**School Readiness Initiative**

**Children’s Institute, Inc.**

**Section II for Fiscal Year 2020-2021**

**Evaluation Activities & Data Findings for the Year End Report**

**July, 2021**

Program Evaluator: Rose City Research

Debbi Freedman

818-631-6333

Program Contact: Children’s Institute Inc.

Ken Louria – V.P. Community Services CII

2121 W Temple Street

Los Angeles, CA 90026

**School Readiness Initiative**

**2020-2021 Year End Evaluation Report**

1. **Overview of School Readiness Evaluation**

**1. Overview of Evaluation Plan/Objectives**

The Rosemont-Union School Readiness Program has an established community-based service model that links collaborating schools and organizations that aims to outreach families in the targeted zip codes of LA County, which are 90026 and 90057. This is the community just west of downtown Los Angeles between the 101 Freeway and Olympic Boulevard. The Rosemont-Union School Readiness Program facilitates access to existing community services and develops new and expanded services for children of ages 0 -5 and their families. The goals of Rosemont-Union School Readiness Program -- to ensure school readiness and build the competencies and capacity of parents to teach, advocate and support their young children. These are to be achieved though the provision of community-based services, trainings, workshops, and case management. Their project objectives include:

Objectives for Families.

* Increased access to educational and literacy programs for parents of children 0-5
* Increased parents’ ability to support their children’s cognitive, physical and emotional development

Objectives for Children

* Increased access to literacy and educational activities for children 0-5
* Increased health insurance enrollment among families and children 0-5

Objectives for Systems of Care

* Increased participation of parents in school leadership activities and governance
* Enhanced coordination and collaboration between community agencies and elementary schools
* Increased number of children who are provided a seamless and smooth transition to kindergarten

**2. Evaluation Questions**

* 1. Do childrenlive in home environments that support their cognitive development?
  2. Do parents have the necessary materials/ resources to help their children learn to read and be ready for school?
  3. Do parents have a broader awareness of services available for children 0-5 and their families?
  4. Have parents of children 0-5 increased their literacy levels?
  5. Are fathers more involved in getting their children prepared for school?
  6. Are parents attaining higher levels of education to help them achieve self-sufficiency?
  7. Do parents feel more competent in their ability to do the things necessary to prepare their young children for school readiness?
  8. Are children in need of mental health services receiving linkage and follow-up services?
  9. Are children 0-5 participating in early childhood education programs?
  10. Are higher quality programs available for licensed and non-licensed ECE providers?
  11. Are children progressing developmentally in the areas of motor skills, social emotional maturity, learning, and language?
  12. Are children transitioning smoothly to kindergarten?
  13. Are children receiving health care and are insured?

# II. Methodology of Project Evaluation

* 1. **What Methods were used to evaluate the School Readiness Program?**

Each of the workshops and activities that are conducted as part of the Rosemont-Union School Readiness Project has a specific evaluation instrument that is administered following the program. Each of these survey instruments that were redesigned in the previous year were utilized again as they proved to be effective measures for reporting on the goals and objectives. A pre-post measurement instrument was utilized for one workshop and a pre-post retrospective was used for several programs in which pre-surveys were not feasible. Each of the workshop instruments are provided in English and Spanish to allow participants to respond in their primary language.

In-person interviews were conducted with each of the CII School Readiness staff. These interviews were conducted at mid-year in order to obtain to obtain their feedback and prospective on the overall impact of the SRI program in their community. We felt it important to capture their insights prior to the end of the program, as staff our finding new opportunities as CII’s SRI Program comes to a close.

* 1. **Describe the participants involved in the evaluations.**

Parents are the primary target for evaluation. Three-quarters (78%) are Hispanic/Latino and two-thirds of them (69%) speak Spanish at their homes.

Almost all (93%) of the parents that participated in the School Readiness Program were female (mothers). All participants had at least one child under five.

Almost all the participants lived in the zip codes 90026 and 90057.

* 1. **What instruments did you use to evaluate your program**
     + **List of Instruments** 
       - Workshop Evaluations
       - Presentation Feedback Forms
       - Cross Curriculum Evaluation Survey
       - Community Advisory Committee Resource Assessment
  2. **Changes regarding evaluation instruments**

Given that nearly every evaluation instruments was redesigned in 2019, no changes were made to these forms. The Cross Curriculum Program was included in the evaluation process, so a new survey was developed for Pre-school and Kindergarten teachers (see attached).

