ▶ Gap
- ▶ Effectiveness
- ▶ Community Support
- ▶ Leverage

OVERVIEW OF THE PLANNING PROCESS

Between July 2016 and February 2017, NVV staff and Applied Survey Research, a social research firm, undertook a series of steps to craft a sustainability plan. The key steps in the planning process are summarized below, and are further described later as needed:

- June 2016: Kickoff planning meeting was convened and affirmed NVELI’s goals and theory of change, reviewed strengths and weaknesses of the elements funded by NVELI, created prioritization criteria, drafted a data collection plan, including potential key informants to be interviewed.
- July 2016: Finalized the list of key informants and drafted an interview protocol. Program evaluation reports were obtained to be reviewed.
- August 2016: Conducted key informant interviews; did a search for similar early education initiatives to understand how they were governed and sustained.
- September 2016: Summarized key informant interviews.
- October 2016: Continued the landscape research around different funding options.
- November 2016: Presented options to NVV team and prepared for December presentation to the NVV Grants Review Committee.

- December 2016: Presented key findings to NVV Grants Review Committee.
- January-February 2017: Further analyzed NVELI elements and kindergarten readiness data.
- February 2017: Distilled “best-fit” scenarios regarding elements, governance, and structure going forward.
- March 2017: Finalized Sustainability Report.

KEY INFORMANT INTERVIEWS

In August 2017, ASR conducted key informant interviews with 15 stakeholders with expertise in the areas funded by NVELI (early education, family engagement, provider quality, and systems change). Informants represented a variety of interests (and sometime more than one), including the First 5 Commission (5 persons), education administration (school, school district, and County Office of Education; 4 persons), early childhood education (4), community health (2), family support (2), the NVV Grants Review Committee (3), and NVELI grantees (3).

Each interview was approximately 30 minutes long and was conducted by two researchers. The objective of the interviews was to learn what stakeholders considered to be the Initiative’s strengths and weaknesses, which elements they felt should be sustained, and ways to sustain them. Specifically, respondents were asked the following questions:

- Which parts of NVELI have been most successful?
- Which parts of NVELI have been less successful?
- Which parts of NVELI would you most like to see sustained? What are your ideas for sustaining?
- With the scope of the outcomes NVELI seeks to impact, are there any major gaps or needs not being addressed that NVELI might consider?

OTHER DATA

- Literature review: ASR conducted a literature review of similar models to understand how they were funded, structured, and sustained. ASR also conducted a scan of funding sources, both for the initiative overall as well as for each NVELI service element.
- Program outcome data: ASR reviewed the NVELI annual evaluation reports and presentations for 2014 and 2015.
- Kindergarten readiness data: ASR leveraged the kindergarten readiness data it collected at the four Initiative schools as well as data on NVELI program participation, and analyzed the extent to which readiness benefits could be detected for children who had formerly participated in a NVELI service.

PART 1

THE INITIATIVE'S EFFECTIVENESS



INTRODUCTION

The first purpose of this study is to understand the effectiveness of the Napa Valley Early Learning Initiative. *Which elements have solid footing in the research? Which have been successful? Which have been less successful, or duplicative with other local efforts?* This section of the report presents data gathered from multiple sources: research literature, program outcome data, key informant perspectives and kindergarten readiness data.

RESEARCH-BASED THEORY OF CHANGE

As noted above, NVELI is focused on narrowing the achievement gap in four areas of Napa County where the achievement gap between English Language Learners (ELLs) and other students is substantial: Calistoga, Napa Junction, Shearer and Phillips. After extensive background research and community input about the ways to best support outcomes for ELLs, NVV selected four interdependent elements:

- Increasing access to preschool;
- Improving the professional development and quality of preschool providers;
- Supporting families' abilities as parents and to navigate the systems around them;
- Creating systems to integrate these elements, and align the early care and K-12 systems.

This section reviews evidence for these early childhood interventions on school readiness.

Parent Education

The foundation for school readiness begins in the home with nurturing, sensitive, and responsive parenting. Parent-child interactions characterized by sensitivity to children's play and conversation are positively related to a range of developmental outcomes critical for school readiness, including cognitive and language skills, executive function and attention control, and social-emotional competence.² The effects of parenting go beyond readiness for kindergarten, with positive parenting linked to academic and cognitive functioning in early elementary school as well.³ In addition to providing a nurturing and safe environment for young children to learn, parents can prepare children for school by engaging in cognitive stimulation activities in the home. For example, the frequency with which parents read to their infants and toddlers is positively associated with children's language and cognition abilities and successful transitions to school.⁴ Several studies have found that when parents are taught dialogic reading techniques (i.e. interactive shared picture-book reading), their children show significant improvement in language skills.⁵ Additionally, responsive parenting interventions have been found to positively impact young children's social development.⁶ Another study focused on children's social-emotional readiness found that a parent engagement intervention reduced children's anxiety and withdrawal, helping them be better prepared for school entry.⁷

² Bernier, Carlson, Deschense, & Matte-Gagne, 2012; Hirsh-Pasek & Burchinal, 2006; Hughes & Ensor, 2009; Thompson, 2008

³ Cook, Roggman, & Boyce, 2012; Dodici, Draper, & Peterson, 2003; Downer & Pianta, 2006

⁴ McWayne et al., 2004; Raikes et al., 2006

⁵ Arnold & Whitehurst, 1994; Whitehurst et al., 1994; Zevenbergen, Whitehurst, & Zevenbergen, 2003

⁶ Landry, Smith, Swank, & Guttentag, 2008

⁷ Sheridan, Knoche, Edwards, Bovaird, & Kupzyk, 2010

Preschool

While parenting and the home environment first establish the foundation for school readiness, the evidence for positive short and long-term impacts of high-quality preschool is substantial. Rigorous reviews of quality early childhood education programs have found that they contribute to significant gains in cognitive and social-emotional skills, particularly for children from low socioeconomic backgrounds.⁸ Not only do high-quality preschool programs prepare children for kindergarten by boosting school readiness skills, they also are linked to positive outcomes over the life course, including improved health, educational attainment, income, and reduced criminal involvement later in life.⁹ These long-term effects are in part due to the fact that quality preschool programs have a lasting impact on children's non-cognitive social-emotional skills.¹⁰ The wide-ranging positive effect preschool has on children and their communities has led many researchers to argue that preschool's return on investment justifies the cost of providing children with quality early learning environments.¹¹

The benefits of preschool for English language learners is also well-demonstrated. In a report released in 2017 called "The Current State of Scientific Knowledge on Pre-Kindergarten Effects," Deborah Phillips of Georgetown University offered the following:

Children who are dual-language learners "show relatively large benefits from pre-K education" — both in their English-language proficiency and in other academic skills. Dual-language learners are mostly low income, Spanish speaking children, often with underdeveloped pre-literacy and pre-math skills. But, "there's substantial evidence now that, because they're learning two languages at the same time, they have stronger brain circuits that support self-regulation." That may explain why preschool can help them make quick progress: "Their capacity to incorporate new information and to switch attention from one task to another, these are the skills they bring."¹²

Short-term Summer Prekindergarten

In contrast to the literature on the effects of preschool, the research about the impact of short-term summer prekindergarten programs remains limited. However, case studies of individual programs have shown some promise. For example, between the years of 2001 and 2013, ASR evaluated San Mateo County's Kickoff to Kindergarten program for ELLs and found consistent, statistically significant increases in school readiness skills over the four-week program. In 2003 ASR found that students who had attended the program had statistically higher readiness scores than a comparison group upon entry to kindergarten.¹³ Similarly, the Santa Maria School Readiness Program in Santa Barbara County, which offered a four-week summer prekindergarten camp, found that students significantly improved their school readiness skills over the course of the program, including in the social-emotional and language development domains.¹⁴ Furthermore, the findings from the 2015 Napa County School Readiness Assessment also suggest that

Children who graduate from NVELI's First Step program have been shown to be more prepared for kindergarten than a comparison group.

⁸ Duncan & Magnuson, 2013; Elango, Garcia, Heckman, & Hojman, 2015; Karoly, Kilburn, & Cannon, 2005

⁹ Campbell et al., 2014; Garcia et al., 2016; Reynolds et al., 2011

¹⁰ Elango et al., 2015

¹¹ Duncan & Magnuson, 2013; Garcia et al., 2016; Reynolds et al., 2011

¹² Phillips et al., 2017. <https://www.brookings.edu/research/puzzling-it-out-the-current-state-of-scientific-knowledge-on-pre-kindergarten-effects/>

¹³ Applied Survey Research, 2004

¹⁴ Bates et al., 2006

attendance in First Step, a summer kindergarten preparation program funded by NVELI, was associated with greater *Kindergarten Academics* skills.¹⁵

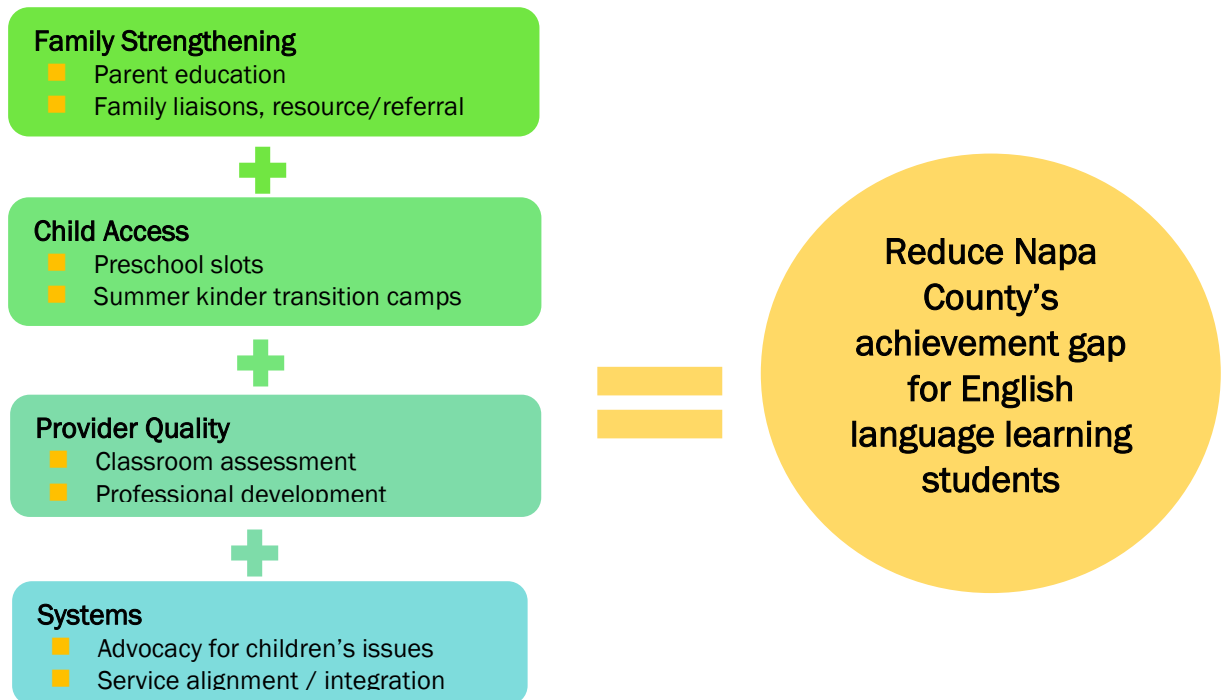
Provider Quality

Vandell and Wolfe (2000) offer a compilation of research regarding the association between the quality of child care and child outcomes.¹⁶ For instance, the National Day Care Study (Ruopp et al., 1979) included a clinical trial involving the random assignment of 3 and 4-year-olds to 29 preschool classrooms with varying levels of teacher training and education. Children whose teachers had more education and training had greater improvements in cooperative behavior, task persistence, and school readiness than children whose teachers had less education. In other studies, preschoolers’ receptive language skills were higher when caregivers had at least an Associate degree in a child-related field (Howes, 1997), and higher intelligence scores when caregivers had degrees in child-related fields (Dunn, 1993). Caregiver education and training in child care homes are also linked to children’s performance on standardized cognitive assessments (Clarke-Stewart et al., 2000).

NVELI’s Theory of Change

The Initiative is structured around an evidence-based theory of change which posits that when ELL children ages 3-4 receive developmental support from their families, and have the opportunity to participate in a high quality formal preschool or summer bridge program, they are more likely to enter kindergarten with the necessary skills to succeed, which will leads to better academic outcomes.

THEORY OF CHANGE FOR THE NAPA VALLEY EARLY LEARNING INITIATIVE



¹⁵ Applied Survey Research, 2016
¹⁶ Vandell, D.L., Wolfe, B. (2000).

EXAMPLES OF SIMILAR MODELS

The combination of strategies funded by the Napa Valley Early Learning Initiative is similar to collaborative or collective impact-type approaches found in some other counties. Below is a list of initiatives doing similar work as NVELI. A more complete list can be found in Appendix 2.

