

United Way of Central Virginia's
2015-2018 Education Readiness Initiative
Funded Programs

~ FY 2015-16 Awardees ~

Appomattox Literacy Intervention Project

(serving Appomattox County)

TOTAL PROGRAM COST: \$64,800

Year 1 - \$21,600, Year 2 - \$21,600, Year 3 - \$21,600

Campbell County Public Libraries

(serving Campbell County, emphasis on impoverished Brookneal and Altavista areas)

TOTAL PROGRAM COST: *(only partial of full request)* - \$70,398

Year 1 - \$23,466, Year 2 - \$23,466, Year 3 - \$23,466

HumanKind

(serving Lynchburg City)

TOTAL PROGRAM COST: \$353,533

Year 1 - \$121,600, Year 2 - \$114,878, Year 3 - \$117,055

TOTAL AWARDED *for* YEAR ONE:
\$166,666.00

(Note: \$11,269.00 less than \$500,000 total still available due to decrease in program cost for HumanKind in years two and three. Per Community Impact Steering, this will be held as a contingency fund for the three programs.)

See following pages for breakdown of programs:

Appomattox Literacy Intervention Project (ALIP)

Fully Funded Program - \$64,800 total for three year program
(\$21,600 per year for three years)

The Appomattox Literacy Intervention Project (ALIP) is a non-profit that serves as the Appomattox County task force for Smart Beginnings Central Virginia (SBCV). ALIP's goal is to strengthen kindergarten readiness by creating parent education programs and encouraging early childhood education programs to be a part of the Virginia Star Quality Initiative (VSQI).

ALIP is requesting funds to:

- To purchase books for their book buses (Spot and Dot) that visit preschool age children (years two and three);
- To initiate new programs that will support parents in their most important role, parenting – including funds for the highly-ranked, evidence-based program, *The Incredible Years*;
- Support local child care centers to improve by becoming a part of the Virginia Star Quality Initiative (VSQI), as well as additional materials for programs already rated to further enhance the preschool centers and training of the educators.

Spot and Dot is an extremely successful program, serving over 250 children per bus, for approximately 500 children each week. The Book Bus program expanded during the Fall of 2004, by providing year-round services to the preschool children in the county. The two buses visited all the daycares and several residential areas servicing approximately 350 children.

The Parent Education Program will include

- *The Incredible Years* program will be provided twice a year, with incentives and educational material provided to the parents that are usable in the home with their children. *The Incredible Years* is a series of interlocking, evidence-based programs for parents, children, and teachers, supported by over 30 years of research. The goal is to prevent and treat young children's behavior problems and promote their social, emotional, and academic competence. The programs are used worldwide in schools and mental health centers, and have been shown to work across cultures and socioeconomic groups.
- Parent workshops at the schools covering various preschool education topics, including usage by parents on ASQ (Ages and Stages) questionnaires at home to monitor the development of their preschooler

Data and Outcomes

To include:

- PALS scores, SOL scores, VDOE report cards, Kids Count
- Survey of parents participating in parent education programs including preschool parent education and *The Incredible Years*
- Reports on the # of parents participating in the ASQ and the number of referrals to appropriate agencies
- Written surveys, questionnaires (pre- and post-presentation)

- Monthly assessments by ALIP task force to review reports by individual members who oversee the various goal objectives. Recommendations for progress on objectives will be reported
- Training of educators to use ECERS (Early Childhood Environmental Rating Scale) and CLASS (Classroom Assessment Questionnaire), as well as ASQ (Ages and Stages) and teaching parents how to use this assessment.

Campbell County Public Library Foundation

“Growing Readers: Ready Children, Ready Family”

3rd Funded Program, only partial of full request - \$70,398 total for three year program
(\$23,466 per year for three years)

The Campbell County Public Library Foundation (CCPLF) proposes to expand its current successful early literacy programs in the most impoverished areas of Campbell County (primarily the Brookneal and Altavista communities) through extended and mobile programming and wifi connectivity. CCPLF’s program will focus on the standards for kindergarten readiness as described by Smart Beginnings as well as parental instruction and involvement to enhance literacy play at home. Proposes to reach 3,672 participants.