* 1. **What Performance Measures is your agency currently tracking?**

Improved Family Functioning

* Number of parents who report reading or telling stories to their children.
* Number of parents taking parenting classes focused on supporting child physical, cognitive, and social emotional development
* Number of parents & children participating in the Family Literacy & backpack library
* Number of families receiving case management services
* Percentage of families with an identified need referred to appropriate services.
* Percentage of parents who demonstrate an improvement in literacy skills as demonstrated by pre & post test
* Number of children who participate in parallel activities
* Number of parents referred to ESL
* Number of parents referred to Vocational Education classes
* Percentage of parents indicating they feel more confident about their parenting skills
* Percentage of children determined to be in need of mental health services that receive linkage and follow up to the appropriate resource.

Improved Child Development

* Number of children ages 3 – 5 that regularly attend preschool by the time of kindergarten entry
* Number of children referred to vacant child care spaces
* Percentage of families in need of child care referred to ECE resources
* Number of unlicensed providers who participate in training
* Percentage of providers demonstrating an increase in knowledge of child development, best practices in child care, and the licensure process through pre & post test comparisons
* Number of children making developmental progress in the areas of cognitive, social, emotional, language, approaches to learning, and health/physical development
* Number of children and # of families who participate in parallel ECE group activities

Improved Health

* Number of children with a regular medical home
* Number of health insurance related materials distributed to families
* Number of children 0-5 served by the School Readiness program with health insurance
  1. **Provide a brief update on progress in tracking your Performance Measures.**

**Challenges experienced.**

Given the redesign of the evaluation methodology and instrumentation last year, obtaining participant feedback has become an integrated part of the program. There is a strong collaborative working relationship between the staff and the evaluation consultant. The staff was intrinsically involved in the development of the evaluation plan and the instrumentation to ensure alignment with the program goals, feasibility of implementation and appropriateness for target population. Due to this collaborative process, implementing the evaluation components is no longer a challenge.

One of the biggest challenges faced this year has been the impeding sunset of the SRI Program at CII. It was determined by CII the SRI program would come to a close at the end of the funding period and that some components would be integrated into existing CII initiatives. Consequently, the staff, while dedicated to their work, has had to consider their future. The SRI Program was fully staffed through December; however the staff has sought other opportunities since the new year. Consequently, adjustments have been made to the number of activities and workshops implemented. The offerings reflect the level of resources available.

The CII SRI Program also recently relocated to the new CII facility, the Otis Booth Campus, a few blocks from the former location. Although the move was to the new, state of the art facility, the timing of the move so close to the culmination of the SRI Program, posed another challenge to “business-as-usual.” Furthermore, even though the new location is only a few blocks away, the move to the new building has impacted the drop-in nature of many of the SRI clients.

The other challenges that the SRI Program has faced year-over-year, continue to be a challenge. The legal status is a major one. Most of the parents/ families served are undocumented immigrants. For this reason, many are reluctant to complete forms or provide any personal information in fear that they will be exposed. We have tried a variety of strategies, yet we continue to have difficulty with this barrier. They tend to be transient which makes is difficult to follow up with them.

Finally, literacy is an issue that has not been overcome. A great number of the parents we serve are monolingual Spanish, although for some Spanish is their second language and many have very little education and may be illiterate. Some have never completed a form before, even in their country of origin. Others do not have the reading skills necessary to respond to the items on a form or survey.

**Changes in Performance Measures (anything different from what is on the Scope of Work).**

There were no changes to the performance measures as compared to the submitted SOW.

1. **Finding and Discussion /Linkages to First 5 LA Initiative-Wide Evaluation**

1. **Outcomes/ Findings**

### *Participation in School Readiness Program*

A total of 1,521 people received services or outreach by the Rosemont-Union School Readiness Program during the 2020-2021 funding year.