- **Alum Rock Prenatal to 3rd Initiative** is a new collaborative effort funded by First 5 Santa Clara and Alum Rock Union School District in East San Jose, and includes other partners such as County Office of Education / Head Start, Kidango (preschool provider), and community based organizations like Grail Family Services and SOMOS Mayfair. The Initiative seeks to boost third grade reading amongst its largely ELL population, by increasing family engagement, increasing access to quality preschool, critical health and social services, and increasing school readiness. The district was able to widen the window for transitional kindergarten, enabling more children to have a quality pre-K experience prior to kindergarten. California State Preschool Program funding was obtained by Kidango and Grail Family Services to add almost 100 new child care spaces in less than a year. (ASR evaluates this Initiative and can provide more information if needed).
- To assure coordination of services across the Alum Rock Initiative, First 5 and the district are sharing the cost of an Early Learning Director.*
- **Big Lift in San Mateo County** works to ensure that all children in the county read at grade level by third grade (the current rate is 43%). The program focuses on building capacity for early education and improving support for the children who need the most help. Initiated by a broad coalition of county leaders and funded by a combination of county sales tax, federal grants, and philanthropy, the Big Lift has raised \$28 million (including County of San Mateo and The Social Innovation Fund, a program of the Corporation for National and Community Service), and gotten more than 200 organizations involved. The Big Lift’s program model is based on four strategic “pillars,” similar to NVELI’s strategic elements:

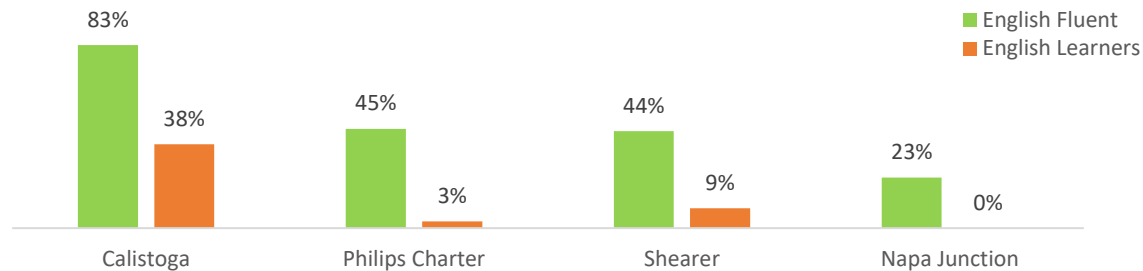
 1. High-Quality Preschool: A comprehensive school readiness strategy. (The 2016/17 preschool grants fund new spaces, quality improvement, and extended year spaces)
 2. Family Engagement: Strengthening family and community engagement
 3. Inspiring Summers: Development of inspiring summer learning opportunities
 4. Attendance Matters: A focus on reducing chronic absence in the early grades
 - The **Fresno County Birth Through Third Grade Challenge (B3 Fresno)**. First 5 Fresno County, the Fresno County Office of Education, the David and Lucile Packard Foundation, and Early Edge California came together in the spring of 2012 to establish an ambitious goal: significantly increase the percentage of students in the county who can read proficiently by the third grade. Five Fresno County school districts were selected to participate in the B3 Challenge. Each of the five Challenge Districts has developed innovative community and school-based programs designed to support children from birth through third grade.
 - **Bright Beginnings in Monterey County** aims to maximize community efforts to improve early childhood development outcomes through effective coordination, capacity building, empowerment and strategic action for children from the prenatal stage through 3rd grade and their families. The program is administered by Monterey County and funded by the county, the Community Foundation for Monterey County, and the David and Lucile Packard Foundation.

OVERVIEW OF THE NAPA VALLEY EARLY LEARNING INITIATIVE

Similar to the other programs described above, the Initiative set out to reduce achievement gaps by addressing kindergarten readiness, as readiness is a milestone that has been shown to be highly predictive of later school success: about 70% of children who are ready for kindergarten will be on track by third grade, compared to just 25% of children who are not ready for kindergarten.¹⁷ In order to address kindergarten readiness, NVELI’s model includes the key elements of quality early learning, provider quality, family strengthening, and systems change and integration. The range of programs funded under NVELI has remained largely consistent since the Initiative’s inception, though a few programs have been replaced for various reasons (see Appendix 1 for a table of funding and grantees across the first three years of the Initiative).

NVELI established this work in four target catchment communities, selected because of the striking academic achievement gap between ELLs and non-ELLs. The chart below shows the disparities in third grade reading between the two groups in 2013 when the Initiative began.

PERCENT OF 3RD GRADE STUDENTS PROFICIENT OR ADVANCED IN READING WHEN INITIATIVE BEGAN (2013)



Source: California Department of Education, STAR test results, 2013.

Other considerations for the selection of schools included the prevalence of English language learners, geographic reach, and economic need. About two thirds of the students at Phillips, Shearer, and Calistoga are ELLs, with the exception of Napa Junction, where about one third are ELL students. In terms of geography, NVELI services are targeted across the county, in that Napa Junction Elementary is located in American Canyon, Shearer and Phillips elementary schools are located in Napa, and the fourth school is in Calistoga. Finally, another consideration for the selection of schools was poverty, in that family income is a primary driver of child outcomes. The majority of students at each school are low income, as evidenced by their eligibility for free and reduced price lunch: Shearer (88%), Phillips (85%), Napa Junction (64%), and Calistoga (57%).

To holistically address the needs of children and families at these schools, NVELI has made intentional effort to make sure each of its core elements are in place at each of the four catchment schools. The table below crosswalks the NVELI elements to the school communities in which they have been funded since 2013.

¹⁷Applied Survey Research. A Longitudinal Analysis of Santa Clara and San Mateo County Students: School Readiness and Student Achievement, 2010. <https://static1.squarespace.com/static/5176dcd7e4b0e5c0dba41ee0/t/58a24899d482e9b5c583d743/1487030430906/Longitudinal+2010+FINAL+12.13.10+%28PCF%29.pdf>

NVELI ELEMENTS AND FUNDED GRANTEES, BY CATCHMENT SCHOOL, 2013-2017

Element	Program	Calistoga	Napa Junction	Phillips	Shearer
Family Strengthening <ul style="list-style-type: none"> Engage hard-to-reach families with early learning opportunities ESL classes with free high quality child care 	Jump Start <i>On the Move</i>		■	■	■
	Early Learning <i>UpValley Family Centers</i>	■			
	Active Minds <i>Community Resources for Children</i>	■	■	■	■
Child Access: <ul style="list-style-type: none"> Increase English language learning children’s access to high quality preschool experiences in order to support their kindergarten preparedness 	Hearts and Hands preschool	■			
	State preschool slots <i>Napa County Office of Education(NCOE)</i>			■	
	Mayacamas Head Start Preschool <i>Child Start Inc (funding only in 2013-14)</i>				■
	A Place of My Own <i>(first funded in 2015-16)</i>			■	■
	First Step Summer Bridge <i>Napa Valley Adult Education</i>		■	■	■
	Calistoga Summer Bridge	■			
Provider Quality <ul style="list-style-type: none"> Provide early learning providers with skills and knowledge to better support English language learning students 	Pathways to Quality <i>Community Resources for Children</i>	■	■	■	■
	NCOE & Phillips Collaborative			■	
System Integration <ul style="list-style-type: none"> Ensure coordination and integration of services Elevate children’s issues 	Funding the Next Generation ballot initiative	■	■	■	■

NVELI PROGRAM PERFORMANCE DATA

The Napa Valley Vintners made evaluation of NVELI a major priority, as evidenced by the robust evaluation conducted by an independent evaluator, and by the kindergarten readiness assessments conducted each year to assess the benefits of NVELI services, particularly for ELLs. Performance information is available for the first three years of NVELI (FY 2013-14, 2014-15, and 2015-16) and 2015-16 data is summarized below.¹⁸

Family Strengthening

In FY 2015-16, NVELI's investment in Family Strengthening was made through the Jump Start program (grantee: On the Move), the Calistoga Early Learning program (UpValley Family Centers), and Active Minds (Community Resources for Children), providing services in three of the four target schools. Services include outreach events to find hard-to-reach parents, enrollment in Jump Start/Parent University, and other parent education strategies, and family liaisons to help families locate, navigate and access resources. To address linguistic isolation, parents also had access to English as a Second Language (ESL) instruction. Across the three years of evaluation, consistent improvements were found in parents' knowledge, level of confidence, and behaviors in support of their children's development and early learning at home (i.e. reading to child and conversing with child), connection to/involvement with schools, and their English language skills, as measured by basic skills tests. In 2015-16, specifically:

- There was a large "reach:" 700 parents were served, representing 500 English language learning children.
- Approximately 110 classes and workshops and 20 family focused events to engage hard-to-reach families were provided.
- Parents made statistically significant gains in the following early learning development practices:
 - *Reading or sharing books 2 + times per week*
 - *Reading for more than 10 minutes*
 - *Following a regular reading routine*
- Parents showed significant gains in practices that engage their children in cognitively stimulating ways (e.g., learning through conversation, exploring shapes and colors).
- The children served by the Family Strengthening programs demonstrate pre- to post-test improvements in communication, problem-solving, and personal-social skills, as measured by the Ages and Stages Questionnaires (ASQ).
- Parents receiving ESL instruction made statistically significant gains in their English proficiency.

Child Access to Preschool

NVELI's investment in early learning has been through funding preschool scholarships (slots) and summer transitional programs prior to kindergarten. Grantees have included Hearts and Hands Preschool in Calistoga, and Mayacamas Head Start Preschool (FY 13-14 only), state-funded preschool, and A Place of My Own preschool in Napa. In addition to preschool enrollment, participating families also took advantage of transition events, such as visiting an elementary school classroom, attending a kindergarten

¹⁸ The FY 15-16 evaluation report can be found at <https://napavintners.com/community/docs/NVELI-Executive-Summary-2016.pdf>

orientation workshop, or a transition workshop. Hearts and Hands shared student records of preschool experiences with the receiving elementary schools. Additionally, Summer Bridge programs have been funded in all four catchment schools. In 2015-16, data indicated:

- 95 ELL children received high quality preschool experiences. Average attendance in preschool programs was over 92%. At Hearts and Hands preschool, children made statistically significant gains in the following kindergarten readiness skills:
 - *Number recognition*
 - *Counting*
 - *Shape recognition*
 - *Letter recognition*
 - *Color recognition*
- Across the four schools, 59 ELL children participated in Summer Bridge, and many of their parents attended Summer Bridge classes. The parents who received Summer Bridge parenting classes showed increased knowledge and practices in support of their children’s transition to kindergarten, as well as improved confidence in their ability to support their child. Children who participated in First Step made statistically significant gains in the following kindergarten readiness skills:
 - *Number recognition*
 - *Counting*
 - *Shape recognition*
 - *Letter recognition*
 - *Color recognition*

Provider Quality

Funded by NVELI and implemented by Community Resources for Children, 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 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. In FY 15-16, results included:

- 11 classrooms were enrolled into the Pathways to Quality program: 26 early learning professionals and 4 kindergarten teachers, representing 197 English Language learning children, received 93 onsite coaching sessions, 14 technical assistance calls, 4 trainings and 21 meetings to support them in better serving dual language learning students.
- The overall quality of the preschool programs (curriculum, teacher qualifications) also improved. Half of the 6 classrooms rated on the Classroom Assessment Scoring System (CLASS) demonstrated improvements in the domains of Emotional Support, Classroom Organization, and Instructional Support, and 6 of the 8 classrooms rated on the Early Childhood Environmental Rating Scale (ECERS) showed improvements in the overall classroom environment.

At Phillips Elementary, NVELI has also funded the Success for All (SFA) Curiosity Corner curriculum to bring kindergarten and preschool teachers together in collaboration, and facilitate children’s transition and learning at Phillips Elementary.

Systems Change

NVELI also supported efforts that would elevate children’s issues at a larger county level, and supported Funding the Next Generation, a strategy used in many counties to create dedicated streams of funding for children’s issues, often through new taxes. The ballot initiative for Funding the Next Generation did not pass, but other accomplishments in 2015 included the following:

- In 2015, a Children’s Bill of Rights was adopted by the County Board of the Supervisors and 5 cities.
- A Children’s Budget was created for all services provided to children and families in Napa County.

KEY INFORMANT PERSPECTIVES OF NVELI’S EFFECTIVENESS

In addition to seeking secondary data on program outcomes, the planning team also sought the opinions of key stakeholders. Stakeholders were identified based on their knowledge of the early learning landscape in Napa County. In all, 15 key informants were interviewed to understand which parts of the initiative they felt were most effective (and less effective), as well as their advice about sustaining those elements that were effective (sustainability discussed later).

All in all, respondents were uniformly complimentary of the Initiative and its effectiveness in its first three years. To the question “Which NVELI elements do you feel have been most successful?”

Specifically, we found that:

- **Parent education was mentioned by 10 key informants (KIs).** KIs liked that these programs were directly making a difference in the lives of parents and children, in that they have seen parents be more engaged in their children’s early education, and parents have become stronger advocates for their children’s needs. They also liked that there were ongoing parent education classes available, and that parents received information about transitional kindergarten and kindergarten, and English as a Second Language classes.
- **Parent liaison / navigation support was mentioned by 9 KIs.** KIs felt that the resources to help parents identify and navigate support were very helpful, specifically for families who are linguistically isolated and who are at risk for “falling through the cracks” without this support. One respondent said that a parent liaison was available to take inventory of which type of classes interested parents. A KI mentioned that the parent liaison also helped increase attendance rates of children on campus, because they established relationships with parents and were able to communicate directly with parents about attendance matters.
- **Preschool slots was mentioned by 5 KIs.** Informants recognized that preschool is an expensive investment, but that the benefits are so well evidenced in the literature that the investment was worth it. They also recognized the systemic shortage of quality preschool, and that preschool is very hard to fund, and therefore that NVELI’s provision of slots is highly unusual and appreciated in the county.
- **Provider quality was mentioned by 5 KIs.** The focus on professional development was seen as a success, and that increasing the quality of providers was an “inexpensive way to reach many children for years to come.” Key informants noted that having the preschool, transitional kindergarten, and elementary school teachers communicate about their students and coordinate their curricula was beneficial for students.

- **Leadership and collaboration** was mentioned by 5 KIs. Key informants noted that even though similar services were occurring throughout the county, NVELI brought focus to the needs of English Learners and a level of integration across NVELI and other services that did not otherwise exist.

Key informants also offered the following comments.

- “Parent education is having an impact.”
- “Parent University has been huge in increasing parent engagement.”
- “The *UpValley Family Centers* have been incredibly successful.”
- “NVELI has done a great job coordinating with the different agencies and partners.”
- “Michelle did an excellent job working across agencies. Without that it would not be coordinated and it would fall apart.”

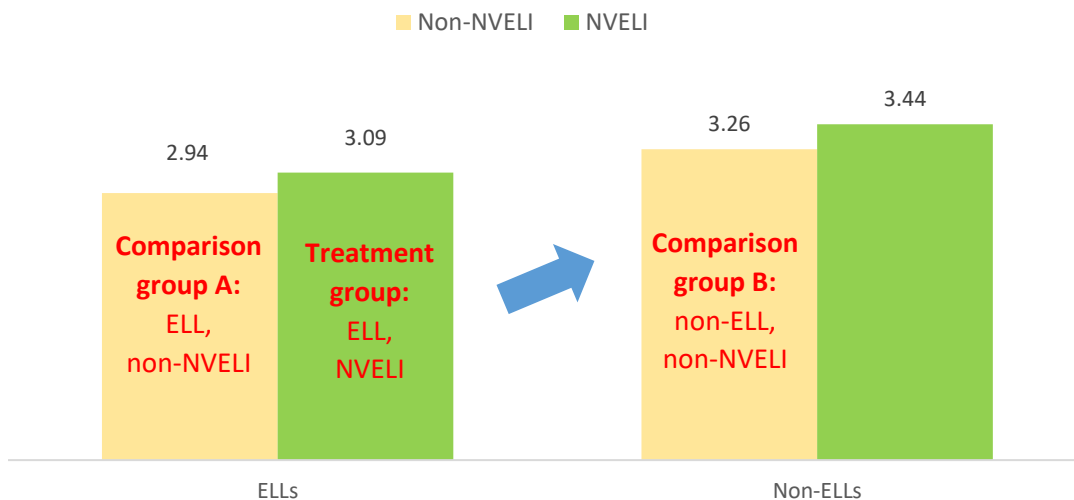
KINDERGARTEN READINESS OUTCOMES

The long term goal of the Initiative is to increase kindergarten readiness for ELLs and reduce the achievement gap. In 2014-15, 2015-16, and 2016-17, Applied Survey Research conducted kindergarten readiness assessments in every kindergarten class of the four catchment schools to track kindergarten readiness for ELLs, and to understand whether participation in NVELI services is associated with any readiness gains. While data were gathered for three consecutive years, in 2016-17, NVV staff asked grantees to provide more robust, child-level data so that ASR could identify former NVELI participants amongst the entering kindergarten student cohort.