Programs to be funded

- *1000 Books by Kindergarten* – adoption of evidenced-based nationwide program to support literacy starting as early as conception. Parents and children receive incentives as they keep a log of books read, first by parents to children and, ultimately, by the child to the parent from conception to kindergarten.
- *Lunch@YourLibrary* – A summer feeding program that was held one day a week last summer at the Brookneal location, will be expanded to two days a week, working under the auspices of the Federal Department of Agriculture’s summer feeding program. The food provider is Piedmont Community Impact group, with the Friends of the Library providing volunteer support. Additionally, CCPLF will collaborate with school-based programs that ended sooner than theirs and will provide a good referral source both at the beginning and end of the summer so that children and families who relied on the school-based nutrition programs could continue to be fed until school resumed.
- *BookMates* – A CCPLF-exclusive program that will provide education materials to be kept by families (a collection of books for the home as well as parenting materials); lunches and dinners are provided at these workshops, as well as speakers and child care.
- *Gus the Bus/Mobile Outreach services*– Due to the access challenges of rural communities, this program will take Gus the Bus to the more rural areas of Campbell County to implement programs not only on the bus, but in faith-based and community centers for ease of access and marketing. Gus will be equipped with a mobile hot spot so that technology may be utilized while visiting these locations to provide services and also to serve as a bookmobile delivery and check out service for these communities. Piedmont Community Impact Organization will provide additional staffing and service opportunities for these portions of the program.

Data and Outcomes

To include:

- PALS scores, SOL scores, VDOE report cards, Kids Count
- Written surveys, questionnaires (pre- and post-intervention) of parents regarding their interactions with their children
- Attendance and progress reports
- Personal observations, running records by staff

Outcome data will be used to adjust program content, marketing strategies, as well as serve as decision points for programming continuity. For example, each quarter, attendance and progress reports will be used to examine the timeliness of the sessions, location specific weaknesses or strengths, as well as content strengths/weaknesses. Survey data will be used to evaluate intervention content as well as suggestions made by participants for improving the course.

HumanKind

“Bridging the Achievement Gap: Connecting Families to Schools through Home Visiting”

Chosen as the Primary United Way of Central Virginia
Education Readiness Initiative Funded Program

TOTAL PROGRAM COST: \$353,533

Year 1 - \$121,600, Year 2 - \$114,878, Year 3 - \$117,055

Average cost of \$1,964 per family per year or \$654 per individual per year.

I. Introduction

In collaboration with Lynchburg City Schools (LCS), HumanKind will offer a multigenerational service to area pre-K students and their families in which parents will be armed with the resources, practical tools, and knowledge to become stable and self-sufficient, thereby enabling their children to become successful across all school performance measures.

The project, entitled *Bridging the Achievement Gap: Connecting Families to Schools through Home Visiting*, is designed for an initial three year grant cycle.

HumanKind home visitors will be paired with families of pre-K students identified by LCS as at risk for not meeting kindergarten readiness standards. The initial focus will be to thoroughly assess the family unit and connect families with wraparound services to address their basic needs, followed by biweekly home visits utilizing the Growing Great Kids preschool curriculum to expand parents' knowledge of their children's developmental needs and to teach parents how to interact with their children to promote a love of learning. Home visitors will also increase family engagement with the school by hosting parent nights and encouraging parent involvement in teacher conferences, reading in the classrooms, and working as partners with the school to enhance preschoolers' education and promote kindergarten readiness.

Currently, there is no other home visiting program in the Central Virginia region that enrolls pre-school aged children. The only other home visiting service in the region, Healthy Families, enrolls parents during pregnancy or within two weeks following the birth of a baby.

II. Program Description and Implementation

Bridging the Achievement Gap: Connecting Families to Schools through Home Visiting is designed to address a need long recognized by Lynchburg City Schools – a significant number (81) of LCS students are not kindergarten-ready (according to their PALS-K scores), and their families are not engaged with the school as partners in their children’s education. In addition, teachers and school administrators convey that they continue to see an increase in behavioral problems in the classroom as well as increased diagnoses of behavioral health issues (e.g., Attention Deficit Hyperactivity Disorder; Oppositional Defiant Disorder) which can interfere with both individual and classroom success.

This project will serve children residing in the City of Lynchburg and attending Lynchburg City Schools. Lynchburg has one of the highest rates of children living in poverty (29.3%) in the region - higher than the state (15.5%) and national (22%) averages. LCS also has the highest number of students in the region who are not kindergarten-ready (12.3%) and the highest percentage of students (45%) in the region who do not pass third grade Standards of Learning reading proficiency. In addition, kindergarten retention rates are higher than desired. In 2013, 24 kindergarteners were retained; that number increased to 32 in 2014.

There are 323 children in LCS’s Virginia Preschool Initiative (VPI) classrooms. Due to the eligibility restrictions for enrollment (income of the family, age of the child, and other factors), many children in VPI classes are already deemed “at-risk.” LCS anticipates that approximately 25% (81) of those students would benefit from participation in this project. It is estimated that at the beginning of each pre-K year, approximately 60 students will be enrolled in the project for a total of approximately 180 children served over three years. Assuming each family served consists of an average of three individuals, the total number of unduplicated individuals served through home visiting engagement is estimated at 540. In addition, we will be offering opportunities for all LCS pre-K families, regardless of their involvement in the project, to engage with their children’s school through educational “Parent Nights.” We expect our family engagement events to yield participation from another 50 families.