The most prevalent types of services received were:

* Backpack Library Program (n=250)
* Kindergarten Transition Services (n=180 parents, 181 children)
* MotherRead/ FatherRead - Family Literacy Program (n= 84 )
* Parenting Classes (n= 242)
* Outreach (n=53)

Other programs parents and children participated in include:

* Family Functioning: Parent Support Group (n=32)
* Dad’s United Workshops (n=9)
* Unlicensed Childcare Workshop (n=47)
* Case Management (n=53 parents, 58 children)

Additionally, through our School Readiness Program, families were referred to a milieu of community-based services. The most common referrals were to:

* Children’s medical screening (n=63)
* Children’s dental screening (n=63)
* Child care and/or preschool referrals (n=26)
* Job training/ vocational education (n=5)
* ESL classes (n=19)
* Distribution of health insurance information (n=171)

**Parent Education Workshops**

***Parent Education Program***

The workshops offered at the school sites were very popular and well attended. The participants that completed the evaluations were from CII- Early Head Start, Foundation Head Start, Logan St. Elementary School, MacArthur Park Primary Center and Vista Nueva Early Education Center and other schools. On average, participants attended 4 parent education classes. A total of 46 participants completed the end-of-program evaluation. The majority (74%) rated the Parent Education Workshop series as “excellent” and 22% rated it as “very good.”

The topics parents reported learning the most about during this workshop series included: school readiness, effective communication, child development, and social development.

The table below shows the impact of parent education program on parent’s confidence and understanding of various parenting behaviors.

**Program Outcomes**

|  |  |  |
| --- | --- | --- |
| **Because of what I learned in the parent education classes…** | **YES!** | **Somewhat** |
| I understand the difference between discipline and punishment. | 70% | 22% |
| I know how to set limits for my children. | 86% | 8% |
| I know how to discipline without yelling or spanking. | 61% | 18% |
| I know the best time to talk to my child about their behavior. | 62% | 30% |
| I can communicate better with my child. | 92% | 6% |
| I know how to actively listen to my child. | 78% | 14% |
| I know how to use encouragement to increase my child’s self confidence. | 85% | 12% |
| I feel confident that I can teach strong values to my child. | 100% | -- |
| I teach my children to respect themselves and others. | 88% | 12% |

***Parent Education Mother Read/ Father Read Program***

A total of 84parents participated in the School Readiness literacy workshops that were held during the year. The program was held at 5 sites: CII – Early Head Start, Logan Early Elementary Center, MacArthur Park, Vista Nueva and Rosemont Elementary. Parents, on average, participated in 6 Mother Read/ Father Read classes. We implemented a pre-post retrospective evaluation as a way of measuring perceived improvement in the key learning objectives and program outcomes. The topics that participants reported learning included:

* 100% - “importance of reading and writing”
* 75% - “vocabulary building”
* 60% - “ESL”

Parents rated this workshop very highly. The mean rating was 3.8 on a 4-point scale. 80% rated the program as “excellent.”

The following table shows the extent to which participants achieved the programs learning objectives.

|  |  |  |
| --- | --- | --- |
| **Because of what I learned in the Motheread/Fatheread classes…** | **YES!** | **Somewhat** |
| I understand why it is important to read and write. | **100%** | **--** |
| I am reading more for personal enjoyment. | **68%** | **20%** |
| I am able to help my children with homework. | **75%** | **20%** |
| I spend less time watching TV with my children. | **75%** | **15%** |
| I am able to communicate better with my children. | **80%** | **15%** |

In addition to learning how and ways to read with their children, many of the parents also improved their English skills as a result of this workshop series. This is considered a secondary benefit.

|  |  |  |
| --- | --- | --- |
| **Because of what I learned in the Motheread/Fatheread classes…** | **YES!** | **Somewhat** |
| I feel more confident speaking English. | **40%** | **45%** |
| I feel more confident reading English. | **35%** | **40%** |
| I can communicate better in English. | **40%** | **45%** |

***Transition to Kindergarten Workshop***

A total of180 parents attended Transitions workshop series. The Program was conducted at 4 sites: La Fayette Park Primary Center, Lake Street Primary Center, Logan Early Education Center and MacArthur Park Primary Center during the year. On average, parents attended 4of the workshops offered in the series. This was a very well attended program and very much valued. On a 4-point scale, the average overall rating was a 3.9 and 94% rated the program as “excellent.”