The findings for the 2016-17 year are described below. First, overall kindergarten readiness data is presented, followed by various “peels” of the data to understand how NVELI participation may be associated with higher readiness levels for ELLs, and the factors that underlie those benefits.

NVELI services may be helping to close the readiness gap between ELLs and non-ELLs. The chart below compares scores on the *kindergarten academic* dimension of readiness between ELLs and Non-ELLs, depending on whether they have participated in NVELI. For both groups (ELLs and Non-ELLs), participation in NVELI is associated with higher readiness scores (green bars). Without NVELI intervention (yellow bars), these data indicate that ELLs would likely have an average readiness score of 2.94 (out of 4.00), compared to 3.26 for non-ELLs. However, ELLs who have participated in NVELI have higher *kindergarten academic* scores (3.09) than ELLs who have not participated in NVELI, bringing their scores closer to the comparison group of non-ELLs who did not participate in NVELI (3.26).

AVERAGE KINDERGARTEN ACADEMICS SCORE, BY ENGLISH LEARNER STATUS AND NVELI PARTICIPATION, 2016 (ADJUSTED)



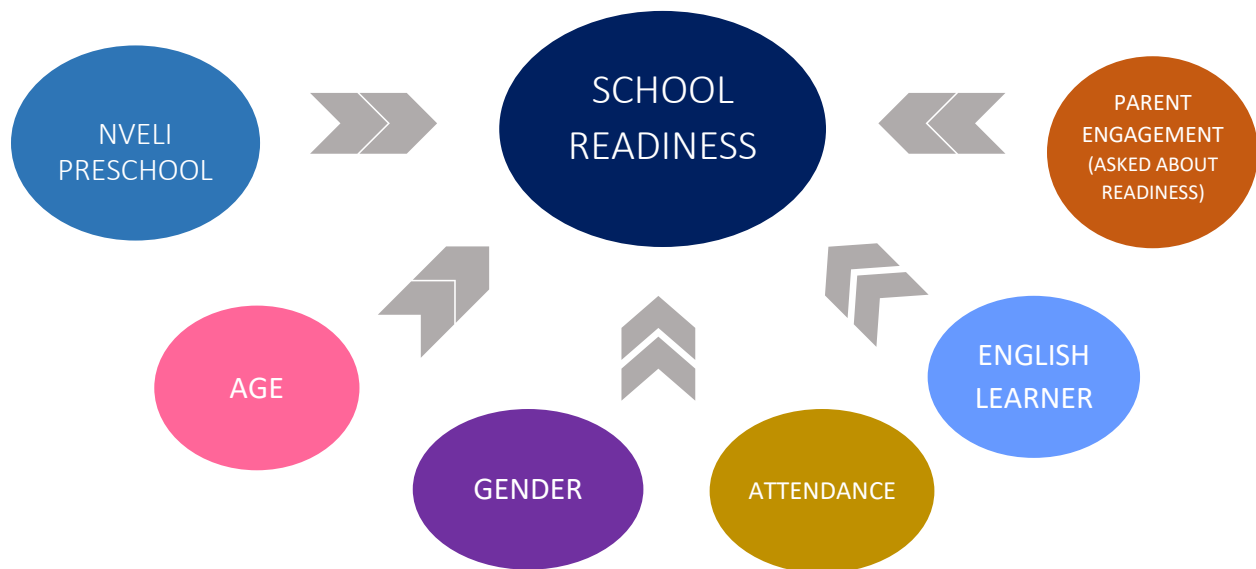
Source: Kindergarten Observation Form 2016, Parent Information Form 2016, NVELI service data.

There are seven factors which influence kindergarten readiness amongst NVELI’s target population.

A multivariate linear regression was conducted on all of the kindergarten readiness data across the four schools. This approach allowed ASR to look at how a set of variables are uniquely related to readiness levels, holding constant any other possible predictors. For example, it allows us to examine how preschool experience is related to readiness levels above and beyond the contribution from other factors, like family income and maternal education. This analysis found that the strongest predictors of overall readiness scores in Napa were:

- Attending a NVELI preschool
- Being older
- Being a girl
- Attending school regularly (i.e. according to the teacher, the child was rarely or never absent)
- Not being an English Learner
- Having a parent who asked the childcare/preschool provider about the child’s readiness for kindergarten

SIGNIFICANT PREDICTORS OF KINDERGARTEN READINESS¹⁹



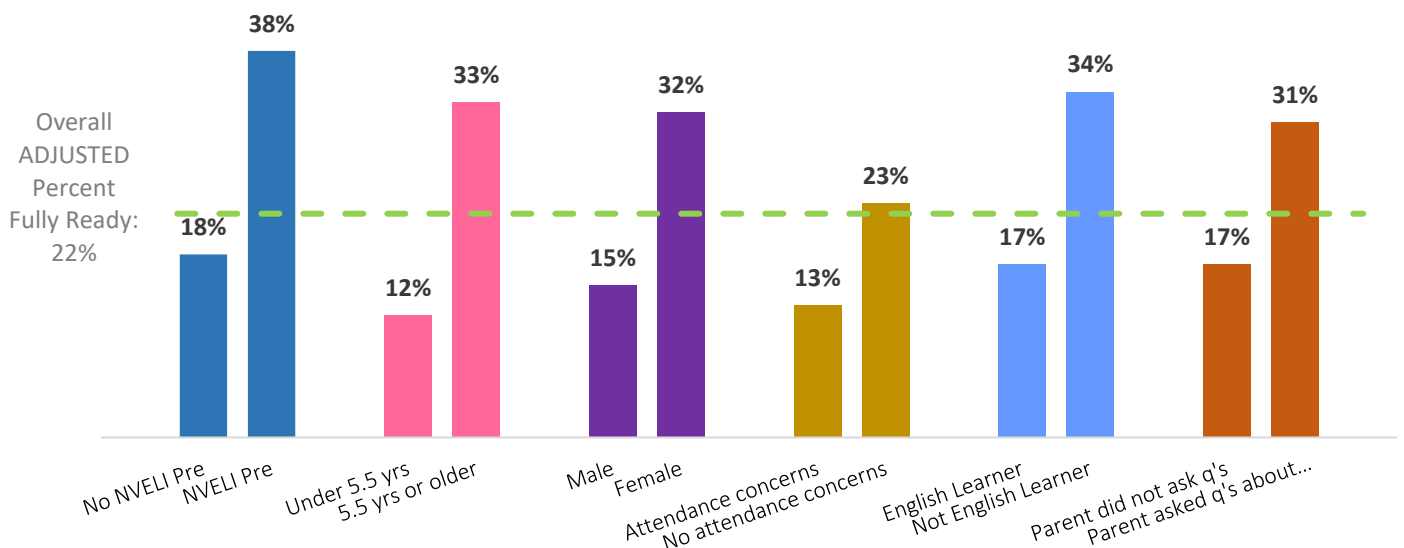
Source: Kindergarten Observation Form 2016, Parent Information Form 2016, NVELI service data.

¹⁹ Other variables tested: race/ethnicity, health/well-being, parenting stress, domestic concerns, reading frequency, frequency of singing songs/telling stories, readiness information received, parenting services and supports utilized, community resources utilized, knowledge of where to go for concrete support, knowledge of how to help child learn.

No single factor is a “silver bullet” for kindergarten readiness. The chart below shows the percent of kindergarten students that would be “Fully Ready” for kindergarten based on each of the significant predictors of readiness. Each of the comparisons controls for other key child and family factors, including race/ethnicity, age, gender, presence of special needs, ELL status, preschool experience, attendance, and parent engagement.

The percent of the overall sample who was Fully Ready for kindergarten was 22% (adjusted), which increased to 38% of children who had attended NVELI preschool. In fact, students formerly in a NVELI-supported preschool were three times as likely as their peers to be Fully Ready for kindergarten. Children who attended kindergarten regularly (with few to no absences) were almost twice as likely as other students to be ready. As an indication of the importance of parent engagement, children whose parents asked preschool providers about their child’s preparedness for kindergarten were significantly more likely to be ready for kindergarten than children whose parents did not engage in this way with their preschools. While this analysis shows the importance of each major factor that predicts kindergarten readiness, what is also apparent is that no single factor will act as a “silver bullet” to close readiness gaps.

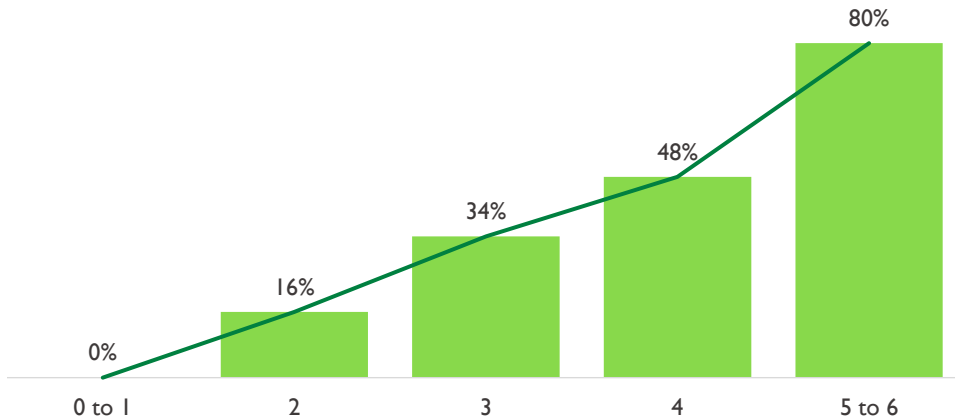
PERCENT OF STUDENTS FULLY READY FOR KINDERGARTEN, BY READINESS FACTOR (ADJUSTED)



Source: Kindergarten Observation Form 2016, Parent Information Form 2016, NVELI service data. N=210. Note: Children were considered Fully Ready if they scored at least 3.25 on each Building Block of readiness. Differences in percent Fully Ready were statistically significant for all pairs except “attendance concerns”, which significantly predicted overall readiness scores, but not percent Fully Ready.

The more readiness factors a child has, the more ready s/he will be for kindergarten. Each of the six positive predictors of readiness was summed into an index. As illustrated below, the more of these readiness factors a child has, the more likely he or she is to be Fully Ready for school. None of the children who had 0-1 asset were Fully Ready, whereas 80% of children who had 5-6 assets were Fully Ready for kindergarten.

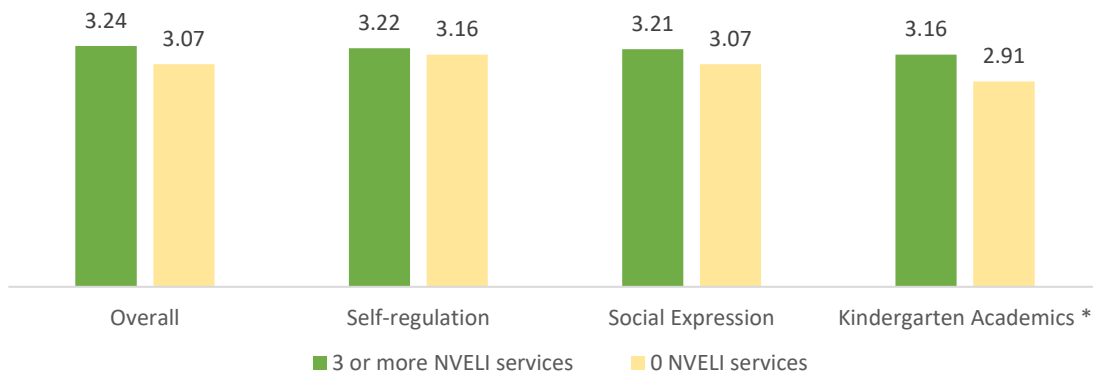
PERCENT OF KINDERGARTEN STUDENTS FULLY READY, BY NUMBER OF READINESS FACTORS



Source: Kindergarten Observation Form 2016, Parent Information Form 2016, NVELI service data. N=210. Note: Children were considered Fully Ready if they scored at least 3.25 on each Building Block of readiness. Differences in percent Fully Ready were statistically significant, $p < .001$.

ELLs appear to benefit more when multiple NVELI services are offered. Similar to the cumulative benefit of factors, participation in multiple NVELI services appears to offer a cumulative impact. ELL children who had participated in 3 or more NVELI services had higher readiness scores (scale of 1 – *Not yet* to 4 – *Proficient*) than children who received no NVELI services, and the differences were statistically significant in the area of *Kindergarten Academics*.

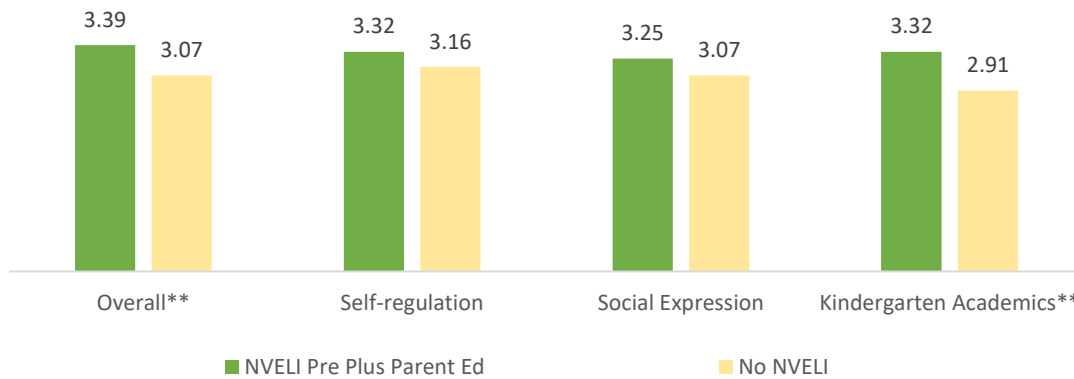
KINDERGARTEN READINESS SCORES OF ENGLISH LEARNERS, BY NUMBER OF NVELI SERVICES RECEIVED (ADJUSTED)



Source: Kindergarten Observation Form 2016, Parent Information Form 2016, NVELI service data. N=122-130. Statistically significant differences are indicated as follows: * p<.05; ** p<.01; *** p<.001. Note: Scores are adjusted for age, gender, income, and special needs.