Complementing the home visiting component, HumanKind has also engaged Centra to provide their mobile medical unit to designated schools during pre-K screening days. The units will be staffed to provide immunizations necessary for pre-K enrollment and offer linkages to local medical providers to obtain the physicals required for school entry. This effort should eliminate additional barriers to pre-K enrollment and entry.

III. Evidence-based

The Growing Great Kids (GGK) preschool curriculum will be utilized during all home visits to give parents the knowledge, skills, and support they need to be their children’s first teacher. GGK is an interactive curriculum which strengthens families, builds essential life skills in parents, cultivates secure attachments, and bolsters child development. Parents are empowered with learning pods similar to lesson plans that make it easy for them to incorporate early literacy skills and practices into their daily routines. GGK is evidence-informed and has been evaluated by numerous independent sources which prove that when the curriculum is used as the primary intervention tool during home visits with at-risk families, significant outcomes are achieved.

Home visitors will:

- Ensure children's physical health needs are met by monitoring their access to and usage of preventative health care;
- Assess child development using the ASQ-3 and ASQ-SE and refer to the school if potential delays are suspected; and
- Utilizing the GGK curriculum, ensure that parents are promoting cognitive development, language skills, social-emotional development, self-regulation skills, self-esteem, an eagerness to learn, and cooperative peer relationships with their children on a daily basis.

Since this is a collaborative project, HumanKind will work hand-in-hand with schools so that teachers will also get to know families better through the home visitors. Ultimately, the goal is that teachers will also visit with families in partnership with the project and after the project ends.

IV. Data – Measurables and Outcomes

HumanKind utilizes the Program Information Management System (PIMS) of Healthy Families America to evaluate its current home visiting program delivery. HumanKind will create a new data set within PIMS to monitor the progress of all families in this project. The following will be tracked:

- The Life Skills Progression tool will be administered to families at enrollment and re-administered every six months. It is a reliable, field-tested tool that measures family achievement, utilization, and demonstration of skills in multiple categories: relationships, parenting, physical health care, basic needs, education and employment, mental health and substance abuse, and child development and temperament. This will allow the project to monitor parent and family unit progress in domains which ultimately impact children's readiness to learn in the school setting.
- The Relationship Assessment Tool and the Edinburgh Postnatal Depression Scale – will be utilized per individual family need if concerns of domestic violence or depression arise.
- The Ages and Stages Questionnaire (ASQ-3) and the Ages and Stages Questionnaire – Social Emotional (ASQ-SE) are valid and reliable parent-completed screening tools which assess children's communication, gross motor, fine motor, problem solving, and social emotional development. Both tools will be utilized at enrollment and every six months to engage parents in recognizing and understanding developmental and social-emotional milestones, as well as screening children for developmental delays. Any concerns identified will be discussed with parents and LCS.

Project effectiveness in the school setting will be measured by LCS with use of:

- reviewing attendance records,
- progress reports,
- behavior referrals each quarter,
- pre- and post- Brigance scores,
- beginning, middle, and end-of-the-year Phonological Awareness Literacy Screening (PALS) scores.

The Brigance tool assesses various language development, math, science, and physical health and development skills (e.g., color recognition, gross motor skills, number concepts, body part identification, and picture vocabulary). PALS screening measures preschoolers' knowledge

of literacy fundamentals (e.g., name writing, alphabet knowledge, beginning sound awareness, rhyme awareness.) Upon enrollment, parents will sign releases allowing HumanKind and LCS to monitor data through third grade so that project impact on the United Way Central Virginia Education Readiness Initiative long-term goal can be measured beyond the grant cycle.

V. Outcome Data, Objectives and Meaningful Adaptions:

PIMS, a sophisticated database, provides flexible query and reporting tools for further analysis and evaluation. Data includes family demographics, home visiting rates, retention rates, ASQ, Life Skills Progression outcomes and more. The LCS Infinite Campus database will allow for easy monitoring of student records. Both systems will be utilized for measurement and evaluation of long-term outcomes achievement. HumanKind staff are trained and experienced in implementing continuous quality improvement techniques, utilizing Aim Statements, Plan-Do-Study-Act cycles, and run charts. This enables HumanKind to adjust program elements based upon identified needs as illustrated by the data and observation. Data sets will be reviewed as they become available and adjustments made to program implementation as indicated.

By virtue of the project design, HumanKind will have three distinct cohorts – those families receiving services from pre-K through first grade (project entry in 2015), those families receiving services from pre-K through Kindergarten (project entry in 2016), and those families receiving services in pre-K only (project entry in 2017). Thus, we will be able to compare the growth of the children and overall family engagement among the three cohorts, which should provide some insight into the optimum service duration and intensity necessary for success. It is likely that some families will decline the services this project offers. The academic and social/emotional growth of those children and families who did not enroll in the program will also be tracked by LCS, which provides another comparison group to the outcome analysis.