The following table shows the extent to which participants achieved the programs learning objectives.

|  |  |  |
| --- | --- | --- |
| **Because of what I learned in the Transition classes…** | **YES!** | **Somewhat** |
| I have a better understanding of what my child should be able to do at his/her age. | 85% | 15% |
| I spend more time doing activities with my child, than I did before taking this class. | 80% | 10% |
| I have improved my skills (such as reading, math…) so I am better able to help my child learn. | 90% | 10% |

Parents liked learning about appropriate milestones for their children. Many were not sure what their child should know by a given age. They also very much liked learning simple ways to help their children obtain the skills they need to be Kindergarten ready. The social support they received from the other parents was considered a valuable added benefit.

***Dad’s United***

The Dad’s United class was developed last year. The program was designed as a way to engage fathers in getting their children ready for school. Mostly mothers participate in the programs offered during the day. This program was geared for fathers, in terms of content, structure and time. It was well received and reoffered again this past year. A total of 9 fathers participated in this program. Dad’s rated this program very highly, with a mean rating of 3.6 on a 4-point scale. 80% rated it as “excellent.”

|  |  |  |
| --- | --- | --- |
|  | **Yes** | **Somewhat** |
| I always spend a lot of time interacting with my child. | 90% | 5% |
| I would like to attend another Dad’s United event. | 100% | -- |
| I learned a new activity that I will use at home to spend more quality time with my child. | 75% | 20% |

***Parent Support Group***

The Parent Support Groups were held throughout the year at several sites. A total of 32 parents participated in this program. We received a total of 18 evaluations – both pre and post surveys were utilized for the Support Group to measure the impact of the program on participants. Based on the participant feedback, the support group was perceived as valuable. Parents learned from each other and felt less alone and isolated as a result of their participation. Although they felt less alone and were more aware of resources available to them, legal status continues to be a barrier to seeking assistance. Participants were asked the extent to which they agreed (5 being “strongly agree and 1 being “strongly disagree) with the following statements. The mean scores are presented below.

|  |  |  |
| --- | --- | --- |
|  | **Pre Mean** | **Post Mean** |
| I have the right to express my feelings and make time for myself. | 3.6 | 4.2\* |
| The problems I have are only my problems and do not affect my children or other people around me. | 2.8 | 1.8\* |
| Feeling depressed and lonely are normal feelings and I don’t need to ask for help | 1.9 | 1.2\* |
| This community has many resources for families and children that are free. | 4.5 | 4.7 |
| My legal status stops me from seeking help | 2.4 | 2.6 |

*^a drop in the mean score between pre and post is a move in the positive direction.*

*\*Signifies a statistically significant difference from pre to post measurement*

***Parallel Program***

One unique aspect of our School Readiness Program is the availability of “parallel programs.” During many of our parent workshops, we offer developmentally appropriate child care. By offering child care we provide many parents the opportunity to participate that they wouldn’t otherwise have due to child care issues. The benefit is two-fold, as we take this opportunity to build the skills and abilities of the young children by structuring the program around early childhood education activities. Anywhere from one-quarter to three-quarters of parents that participate in the workshops take advantage of the parallel programs. Most (86%) report that their children benefit from the activities provided during parallel programming. A total of 90children participated in parallel activities in 2020 - 2021.

***Backpack Library Program***

The backpack library program was a huge success again this year. A total of 250 children received backpacks with age appropriate books. Parents were encouraged to read with their children, discuss what they read and return the backpack to receive another. All of the parents that completed the evaluations reported that they and their child participated together. They all read the books that were in the backpacks and found the entire program highly enjoyable. Parents also indicated that it was a program that supported the literacy skills of their children in preparation for kindergarten.

***Cross Curriculum Training***

The Rosemont-Union School Readiness Program developed a Cross Curriculum program as a means of developing collaboration between Pre-school and Kindergarten teachers. This program has had variable levels of success, depending on the target school. Our staff have been able to cultivate some momentum at a couple of schools, whereby the teachers meet to identify how they can better coordinate to help children transition better from pre-school to Kindergarten. This year, the program was successfully implemented. The evaluations indicate that the teachers found it a valuable activity.