In terms of the benefits of *specific* NVELI elements, children with NVELI preschool and NVELI parent education had higher readiness scores than children with other combinations or services, and no services. Various combinations of NVELI services were tested against increased readiness scores, and as shown in the chart below, the combination of preschool and parent education was associated with higher readiness levels overall, and in the area of *Kindergarten Academics*.

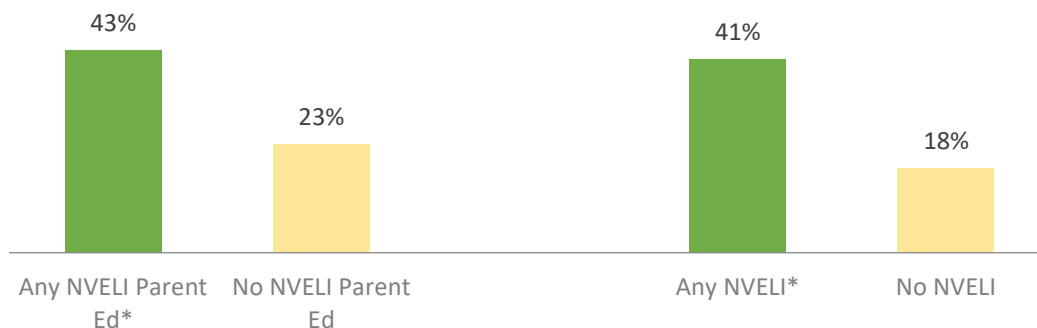
KINDERGARTEN READINESS SCORES OF ENGLISH LEARNERS, BY PARTICIPATION IN NVELI SERVICES (ADJUSTED)



Source: Kindergarten Observation Form 2016, Parent Information Form 2016, NVELI service data. N=122-130. Statistically significant differences are indicated as follows: * p<.05; ** p<.01; *** p<.001. Note: Scores are adjusted for age, gender, income, and special needs. Differences only significant between NVELI Preschool Alone and NVELI Preschool Plus Parent Education compared to No NVELI and Parent Ed Alone. There were not enough children who had only attended Summer Bridge to do an independent analysis of this program.

NVELI services “predict the predictors” of readiness. Although receiving NVELI parent education alone did not predict readiness directly, as seen in the chart below, parents that received NVELI services were more likely to ask their childcare/preschool provider about their child’s readiness for kindergarten, an activity that was one of the significant predictors of readiness, even after controlling for other family and child factors.

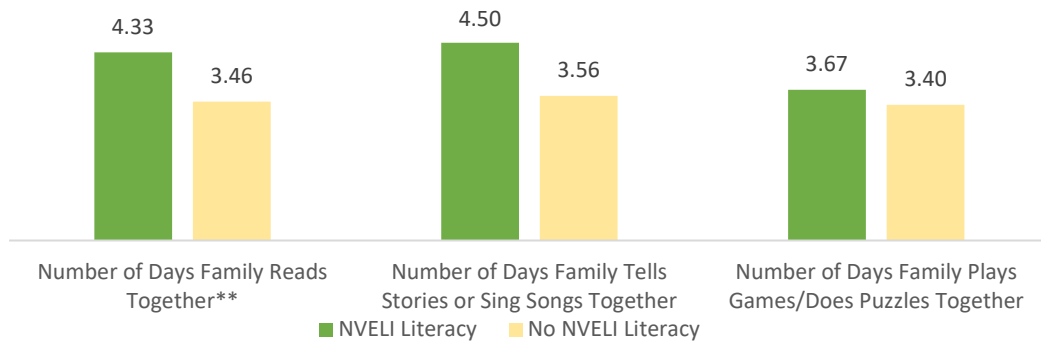
PERCENTAGE OF ENGLISH LEARNERS’ PARENTS WHO ASKED CHILDCARE PROVIDER ABOUT CHILD’S READINESS, BY PARTICIPATION IN NVELI



Source: Kindergarten Observation Form 2016, Parent Information Form 2016, NVELI service data. N=147. Statistically significant differences are indicated as follows: * p<.05; ** p<.01; *** p<.001.

In addition, ASR found that ELL participants in NVELI literacy programs²⁰ read with their families significantly more often than other children in the sample, and also appeared to tell stories/sing songs and play games/do puzzles together more often than other families. While not a significant predictor of readiness in this small sample, parent engagement in joint literacy activities with children has been found to boost school readiness skills in other studies.²¹

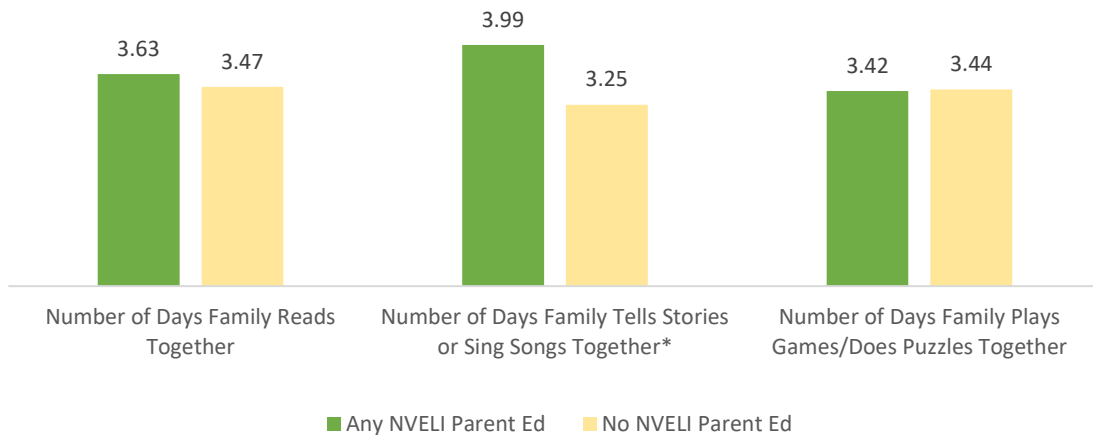
NUMBER OF DAYS PER WEEK ELL FAMILIES READ, TOLD STORIES/SANG SONGS TOGETHER, OR PLAYED GAMES/DO PUZZLES, BY PARTICIPATION IN NVELI LITERACY PROGRAMS



Source: Parent Information Form 2016, NVELI service data. N=125. Statistically significant differences are indicated as follows: * p<.05; ** p<.01; *** p<.001.

NVELI parents in parent education programs also reported telling stories and singing songs with their child more frequently than parents who did not participate in NVELI parent education programs.

NUMBER OF DAYS PER WEEK ELL FAMILIES ENGAGED IN HOME LEARNING ACTIVITIES, BY PARTICIPATION IN NVELI PARENT EDUCATION



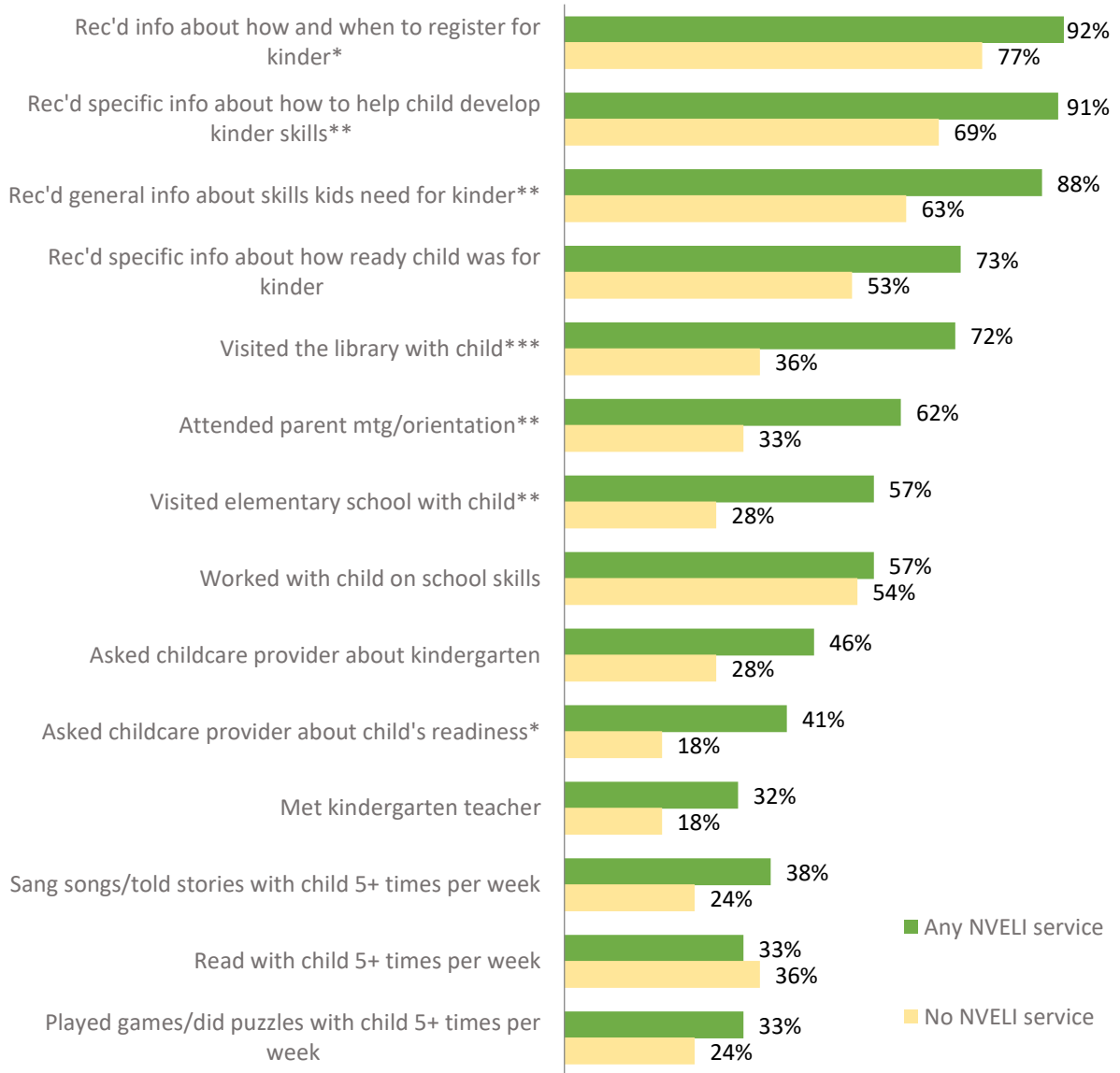
Source: Kindergarten Observation Form 2016, Parent Information Form 2016, NVELI service data. N=125-132. Statistically significant differences are indicated as follows: * p<.05; ** p<.01; *** p<.001.

²⁰ Literacy programs included Preschool Latino Family Literacy Program, DIBELS Early Literacy Skills, Snacks and Stories, Raising a Reader, and Books and Breakfast. Fifteen English Learners in the sample participated in one or more of these programs.

²¹ For example: McWayne, Hampton, Fantuzzo, Cohen, & Sekino, 2004; Raikes et al., 2006; Rodriguez & Tamis-LeMonda, 2011

NVELI parents do more than other parents to prepare their children for kindergarten. As seen in the figure below, parents who had participated in NVELI services, including parent education programs, were statistically more likely than other parents to have engaged in a range of kindergarten preparation activities, including visiting the library, talking with their child care provider about their child’s transition to kindergarten, visiting the nearby elementary school with their child, and attending parent meetings/orientation at the elementary school.

PERCENTAGE OF ELL FAMILIES ENGAGED IN READINESS ACTIVITIES, BY PARTICIPATION IN NVELI SERVICES



Source: Kindergarten Observation Form 2016, Parent Information Form 2016, NVELI service data. N=125-147. Statistically significant differences are indicated as follows: * p<.05; ** p<.01; *** p<.001.

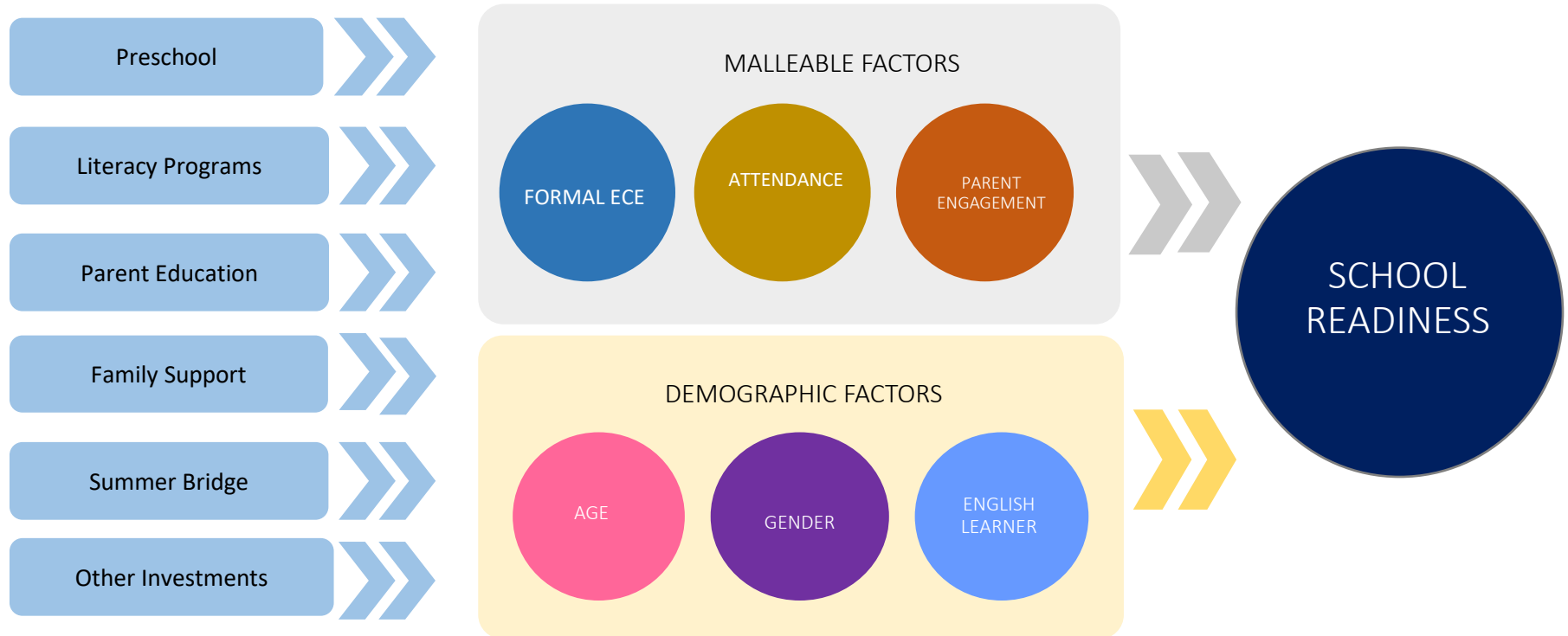
In conclusion, the kindergarten readiness data points to some direct associations between NVELI and kindergarten readiness:

- Having more NVELI services appear to be more beneficial than fewer, in terms of kindergarten readiness scores
- NVELI-supported preschool was the strongest predictor of kindergarten readiness
- NVELI-supported family strengthening programs, in combination with NVELI preschool, yielded the highest overall kindergarten readiness scores. These services were also linked to the predictors of readiness, such as asking important questions of their preschool providers.
- NVELI parents were significantly more likely to read and tell stories with their child, and do important activities and things to help prepare for the transition to kindergarten.

The figure on the next page illustrates a recipe for “turning the curve” on school readiness in Napa County. Investments from NVELI partners and the broader community have a direct impact on the malleable and demographic factors that prepare children for kindergarten and beyond.



RELATIONSHIP BETWEEN NVELI ELEMENTS, READINESS FACTORS AND KINDERGARTEN READINESS



PART 2

SUSTAINING WHAT WORKS



INTRODUCTION

This report has provided a comprehensive review of the Napa Valley Early Learning Initiative’s effectiveness in serving English Language Learners and their families in four target schools. Based on a review of the relevant research, key informant interviews with local leaders, NVELI program outcome data and kindergarten readiness data, NVELI appears to be effectively addressing the key components needed to reduce the academic disparities between ELLs and non-ELLs. While kindergarten readiness gaps still remain, the readiness data consistently points to a benefit for ELLs who have been served by the Initiative, and a narrowing gap between those students and non-ELLs who have not participated in the initiative.

The Initiative was seed-funded as a demonstration pilot for a five year term. Therefore, Part 2 of this report addresses the question of sustainability, through the lens of *need or gap, program effectiveness, community support, and opportunities for leveraging*. Key questions include:

- Which elements or combination of elements should be continued?
- How might these elements be funded?
- How should these elements be administered?

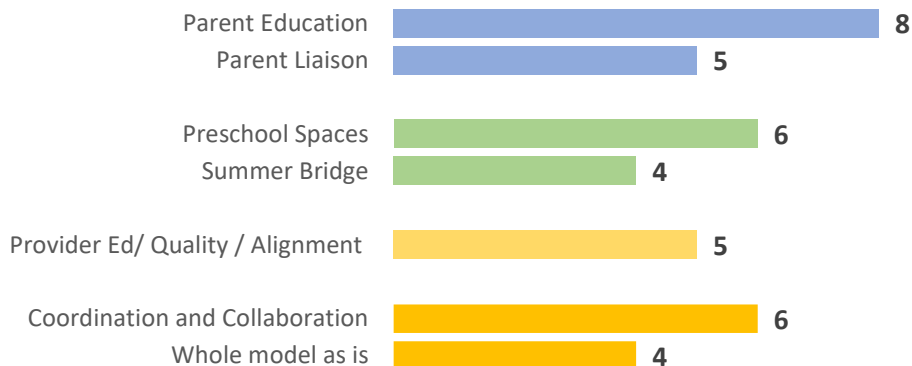
WHICH ASPECTS OF NVELI SHOULD BE SUSTAINED?

Key Informant Opinions

In August 2016, as part of the interviews conducted with 15 key informants, ASR asked respondents whether the work of the Initiative should be sustained in some form or another. There was consensus across all 15 stakeholders, in that every respondent named at least one element that should be continued. No respondent felt the Initiative should be concluded.

Next, informants were asked which elements were the most important for continuation, and the following summarizes the number of respondents who identified each element as being “critical” to sustain. (Respondents could identify more than one element if needed.)

KEY INFORMANTS: ELEMENTS OF NVELI PERCEIVED AS MOST CRITICAL TO SUSTAIN



Source: Key Informant Interviews, N=15.

Parent education was mentioned by 8 key informants, and parent liaison support was mentioned by 5 respondents. Key informants offered comments such as:

- *“Quality of life begins in the home.”* The respondent felt that NVELI services for parents helped to make their home environments more nurturing, healthy and stimulating, and this was a foundation for children’s success.
- *“We need to stay with (keep funding) the seeds that will flourish,”* in that the benefits of NVELI-supported parent services will continue to manifest in children’s lives long after parents have completed the funded programs.
- In terms of Parent University, *“It’s not just about the provision of grant funds; it’s about the quality of the individuals that are hired as educators; that’s what makes this strategy work.”*

Preschool was mentioned by 6 KIs, and Summer Bridge was mentioned by 4 respondents. Comments included:

- *“(Preschool) is the best investment we can give,”* citing the decades of research behind the value of structured early learning for children’s developmental outcomes.
- *“Preschool slots are elements that would die without NVV funding, especially those in private preschools, given that there are no other funds available for the slots.”*
- Next to preschool, *(Summer Bridge) is the “next best option.”* This respondent felt that if preschool was too expensive an investment to continue, then the Summer Bridge program offered a less expensive, class-based experience prior to kindergarten.

Provider education and quality were mentioned by five KIs. At the time of the interviews, respondents were told that the remaining grantee funded for Provider Quality was in its final year. (NVV had provided seed funding to develop Pathways to Quality, after which First 5 applied for and secured a grant from First 5 California to take over the work.) Nevertheless, one respondent commented that investments in provider education were an *“inexpensive way to reach a lot of children and families for years to come.”*

Coordination and collaboration were mentioned by six KIs. Informants felt that the coordination funded by NVV was an essential ingredient of NVELI, and that the Initiative could not be successful without it. Key informants said that the value of NVELI is that it is independently managed, and that the NVELI coordinator (Michelle Laymon) acts as “glue” to coordinate services across other existing entities. Comments included:

- *“Having a dedicated person focused on the coordination”* has to be sustained.
- *“Michelle (Laymon) is a one-woman show,”* responsible for brokering successful relationships between providers of the different elements.

Four key informants felt that the whole model should be sustained as is, and that the Initiative simply would not work effectively without each of its interlocking elements. One respondent felt the model is *“impressive as is, especially considering it is done on a shoestring.”*

In sum, from the perspectives of the 15 leaders interviewed, the work of the Initiative needs to be sustained. Respondents knew that NVELI has already been “pruning” along the way to reduce or streamline the portfolio, and they understood that NVV needs to continue reducing its funding to NVELI,

but they felt that no NVELI element can be readily absorbed by another entity and would cease if not funded by NVV.

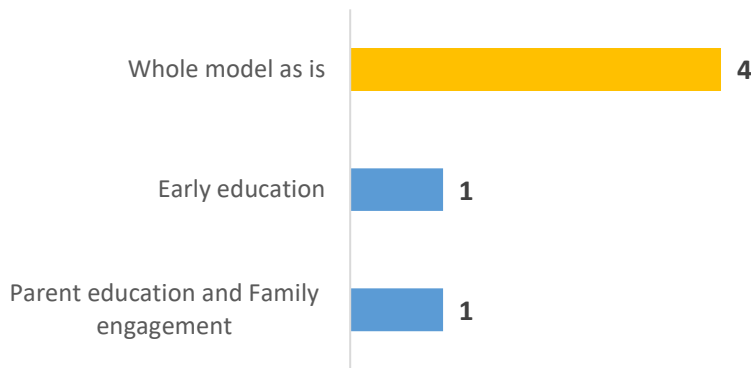
Grants Review Committee Perspectives

In January 2017, an online survey was sent to all 11 NVV Grants Review Committee members to ask for their opinions on whether to sustain the Initiative, and, if so, which elements to sustain. Seven members responded to the survey, and 6 responded to the question regarding which elements they wanted to see sustained, regardless of whether NVV was a funder.

Six of the 7 Grants Review Committee members identified NVELI service elements they would like to see sustained.

Six of the 7 respondents identified an element(s) to be continued. The majority (4 of 6 respondents) voted for sustaining all elements of the Initiative.

GRANTS REVIEW COMMITTEE MEMBERS: NVELI ELEMENTS MOST CRITICAL TO SUSTAIN



Source: Grants Review Committee Member Survey, N=6.

Researcher’s Perspective

Having researched, designed and evaluated many initiatives such as the Napa Valley Early Learning Initiative, Applied Survey Research feels that the Initiative has identified the critical combination of ingredients needed to address and intercept the gaps and barriers that English Language Learners and their families encounter as they transition to the elementary school system. NVELI funding helps create an equation that includes *supportive home environments, places for children to learn, quality providers,* and the *systemic coordination* between these elements. ASR recommends that all of these elements be sustained.

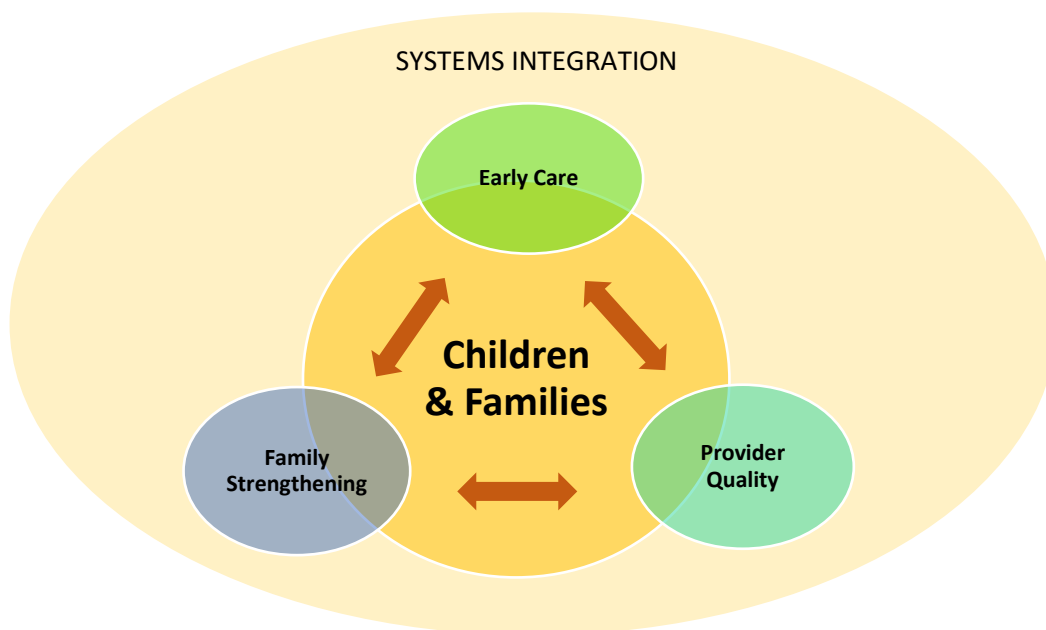
Parent education and navigation services help to alter the home environment dramatically when the right topics are offered. For instance, feeling unclear about educational options and being linguistically or socially disconnected from the formal education system can lead to stress, frustration and isolation for parents. Receiving education about the importance of early learning, things parents can do at home to support to their children’s development, how to access quality care, how to navigate and get questions answered, and how to effectively engage with children’s child care providers and the school system can be incredibly empowering for parents. This skill set will help them continue to be their child’s advocate as they progress into the later school years. Across his or her development, a child will have contact with

numerous systems, but the family system is the one that is the constant as he or she grows. ASR agrees with the key informant for this study who offered the opinion that *quality of life begins in the home*, and that parent support *plants seeds* that will continue to flourish for many years to come.

Formal, structured early education is an indispensable part of a child’s development. Center-based preschool is the gold standard, in terms of being a structured, curriculum focused and material-rich environment. However, in ASR’s 2015 school readiness study across the four NVELI catchment schools, about 10% of children had no preschool experience prior to kindergarten. Many families cannot afford center-based care, and thus choose family child care homes, or informal care through family, friends or neighbors (FFN). ASR recommends that NVV continue to find ways to support access to center-based spaces. However, ASR would also suggest that NVV, First 5 and other partners “meet children where they are” and improve the quality of care in their current settings, including family child care homes and with informal providers.

Systems coordination and integration: Often what ASR observes across its partner communities is not a shortage of assets, but a *shortage of linkages* to ensure that families in need are informed about and connected to the range of services they need. For NVELI, this kind of coordination can and should continue to happen at two levels: ensuring that the NVELI programs are integrating and collaborating between one another (e.g., that parent education and navigation work happens at funded preschools and Summer Bridge), and secondly, that staff at each funded program consistently screen and refer families to other NVELI and other complementary services (e.g., staff delivering parent education classes to inform parents about NVELI-funded preschool or Summer Bridge programs). The current NVELI coordinator has been ensuring that this kind of two-tiered coordination happens at each of the four catchment schools, and in ASR’s view, this position must be sustained if the Initiative is to effectively tap the early learning and parent support factors that are linked to student success.

HOLISTIC, INTEGRATED APPROACH OF THE NAPA VALLEY EARLY LEARNING INITIATIVE



FUNDING THE WORK

The impetus for this study is to find ways to reduce the investment in NVELI; it was seeded as a five year initiative, at nearly \$1 million per year. NVV seeks to gradually reduce funding and leverage other sources of investment in the model. The following presents suggestions from key informants as well as ASR's knowledge of funding strategies.

Key Informant Perspectives

Key informants were asked to provide ideas about ways to sustain the kind of work that NVELI delivers. Comments were as follows:

- *Better marketing of initiative value.* A few key informants thought the Initiative needed to be more visible and should make better use of its data to attract funding partners, to inform the general public of the need for NVELI and to better communicate the work being done.
- *Create a shared vision* amongst entities that share similar outcomes and populations; this shared vision can be the basis for braiding funding and avoiding duplication of services across partners.
- *Approach foundations* who share similar goals (see below).
- *Approach public sources of funding*, such as state funding for preschool, district funding for parent education and Summer Bridge, or city-level taxes.
- *Longer term funding commitment:* An informant also suggested that funders need to make a long-term commitment; this respondent felt that 5 years was not long enough to build and see change, and suggested that NVV consider funding NVELI services for up to 10 years.

Funding and Leveraging Opportunities

ASR conducted a scan of initiatives similar to NVELI, including models that brand themselves as collective impact models (NVELI has all the aspects of a collective impact model). Across the research, ASR found that no initiative is funded by a single source, but over time, has diversified to include multiple sources of funding. Common blends include foundation funding and public funding from cities, counties or state sources. Several initiatives also have support from their local United Way. Appendix 2 has a full listing of sources, some of which are summarized here.

Five of the 7 Grants Review Committee members felt NVV should keep funding the service elements

Family Strengthening:

- *Local Control Funding Formula (LCFF):* Parent Engagement is one of 8 LCFF Priority Areas that must be addressed by each district's Local Control Accountability Plan (LCAP).^{22,23} Indicators identified by the state include the extent to which districts (1) seek input from parents/guardians in decision making; and (2) promote parental participation in programs. One of First 5 Santa Clara's school-based family resource centers is partially supported by the districts' LCAP.²⁴

²² See the LCFF School Accountability Dashboard. <http://www.cde.ca.gov/ta/ac/cm/index.asp>

²³ See all eight State Priorities to be addressed in districts' Local Control Accountability Plans (LCAP): <http://www.cde.ca.gov/fg/aa/lc/statepriorityresources.asp>

²⁴ Personal communication with Laura Buzo, Community and Family Engagement Director at First 5 Santa Clara, April 2017.

- *Heising Simons Foundation:*²⁵ The Heising-Simons Foundation is a family foundation based in Los Altos, California. The Foundation works with its many partners across the nation to, among other priorities, enhance the education of youngest learners. In 2016, the Foundation awarded more than \$54.8 million. The foundation has funded family strengthening programs aimed at families of dual language learners in Northern and Eastern parts of Santa Clara County. Napa County is within the foundation's grant-making area; proposals are by invitation only.

Access to Early Learning

- *Local Control Funding Formula (LCFF):* Children Now, a state-wide advocacy group, has prepared a variety of resources to help districts create and implement their Local Control Accountability Plans (LCAP), as well as the opportunity presented by LCFF to increase support for dual language learners, particularly in the early childhood arena (State Priority #4).²⁶ Specifically, Children Now counsels entities seeking support for early childhood efforts such as NVELI to:
 - ✓ Identify investments that districts can make to improve dual language learner outcomes
 - ✓ Bring these ideas forward to school officials through the LCAP Community Input sessions
 - ✓ Get acquainted with school board members and find early childhood allies
- *Cost sharing of preschool slots:* One idea that has been discussed is a partnership between NVV and interested school districts. Because some areas lack appropriate facilities for preschool, NVV can make a one-time capital investment to purchase portables, and the district(s) can seek California State Preschool Program funding to fund staff and materials. This would reduce NVV's cost for preschool considerably, and would permanently create more spaces in the county.
- *Help non-profit providers acquire state preschool funding.* In the Alum Rock Prenatal to 3rd Initiative evaluated by ASR, Kidango²⁷, a non-profit preschool provider, has been awarded California State Preschool Program funding, and collaborates with the Alum Rock School District which provides the facilities. There may be a similar opportunity in Napa County.
- *Packard Foundation:*²⁸ The David and Lucile Packard Foundation is a major funder of early learning and multi-year collective impact type initiatives such as that funded in Monterey County (Bright Beginnings) and the Fresno County Birth Through Third Grade Challenge. Elements funded under NVELI are very much aligned with other projects and initiatives funded by the Packard Foundation. The Packard Foundation also funds the development of asset maps and implementation/articulation plans across systems, which is relevant to NVELI. Finally, the foundation has made several grants to other grantmakers such as the East Bay Community Foundation and the Central Valley Community Foundation, and therefore may be amenable to making a grant to or partnering with NVV to collaboratively fund services.
- *Heising Simons Foundation,* described above, funds Stretch to Kindergarten and Springboard to Kindergarten, two programs similar to NVELI's First Steps Summer Bridge.²⁹ The foundation does not appear to fund preschool spaces per se, but has funded the state's application for the federal Preschool Expansion Grant in 2014, and has consistently funded enhancements to preschool quality.

Systems Integration/Whole Model/Coordination

²⁵ <https://www.heisingimons.org/grants/>

²⁶ Fact sheet on ways the LCFF can help early learning for dual language learners. <https://www.childrennow.org/files/4014/5859/9229/LCFF-ECE-DL.pdf>

²⁷ <http://www.kidango.org/Team.asp>. See Scott Moore, executive director.

²⁸ <https://www.packard.org/>

- *Packard Foundation*: As seen above, the Packard Foundation is a funder of collective impact initiatives elsewhere in the state. The foundation also prefers to fund efforts that help build systems, rather than (only) provide direct services, so that investments are sustainable after the end of Packard funding. NVELI's work to strategically locate services around schools, to ensure service integration and to build preschool capacity may be in line with that Packard seeks to fund.
- *S.H. Cowell Foundation*: Funds place-based initiatives and can fund for longer periods of time (e.g. 10 years) than other funders, provided that progress is clearly demonstrated.

HOW WELL DOES NVELI MEET THE SUSTAINABILITY CRITERIA?

This study reviews and summarizes the ways in which the elements of the Napa Valley Early Learning Initiative meet the sustainability criteria of *gap, effectiveness, community support and leverage*:

- **Gap**: The premise is that NVELI funds a particular response to fill a gap. There was consensus amongst local leaders that the gaps are greatest in the areas of preschool and family strengthening, in that if NVV pulled away funding entirely, those gaps would re-emerge because there is no entity with sufficient resources to assume funding of the work. For the 2016-17 contract year, NVELI programs have a combined match of \$125,000 from other sources to support their NVELI program services, but these funds would only cover about 15% of the annual NVELI budget. NVELI programs are filling a significant service gap that will require creative funding solutions going forward.
- **Effectiveness**: The premise is that sustainability efforts should be focused on those elements that have demonstrated effectiveness. Based on ASR's review of the annual evaluation reports, the program outcome data for each of the NVELI elements are of high quality and are compelling. Additionally, the kindergarten readiness data reveals a strong relationship between NVELI preschool and parent education with kindergarten readiness, and that NVELI services are helping to narrow the readiness gap between ELLs and non-ELLs.
- **Community Support**: The premise is that stakeholders will rally and support efforts in which they believe. There was unanimous support amongst local leaders that the elements seed-funded by NVELI needed to be continued, and 6 of the 7 Grants Review Committee members surveyed listed NVELI elements they felt should be sustained.
- **Leverage**: The premise is that NVV funding for NVELI, or elements funded under NVELI, will be decreasing or eliminated, and therefore sustainability efforts should focus on those elements for which other resources could be harnessed. *ASR found no major sources of funding that could fully replace NVV's investment.* As an example of NVV's success in leveraging, NVELI has already transitioned the work around provider quality (Pathways to Quality) to First 5 Napa. Other leveraging opportunities were identified, including creating more preschool capacity by one-time funding capital investments for facilities, and/or encouraging districts and community agencies to draw down California State Preschool Program funding. As for family strengthening, there could be opportunities to partner with districts' Local Control Accountability Plan, which includes a focus on family engagement (State Priority #3) and student engagement, particularly on dual language learners (State Priority #4).³⁰ NVV can also explore ways to pool resources with health or human

³⁰ See all eight State Priorities to be addressed in districts' Local Control Accountability Plans (LCAP): <http://www.cde.ca.gov/fg/aa/lc/statepriorityresources.asp>

service agency programs who also share an interest in helping families strengthen parent-child interactions, social connectivity and leadership abilities. Lastly, ASR identified foundations who support initiatives very much like NVELI in other parts of the state.

RECOMMENDATIONS FOR SUSTAINABILITY

The following presents recommendations for sustaining Napa Valley Early Learning Initiative's elements in Napa County.

► All of the elements should be continued.

In ASR's view, the Napa Valley Early Learning Initiative contains the programmatic elements that are supported by research, local community leaders, and quantitative outcome data. However, what makes NVELI more than a collection of strategies is the intentional integration of services, in terms of programs being co-located or aligned, and clients being consistently cross-referred across services. In other words, it is the carefully planned connectivity between the services that ensures that families receive the benefits of the elements working in unison: their child has a preschool space, the child's classroom is an enriching environment led by a highly trained provider, their parent is informed and engaged with the role of parenting and the opportunities around them, and their family is linked to other critical services such as developmental screenings, ESL classes and resources at their nearby elementary school.

In addition to conceptually making good sense, the NVELI elements have three years of rigorous program evaluation data in place, whereby programs have demonstrated accountability to NVV through the collection of participant, service and outcome data. In the context of NVV's new strategic plan, which carefully identifies strategies per desired result — of which NVELI's current funded programs services are a part — it is prudent for NVV to show accountability for its investments. This accountability in turn helps NVV's convey the value of the Auction Napa Valley as an activity that contributes to meaningful, demonstrable community benefit.

Based on the research about evidence-based approaches to impact school readiness, the evidence about NVELI effectiveness, the links between NVELI participation and kindergarten readiness, and the opinions of Grants Review Committee members and other local leaders, ASR's recommendation is that all elements of NVELI be continued in some manner: preschool, family strengthening, systems coordination and integration, and provider quality (leveraged with First 5 Napa). Six of the 7 NVV Grants Review Committee members surveyed concur, in that they listed elements of NVELI that they would like to see sustained. The majority of Grants Review Committee members responding to the survey (n=4) suggested that the "whole model" be sustained, followed by preschool (n=1) and family strengthening (n=1).

► NVV should continue funding, coordinating and evaluating the elements while more systemic partnerships are built.

Four options of structural administration and oversight were considered (see table, next page), each with relative strengths and weaknesses. To assure the continued level of coordination and accountability of these critical elements, ASR recommends that the Napa Valley Vintners continue to directly fund the programmatic elements of NVELI (as did 5 of 7 NVV Grants Review Committee members surveyed), and

that the coordination of such grants is overseen by NVV, rather than shifting grant funds and coordination responsibilities to an outside agency.

NVV set out to fund NVELI as a 5-year demonstration initiative. NVV's grantmaking model incorporates initiatives in each of its focus areas (children's education and health) at about \$1 million a year for 3-5 years. At the end of the initiative term, NVV should consider funding the programs delivering the elements under its community support grants (CSG). Indeed, some of the current NVELI grantees receive community support grants from NVV, so this would be a seamless transition. (The community support grant category has restrictions around funding ratios, which would have to be considered under this scenario.)


Transitioning the programs currently funded by NVELI to the category of community support grants ensures efficiency and centralization of grant administration, oversight and accountability. However, the other key ingredient to the Initiative's success has been having a coordinator to assure programmatic integration across the NVELI elements and catchment schools. Without a coordinator, the integration simply won't happen. (In ASR's partnerships with similar collaboratives in Solano and Santa Clara Counties, each collaborative has an individual designated to assure integration between various agencies). ASR recommends that NVV hire a coordinator on a contract basis for the final phases and transition of the Initiative. This would save money currently paid to another agency for overhead and the coordinator's time could be leveraged to integrate other education-focused CSG grants while the current NVV grants manager could dedicate her focus on the health-based grants. This greater attention to each portion of NVV's portfolio will ensure more strategic use and accountability of the investments. Additionally, the coordinator could help seek other foundation investments for the NVELI portfolio. Similarly, ASR recommends that NVV continue contracting evaluation services for the grant investments. The level of quality of NVELI's current evaluation is commendable, and far exceeds what a grant-funded agency could do on its own.

If the recommended option is not feasible, a second option would be to provide a single grant to a reputable community-based 501(c)(3), who then would re-grant the funds to agency programs formerly funded under NVELI. The criteria for selecting this lead agency would be based on its ability to deliver high quality services, have stable streams of funding, and offer opportunities to braid NVV funding with state and federal grant streams. The grant to this agency would also include funds for the coordinator. This agency would be responsible to assuring accountability of the funds it re-grants, including the evaluation of such funds.

Other scenarios were considered, but for various reasons were not as feasible as the two options presented above. One option is encouraging another entity to create a new 501(c)(3); this entity could apply for and receive CSG funds for NVELI elements. The benefit of this scenario is that the new non-profit could have a focus on the outcomes of NVELI and help build or align systems across similar efforts. The drawback is that being a new non-profit, it would be difficult for it to meet the stringent funding ratios set by NVV (namely, that the NVV grant is not more than 25% of the grantee's overall budget, and not more than 50% of its philanthropic budget).

A fourth scenario would be for NVV to extend the timeline for the Initiative another two or three years to create permanent capacity at either another non-profit or by building a new one.

The table below summarizes the various scenarios for sustainability.

Sustainability Option	Benefit	Drawback
<p>1. NVV directly funds key NVELI elements as <i>community support grants</i>, and contracts a coordinator to ensure integration and accountability.</p> 	<ul style="list-style-type: none"> • Maintains quality control and accountability for the investments. • Ensures coordination and integration of efforts. • Coordinator can bring in more leveraged funding from foundations (NVV would be an attractive, “sturdy” grantee). 	<ul style="list-style-type: none"> • Grants may still appear as though they are ‘led’ by NVV, which some committee members are uncomfortable with.
<p>2. A nonprofit receives NVV funds for and re-grants to partners to provide key NVELI elements; hires a coordinator.</p>	<ul style="list-style-type: none"> • Places responsibility for coordination of NVELI elements in the hands of another entity, which some committee members wish to see. • May enable more leveraging of funds if the nonprofit can blend NVV funds with state or federal streams. 	<ul style="list-style-type: none"> • Less control over quality and accountability. • The focus on NVELI key elements and their strategic coordination may get “lost” amongst other agency business and priorities.
<p>3. A 501(C)(3) is created to receive NVV funds, re-grant to partners to provide key NVELI elements, and coordinate efforts.</p>	<ul style="list-style-type: none"> • Could focus on the outcomes of NVELI and help build or align systems across similar efforts. • Coordinator can bring in more leveraged funding from foundations. 	<ul style="list-style-type: none"> • Difficult for new nonprofit to meet the stringent funding ratios set by NVV (NVV grant cannot be more than 50% of philanthropic budget, or 25% of total agency budget).
<p>4. NVV extends the Initiative two to three more years to allow time to create capacity with another entity.</p>	<ul style="list-style-type: none"> • Allows time to carefully and strategically position the NVELI elements under the oversight of another entity, such as local nonprofit or a new nonprofit. 	<ul style="list-style-type: none"> • Goes against the NVV principle that initiatives are funded more than 5 years.

CONCLUSION

AND NEXT STEPS



SUMMARY OF RECOMMENDATIONS FOR SUSTAINABILITY








Based on the all the available data reviewed for this study, Applied Survey Research recommends the following:

- **All NVELI elements should be continued:** *preschool, summer pre-K, family strengthening and systems integration.* *Provider quality* is already being coordinated with First 5 Napa.
- **NVV should continue to fund the elements,** as they are in line with NVV’s strategic plan. Other streams of ongoing funding must also be identified and leveraged (e.g., education, health, social service sectors).
- **NVV should administer the grants from its community support fund** category to assure ongoing focus, quality and accountability for the investments.
- **NVV should consider contracting a coordinator** to ensure systems integration between service elements and to identify fund development and leveraging opportunities.
- **Create a Leadership Team** to help the community “hold” the work of NVELI. Local decision-makers should meet periodically to ensure sustained focus on the needs of English language learners, the four elements, cross-systems integration, program impacts, communication and messaging, and strategic fund development.
- **Allow for two years of time for NVELI** to facilitate smooth transition to its next iteration.



NEXT STEPS

In the 5th year of the Initiative (FY 17-18), ASR recommends that NVV staff begin the necessary conversations with potential partners around cost leveraging, so that sustainability plans can be cemented before the close of the 5th year. Specific steps can include the following:

-  Concretize the Leadership Team goals, membership, and meeting frequency; meet regularly with clear agendas, engaging topics and meeting notes to keep the team's ideas moving. Consider creating a parent advisory component or other means of ongoing feedback to ensure that the voices of parents are incorporated in the NVELI system of supports.
-  Contract a coordinator to oversee administration of NVELI grants as well as to ensure integration of these grants with other NVV grants.
-  Create a specific cost-leveraging strategy per NVELI element and grantee, including an estimate of how much NVV investment can be saved per element and grantee.
-  Create an updated estimate of NVV investment for FY 18-19.
-  With cost leveraging strategies identified, NVV can approach foundations for support. Some foundations are interested in funding direct services, while others will only fund systems-strengthening work, but the updated portfolio has both aspects of the work built in and thus should be of interest to funders.
-  Begin implementing cost-leveraging strategies.
-  Continue telling the story of NVELI-related impacts for children, families, providers, systems and schools, using both quantitative as well as narrative data. Critical audiences include NVV, Leadership Team, local city leaders, Board of Supervisors, local legislators, and business communities.

APPENDIX 1 — NVELI PROGRAMS BY YEAR

NVELI ELEMENTS AND FUNDED GRANTEES, BY YEAR

Elements / Services	2013-2014	2014-2015	2015-2016	2016-2017 <i>(some amounts subject to change)</i>
<p>Family Strengthening:</p> <ul style="list-style-type: none"> Engage hard to reach families with early learning opportunities Support families’ language learning through ESL classes with free high quality child care Engage parents of preschoolers in children’s early learning & transition to kindergarten 	<p>\$313,467</p> <ul style="list-style-type: none"> Jump Start (On the Move) Calistoga Early Learning program (UpValley Family Centers) Active Minds (Community Resources for Children) 	<p>\$351,449</p> <ul style="list-style-type: none"> Jump Start (On the Move) Calistoga Early Learning program (UpValley Family Centers) Active Minds (Community Resources for Children) 	<p>\$368,603</p> <ul style="list-style-type: none"> Jump Start (On the Move) Calistoga Early Learning program (UpValley Family Centers) Active Minds (Community Resources for Children) 	<p>\$ 249,460</p> <ul style="list-style-type: none"> Jump Start (On the Move) Calistoga Early Learning program (UpValley Family Centers)
<p>Child Access:</p> <ul style="list-style-type: none"> Increase English language learning children’s access to high quality preschool experiences to support their kindergarten preparedness 	<p>\$325,923</p> <ul style="list-style-type: none"> Hearts & Hands Preschool Mayacamas Head Start Preschool (Child Start Inc) First Step Summer Bridge Program (Napa Valley Adult Education) Calistoga Summer Bridge Program (UpValley Family Centers) 	<p>\$253,834</p> <ul style="list-style-type: none"> Hearts & Hands Preschool State Preschool (Napa Co. Office of Education) First Step Summer Bridge Program (Napa Valley Adult Education) Calistoga Summer Bridge Program (UpValley Family Centers) 	<p>\$338,498</p> <ul style="list-style-type: none"> Hearts & Hands Preschool State Preschool (Napa Co. Office of Education) A Place of my Own Preschool First Step Summer Bridge Program (Napa Valley Adult Education) Calistoga Summer Bridge Program (UpValley Family Centers) 	<p>\$ 261,500</p> <ul style="list-style-type: none"> Hearts & Hands Preschool State Preschool (Napa Co. Office of Education) First Step Summer Bridge Program (Napa Valley Adult Education) <i>(May fund another 25k preschool slots this year)</i>

Elements / Services	2013-2014	2014-2015	2015-2016	2016-2017 <i>(some amounts subject to change)</i>
Provider Quality <ul style="list-style-type: none"> Provide early learning providers with skills and knowledge to better support English language learning students 	\$65,821 <ul style="list-style-type: none"> Pathways to Quality (Community Resources for Children) Preschool Digital Learning Project (Napa Co. Office of Education) 	\$134,982 <ul style="list-style-type: none"> Pathways to Quality (Community Resources for Children) NCOE & Phillips Collaborative (Napa Co. Office of Education & Phillips Elementary) 	\$86,387 <ul style="list-style-type: none"> Pathways to Quality (Community Resources for Children) NCOE & Phillips Collaborative (Napa Co. Office of Education & Phillips Elementary) 	\$50,000 <ul style="list-style-type: none"> Pathways to Quality (Community Resources for Children) NCOE & Phillips Collaborative (Napa Co. Office of Education & Phillips Elementary)
System Change <ul style="list-style-type: none"> Ensure coordination and integration of services for children and families participating in NVV's early learning initiative 		\$25,000 <ul style="list-style-type: none"> Funding the Next Generation 	\$25,000 <ul style="list-style-type: none"> Funding the Next Generation 	\$45,000 <ul style="list-style-type: none"> Elementary School Articulation Strategic Planning with NVUSD Napa County Child Care assessment
Total grants made	\$705,211	\$765,265	\$818,488	\$605,960
Coordination and Evaluation	<ul style="list-style-type: none"> Program Officer (Michelle Laymon) Evaluator (Sarah Barry) 	<ul style="list-style-type: none"> Program Officer (Michelle Laymon) Evaluator (Sarah Barry) Kindergarten Readiness study (Applied Survey Research) 	<ul style="list-style-type: none"> Program Officer (Michelle Laymon) Evaluator (Sarah Barry) Kindergarten Readiness study (Applied Survey Research) 	<ul style="list-style-type: none"> Program Officer (Michelle Laymon) Evaluator (Sarah Barry) Kindergarten Readiness study (Applied Survey Research) Sustainability Study (Applied Survey Research)
Total Coordination / Evaluation	\$94,000	\$142,211	\$164,696	\$188,569
Total Initiative budget	\$799,211	\$907,476	\$983,184	\$794,529

APPENDIX 2 — EXAMPLES OF MODELS SIMILAR TO NVELI

- The **McPherson Neighborhood Initiative** in Napa strives for improved educational outcomes, strong parent engagement and progressing community development. Programs work in partnership with each other to provide comprehensive support and promising opportunities for all neighborhood families. McPherson Elementary School has become the hub of this neighborhood initiative and this site also includes a Parent University.
- The **Big Lift in San Mateo County** is working to ensure that all children in the county read at grade level by third grade (the current rate is 43%). The program focuses on building capacity for early education and improving support for the children who need the most help. Initiated by a broad coalition of county leaders and funded by a combination of county sales tax, federal grants, and philanthropy, the Big Lift has raised \$28 million and gotten more than 200 organizations involved. The Big Lift’s program model is based on four strategic “pillars:”
 1. High-Quality Preschool: A comprehensive school readiness strategy. (The 2016/17 preschool grants fund new spaces, quality improvement, and extended year spaces)
 2. Family Engagement: Strengthening family and community engagement
 3. Inspiring Summers: Development of inspiring summer learning opportunities
 4. Attendance Matters: A focus on reducing chronic absence in the early grades
- **Family Academy (FA)** is an early childhood parent education model designed specifically for families in the **Northside Achievement Zone (NAZ)**. Its purpose is to start early by empowering parents to get their kids ready for kindergarten and on the pathway to college and life-long success. It is family-focused and strengths-based. It has three components:
 1. Family engagement and empowerment
 2. A 13-week family-focused curriculum
 3. Social support for families
- Funded by **The Brady Education Foundation** but part of NAZ, a collaboration of organizations and schools partners with families in North Minneapolis to prepare children to graduate from high school and be ready for college. Each enrolled family moves through a “cradle-to-career” ecosystem that provides comprehensive support from pre-natal through college to career. NAZ began in 2003 as the PEACE Foundation, which built a grassroots movement across race, class and geography toward the common goal of significantly reducing violence in North Minneapolis. Desperate for real change and inspired by the results of the Harlem Children’s Zone, North Minneapolis community organizations and residents pulled together in 2008 to explore solutions to seemingly intractable issues that plagued the neighborhood. They developed an achievement-focused model that creates a permanent solution to the “cradle to prison/grave pipeline”—and builds a roadmap for sustainable community transformation.
- **City Heights Partnership for Children, San Diego and Chula Vista.** The initiative involves multiple stakeholders supporting local youth, gathered around one table, working toward a common goal:

improving opportunities and life outcomes for all children in the region. It convenes over 65 non-profits, local government entities, school districts, teachers, parents, health and human services and other organizations. The City Heights Partnership for Children began as a Price Philanthropies initiative in 2011 before transitioning to the United Way of San Diego County's Cradle to Career partnership in 2013. The City Heights Partnership for Children (CHPFC) brings together leaders from the education, health and human services, nonprofit, business, civic, and philanthropic sectors to improve outcomes for young people in the urban core of San Diego. CHPFC is focused on generating results through collaborative action, the effective use of data, and the alignment of resources that work for children and students.

- **THRIVE Santa Barbara County collaborative**, a group focused on the development of an educational pathway that provides high quality education for children from cradle to career. THRIVE is a working partnership of public schools, government agencies, businesses, public charities, private foundations and other stakeholders who have come together with the goal of achieving systemic change to ensure the success of ALL children in Santa Barbara County. THRIVE's mission is to ensure a prosperous Santa Barbara County by aligning community resources to improve the lives of young people from cradle to career. The Santa Barbara County Education Office is the anchor organization for THRIVE Santa Barbara County.
- The **LA Partnership for Early Childhood Investment**, a public-private collaboration of 30+ of the country's largest private foundations, family foundations, the Los Angeles Area Chamber of Commerce, First 5 LA, and key government agencies. They act as a catalyst to magnify resources that amplify the collective impact, investing in and promoting innovations that advance the lifelong health and well-being of LA County children, age 0-5.
- In Wisconsin, **The Early Dual Language Learner Initiative (EDLLI)** provides resources, professional development, and technical assistance to community partners regarding culturally and linguistically responsive practices for young children 0-5, who are dual language learners and their families. The initiative is coordinated through the Wisconsin Early Childhood Collaborating Partners, a network of state, regional, and community groups and individuals working together to improve the lives of young children and families. <http://www.collaboratingpartners.com/>
- **The Elgin Partnership for Early Learning (EPEL)** (Illinois) is a birth to age 5 community collaborative focused on the healthy growth and optimal development of young children. EPEL collaborates with partners to ensure that children are supported in becoming ready for kindergarten. Partners work to intensify the impact of local efforts that prepare children for kindergarten by integrating the partners' expertise and resources and by creating a unified community plan. Participants include representatives from hospitals, special needs organizations, foundations, community colleges, public libraries, health, early care and education, local school districts, and other community based agencies. The collaborative also works with the Child Care Resource and Referral, Local Interagency Council, and Regional Office of Education.
- The **Fresno County Birth Through Third Grade Challenge (B3 Fresno)**. First 5 Fresno County, the Fresno County Office of Education, the David and Lucile Packard Foundation, and Early Edge California came together in the spring of 2012 to establish an ambitious goal: significantly increase the percentage of students in the county who can read proficiently by the third grade. Five Fresno County school districts were selected to participate in the B3 Challenge. Each of the five Challenge Districts has developed innovative community and school-based programs designed to support children from birth through third grade.

- **Bright Beginnings** aims to maximize community efforts to improve early childhood development outcomes through effective coordination, capacity building, empowerment and strategic action for children from the prenatal stage through 3rd grade and their families. The program is administered by Monterey County and funded by the county, the Community Foundation for Monterey County, and the David and Lucile Packard Foundation.
- **SOAR of King County, Seattle, WA** is a community coalition promoting the healthy development of children, youth, and families in King County to ensure that all children succeed in school and in life. SOAR's work reaches from prenatal care to young adulthood. SOAR's work is grounded in the King County Early Learning and School Readiness Action Agenda and the King County School-Age Children and Youth Action Agenda. These agendas tie together all levels of efforts for children and youth into regional and countywide solutions, which allow SOAR to connect efforts that are already happening, to streamline resources, and to improve the lives of children and youth in collaboration. The coalition is funded by United Way of King County, Thrive by Five Washington, King County Developmental Disabilities Division, and City of Seattle.

APPENDIX 3 — POTENTIAL FUNDING SOURCES

GENERAL FOUNDATION FUNDING

- The **Napa Valley Education Foundation** supports teachers, students and the district to ensure all students are engaged and prepared for success in college, career and life.
- The **Napa Valley Community Foundation** accepts funding requests in the area of education.
- The **Gellert Foundation** supports a wide range of charitable organizations in the Bay Area.
- The **W. Clement & Jessie V. Stone Foundation** “is committed to improving the healthy development of children, ages 0-8, by supporting innovative programs, initiatives and policies that benefit such children and their families.”
- **The California Endowment** funds innovative ideas that affect the health of vulnerable populations and low-to-moderate-income communities in California. The California Endowment’s mission is to expand access to affordable, quality health care for underserved individuals and communities, and to promote fundamental improvements in the health status of all Californians. (NVV would need to add a health component to its parent education and early care work in order to be fundable to the Endowment.)
- The **S.H. Cowell Foundation** funds non-profits, public schools and school districts in northern and central California to improve the quality of life for families and children. Recent grantees include 30+ grants (On the Move, NVUSD) in the McPherson neighborhood of Napa, including now Phillips Elementary School.
- The **Bay Area Partnership for Children and Youth** builds systems of continuous learning, collaboration, and leadership among school districts, government agencies, and community-based organizations serving low income children and youth. They are connected to many private donors. They fund community schools and expanded learning.

FUNDING SPECIFICALLY FOR FAMILY STRENGTHENING

- **David and Lucile Packard Foundation** funds early learning activities including kindergarten readiness (Summer Bridge), quality, and parent engagement. The foundation has a 10-year initiative called “Starting Smart and Strong” to improve the quality of teaching and caregiving for young children in California by 2025. It is funding Fresno, Oakland, and an East San Jose school district for at least 3 years each at \$500,000 per year.
- The **Heising-Simons Foundation** supports family engagement and dual language learners. Proposals are by invitation only.
- Parent Universities are often funded and managed through **school districts**. For instance, the Fresno USD funds a substantial PU program using monies from Unrestricted General Fund, Local Control Funding Formula (LCFF) funds, and Title 1 funds.
- **Local Control Funding Formula (LCFF) and Local Control Accountability Plan (LCAP)** became law in CA July 2013. The LCAP is a district’s 3-year plan for how it will use state funding to serve all students,

including low-income students, English learners, and foster youth. The LCFF creates funding targets based on student characteristics and provides greater flexibility to use these funds to improve student outcomes. In its 2017 LCAP, **Calistoga Joint USD** had Goal 8 “Opportunities for parent participation at one or more school events including advisory councils will continue at or above current levels.” It includes trainings for ELL parents. **Napa USD’s** LCAP for 2016/17-2018/19 has Goal 4 “School Climate, Parent Involvement and Pupil Engagement” which includes ELL parent training.

- **Title I**-funded schools are either targeted assistance schools or school-wide program schools. Funds are used to close the achievement gap in areas with high proportions of children living in poverty. Local educational agencies (LEAs) identify eligible Title I school attendance areas and schools and allocate funds to those attendance areas and schools. Napa County receives small amounts of Title 1 funds. Preliminary 2016/17 allocations were **Napa County Office of Education** \$70,729, **Calistoga Joint Unified** \$0, and **Napa Valley Unified** \$1,856,106. This is a potential area for advocacy/systems change with the LEAs.

FUNDING SPECIFICALLY FOR ACCESS TO EARLY CARE

- **David and Lucile Packard Foundation** funds early learning activities including kindergarten readiness (Summer Bridge), quality, and parent engagement. The foundation has a 10-year initiative called “Starting Smart and Strong” to improve the quality of teaching and caregiving for young children in California by 2025. It is funding Fresno, Oakland, and an East San Jose school district for at least 3 years each at \$500,000 per year.
- The **Bay Area Early Childhood Funders** (ECF) is an informal affiliation of Bay Area foundations, public funders and private donors focused on improving grant-making effectiveness in the early childhood field. Membership in ECF is voluntary, members meet three to four times a year to broaden their knowledge of the early childhood field, share information, engage in dialogue, and participate in joint funding activities to improve the lives of young children and their families.
- **California State Preschool Program Expansion Funding.** Underserved areas serving the highest number of 0-4 year olds at or below 70 percent of the state median income get preference for funding. Priority is identified by the Local Child Care and Development Planning Council. In Sept. 2016 the LCCDPC reported that 5 of Napa’s 7 zip codes were level 1 priority (50% or more of kids underserved) and the two remaining zip codes were level 2 priority (35% or more underserved).
- The **2016-17 state budget** “provides \$7.8 million in Proposition 98 funds to support 2,959 additional full-day state preschool slots for children from low income working families beginning March 1, 2017.” The budget package assumes that additional funds will be provided in each of the next three fiscal years, resulting in a total of 8,877 new slots by 2019-20.
- **Transitional kindergarten** (TK) was created through The Kindergarten Readiness Act of 2010. TK is a developmentally appropriate grade serving younger schoolchildren with birthdays between September and December. (Children who attend TK may have as much as a five-month advantage in kindergarten.) In Alum Rock School District, district resources are being used to include a greater age range of children in the TK spaces (the law includes children with birthdates between September and December, but Alum Rock has extended that window to include children with birthdates through March).
- First 5 Marin’s School Readiness Initiative offers a Summer Bridge for kindergarten readiness, funded by a **Federal Early Learning Opportunities Act Grant**.

- The **Federal Preschool Development Grant** program expands access to preschool. Awards were made to states in 2014 and 2015. California is currently not a grantee.
- In **Pay for Success**, an investor pays for a preventive service (e.g. preschool, housing, etc.) and eventually gets paid back with interest by the government/tax payers for having saved public monies in terms of the social service that would have been needed (special education, emergency room visits, etc.) for those who did not have the earlier preventive services. It has been used in Salt Lake City and Chicago to fund preschool slots to prepare at-risk children for kindergarten and in Denver to combat chronic homelessness. Proposals were due Oct 6, 2016 for **Federal Preschool Pay for Success (PFS) Feasibility Pilot** grants for state, local and tribal governments interested in exploring the feasibility of PFS to expand and improve preschool. Napa County Office of Education was an applicant and was recently awarded the grant.
- Tax dollars are used by some **cities** to expand preschool access: New York City, San Antonio, Seattle, Boise, San Francisco.
- Tax dollars are used by some **states** to provide some measure of preschool access: Michigan (Great Start Readiness Program) and Florida (Voluntary Pre-Kindergarten Program).

FUNDING TO SUPPORT PROVIDER QUALITY

- The **Morris Stulsافت Foundation**: The foundation considers requests for professional development and for programs that encourage parental engagement. Applicants are generally infant, toddler, and pre-school centers that serve low income children ages 0 to 5 and that demonstrate a commitment to quality early childhood development through program design, excellent facilities, family engagement, and qualified staff.
- **First 5 IMPACT funds**: The purpose of First 5 IMPACT is to support a network of local quality improvement systems to better coordinate, assess, and improve the quality of early learning settings. (F5 Napa received \$185,000 in 2015/16).
- On July 28, 2016, the First 5 California commission approved up to \$20 million for five years (FY 16/17 through 20/21) to fund the **Dual Language Learner Pilot**. An RFP will be released. F5CA anticipates investing in three to five pilots across the state. Sites selected must be participating in First 5 IMPACT. Focus areas are teacher/director training, partnering with families, and assessment tools.
- In 2014, California received a **Federal Early Head Start-Child Care Partnership Grant** (President Obama's Early Learning Initiative) focusing on curriculum quality and use of screening tools. The grant funds 11 rural counties in northern CA where Race to the Top funds were not awarded.
- **California State Preschool Program (CSPP) Quality Rating and Improvement System (QRIS) Block Grant** supports local early learning programs to increase the number of low-income children in high quality state preschool programs and improves quality of providers.
- The **California Transitional Kindergarten Stipend** funds can be used for professional development for preschool teachers.

FUNDING TO SUPPORT SYSTEMS INTEGRATION AND ALIGNMENT

- **ESSA:** The US. Dept. of Education and States are currently working on transitioning to the **Every Student Succeeds Act** (Dec. 2015) which replaces No Child Left Behind. It is anticipated that the CA ESSA State Plan will be presented to the California State Board of Education (SBE) by January 2017. The new law makes some explicit mentions of early learning, but leaves it up to states and districts to prioritize it. ESSA also includes a **Federal Preschool Development Grant** program that aims to help states improve collaboration and coordination among existing early education programs (birth through school entry) in a mixed delivery system (public schools, home-based child care, center-based child care, Head Start, etc.) and strives to smooth children’s transitions from pre-K programs to kindergarten.

OTHER EXAMPLES FROM AROUND THE COUNTRY

- The **Detroit Head Start Early Childhood Innovation Fund**, launched in 2013, aims to improve the quality of Head Start services in Detroit. It was created by the **Southeast Michigan Early Childhood Funders Collaborative**, a group of foundations working together to strengthen early childhood development and education.
- **Too Small to Fail**, a joint initiative of the Clinton Foundation and The Opportunity Institute, is a public awareness and action campaign. In partnership with the Early Learning Coalition of Miami-Dade and Monroe County and Univision, it will launch a citywide “Talking is Teaching: Talk, Read, Sing” public awareness campaign in Miami, with an emphasis on reaching families of young dual language learners. The campaign promotes early brain and language development by encouraging parents to engage in meaningful activities with their young children starting at birth.
- **New Profit** is a national nonprofit venture philanthropy fund. Its mission is to break down the barriers that stand between people and opportunity in America. It works with visionary entrepreneurs, philanthropists, and other partners to upend the status quo and transform the way America educates its children, propels people towards social and financial stability, and creates healthy communities. New Profit’s Early Learning Fund seeks a world where all children have a start in their earliest years of life that sets them on a course to fulfill their potential.
- **The Caplan Foundation for Early Childhood** is intended to be an incubator of promising research and development projects that may ultimately enhance the development, health, safety, education or quality of life of children from infancy through seven years of age across the country. The foundation’s goal is to provide seed money for imaginative endeavors, addressed to the needs of young children, which appear most likely to bear fruit on a national scale. The program seeks to improve the quality of both early childhood teaching and learning, through the development of innovative curricula and research based pedagogical standards, as well as the design of imaginative play materials and learning environments.

REFERENCES

- Applied Survey Research. (2016). School readiness in Napa County: Comprehensive report, Fall 2015. San Jose, CA: Author.
- Applied Survey Research. (2004). Ready For School? A Report on Skill Levels of San Mateo County Kindergartners. <http://www.digitalr.com/wp-content/uploads/2015/07/PP-outside-4-19-04A.pdf>
- Arnold, D. S., & Whitehurst, G. J. (1994). Accelerating language development through picture book reading: A summary of dialogic reading and its effect. In D. K. Dickinson (Ed.), *Bridges to literacy: Children, families, and schools* (pp. 103-128). Malden, MA: Blackwell Publishing.
- Bates, M. P., Mastrianni, A., Mintzer, C., Nicholas, W., Furlong, M. J., Simental, J., & Green, J. G. (2006). Bridging the transition to kindergarten: School readiness case studies from California's First 5 initiative. *California School Psychologist*, 11, 41-56.
- Bernier, A., Carlson, S. M., Deschenes, M., & Matte-Gagne, C. (2012). Social factors in the development of early executive functioning: a closer look at the caregiving environment. *Developmental Science*, 15 (1), 12-24.
- Campbell, F., Conti, G., Heckman, J. J., Moon, S. H., Pinto, R., Pungello, E., & Pan, Y. (2014). Early childhood investments substantially boost adult health. *Science*, 343(6178), 1478-1485.
- Cook, G., Roggman, L., & Boyce, L. (2012). Fathers' and mothers' cognitive stimulation in early play with toddlers: Predictors of 5th grade reading and math. *Family Science*, 2, 131-145.
- Dodici, B., Draper, D. & Peterson, C. (2003). Early parent-child interactions and early literacy development. *Topics in Early Childhood Special Education*, 23, 124-136.
- Downer, J., & Pianta, R. (2006). Academic and cognitive functioning in first grade: Associations with earlier home and child care predictors and with concurrent home and classroom experiences. *School Psychology Review*, 35, 11-30.
- Duncan, G. J., & Magnuson, K. (2013). Investing in preschool programs. *Journal of Economic Perspectives* 27(2), 109-32.
- Early, D. M., Maxwell, K. L., LaForett, D. R., Kraus, S., & Hume, K., (2015). Evaluation findings from Georgia's 2014 Rising Kindergarten and Rising Pre-Kindergarten Summer Transition Programs. Chapel Hill, NC: The University of North Carolina at Chapel Hill, FPG Child Development Institute.
- Elango, S., Garcia, J. L., Heckman, J. J., & Hojman, A. (2015). Early childhood education (NBER Working Paper No. 21766). Cambridge, MA: National Bureau of Economic Research.
- Garcia, J. L., Heckman, J. J., Leaf, D. E., & Prados, M. J. (2016). The lifecycle benefits of an influential early childhood program (NBER Working Paper No. 22993). Cambridge, MA: National Bureau of Economic Research.
- Hirsh-Pasek, K., & Burchinal, M. (2006). Putting language learning in context: How changes at home and in school affect language growth across time. *Merrill-Palmer Quarterly*, 52, 449-485.

Hughes, C., & Ensor, R. (2009). Independence and interplay between maternal and child risk factors for preschool problem behaviors? *International Journal of Behavioral Development*, 33, 312-322.

Karoly, L. A., Kilburn, M. R., & Cannon, J. S. (2005). *Early childhood intervention: Proven results, future promise*. Santa Monica, CA: RAND Corporation.

Landry, S. H., Smith, K. E., Swank, P. R., & Guttentag, C. (2008). A responsive parenting intervention: The optimal timing across early childhood for impacting maternal behaviors and child outcomes. *Developmental Psychology*, 44, 1335-1353.

McWayne, C., Hampton, V., Fantuzzo, J., Cohen, H. L., & Sekino, Y. (2004). A multivariate examination of parent involvement and the social and academic competencies of urban kindergarten children. *Psychology in the Schools*, 41(3), 363-377.

Raikes, H., Pan, B. A., Luze, G., Tamis-LeMonde, C. S., Brooks-Gunn, J., & Banks Tarullo, J. C. (2006). Mother-child bookreading in low-income families: Correlates and outcomes during the first three years of life. *Child Development*, 6, 193-235.

Reynolds, A. J., Temple, J. A., White, B. A., Ou, S., & Robertson, D. L. (2011). Age-26 cost-benefit analysis of the Child-Parent Center early education program. *Child Development*, 82(1), 782-804.

Sheridan, S., Knoche, L. L., Edwards, C. P., Bovaird, J. A., & Kupzyk, K. A. (2010). Parent engagement and school readiness: Effects of the getting ready intervention on preschool children's social emotional competencies. *Early Education & Development*, 21(1), 125-156.

Thompson, R. (2008). Early attachment and later development: Familiar questions, new answers. In J. Cassidy, & P. R. Shaver (Eds.), *Handbook of attachment* (2nd ed., pp. 348-365). New York: Guilford.

Vandell, D.L., Wolfe, B. (2000). *Child Care Quality: Does It Matter and Does It Need to Be Improved?* Institute for Research on Poverty, Special Report no. 78.

Whitehurst, G. J., Arnold, D. S., Epstein, J. N., Angell, A. L., Smith, M., & Fischel, J. E. (1994). A picture book reading intervention in day care and home for children from low-income families. *Developmental Psychology*, 30(5), 679-689.

Zevenbergen, A. A., Whitehurst, G. J., & Zevenbergen, J. A. (2003). Effects of a shared-reading intervention on the inclusion of evaluative devices in narratives of children from low-income families. *Journal of Applied Developmental Psychology*, 24(1), 1-15.