***Community Advisory Committee Resource Assessment***

The Community Advisory Committee (CAC) was formed to bring community agencies and organizations together for the purpose of sharing information, networking, building inter-agency linkages and identifying opportunities for leveraging resources. Over the past several years, the CAC has grown. Each month more and more agencies are represented. Participants find the meetings valuable and are willing to travel to different locations to partake in each meeting. In October, CII, as the lead agency for the CAC implemented a CAC Resource Assessment as a way to identify the primary services each agency delivers and the most prominent needs of their clients beyond what they deliver. The goal was to identify which agencies need to develop closer ties and referral systems to better serve the community. CAC members were asked to complete the short Resource Assessment during a CAC meeting. The results were reported back the next month. A total of 13 agencies participated in the survey.

**Primary Services of CAC Members**

The following show the percentage of agencies that reported the following to be their primary service.

|  |  |  |
| --- | --- | --- |
| 45% Early Child Education | 15% Mental Health | 5% Regional Center (child care & child care provider services) |
| 25% Parent Education | 15% Health Care | 5% Employment Services |
| 20% Basic needs | 10% Home Visitation | 0% Dental care |
| 20% School Readiness | 10% Legal services/Immigration | 0% Foster care services |
| 20% Literacy/ ESL | 5% Housing |  |

**Secondary Needs of Clients**

The table below shows the types of services most commonly sought or needed by the clients of the collaborative partner agencies.

|  |  |
| --- | --- |
| 60% Basic needs | 15% Housing |
| 50% Early Child Education | 10% Employment Services |
| 50% Literacy/ ESL | 10% School Readiness |
| 30% Regional Center (child care & child care provider services) | 10% Mental Health |
| 25% Legal services/Immigration | 10% Foster care services |
| 20% Parent Education | 5% Home Visitation |
| 20% Health Care | 5% Dental care |

* 75% of the CAC members reported that they had you connected with other CAC partners in the past year (for referrals, leveraging resources, collaboration, etc.)
* 80% reported that the connection was “very successful.”

**Status on Outcomes & Performance Indicators**

**Outcome**

**Children live in home environments supportive of cognitive development.** Parents will demonstrate increased awareness of child development, including a better understanding of health, sanitation, appropriate discipline, and developmentally appropriate activities for children.

|  |  |
| --- | --- |
| **Indicator** | **Status** |
| Number of parents who report reading or telling stories to their children. | 95% of parents surveyed (Mother Read/ Transition Class/ Parent Education metrics) |
| Number of parents taking parenting classes focused on supporting child physical, cognitive, and social emotional development | A total of 496 parents participated in Parent Education classes – which included the Parent Education series, Early Literacy, Family Literacy, Fatherhood classes, Family Support & Enrichment and Kindergarten Transition. |

**Outcome**

**Parents will have the necessary materials to help their child learn to read and be ready for school.**

|  |  |
| --- | --- |
| **Indicator** | **Status** |
| Number of parents & children participating in the Family Literacy & backpack library | A total of 250 children received backpacks that included age appropriate books. A total of 212 parents participated in this activity. |

**Outcome**

**Parents will have a broader awareness of services available for children 0-5 and their families.**

|  |  |
| --- | --- |
| **Indicator** | **Status** |
| Number of families receiving case management services | A total of 53 parents and 58 children received case management this past year. |
| Percent of families with an identified need referred to appropriate services | A total of 116 parents and children that were identified as needing services, such as health care, insurance support, mental health services were referred for appropriate services. To ensure that clients were addressing their health care needs, 51 families were sent reminder letters to seek health care. |

**Outcome**

**Parents of children 0-5 will increase their literacy level as well as the family literacy level which will help them promote school readiness for their child.**

|  |  |
| --- | --- |
| **Indicator** | **Status** |
| Number of parents who complete a 8-week session | A total of 64 parents and 20 children participated and completed the MotherRead Program. |
| Number of children who participate in parallel activities | A total of 90 children participated in the parallel enrichment activities offered. |

**Outcome**

**Fathers will become more comfortable helping their children get ready for kindergarten.**

|  |  |
| --- | --- |
| **Indicator** | **Status** |
| Number of fathers that participate in SR activities | A total of 9 fathers participated in the Fatherhood classes. |
| Percentage of fathers that report improved comfort with helping their children prepare for school | 90% of fathers report doing more activities with their children and knowing what they need to do to get ready for Kindergarten. |

**Outcome**

**Parents of children 0-5 will increase their educational attainment and enhance family self-sufficiency.**

|  |  |
| --- | --- |
| **Indicator** | **Status** |
| Number of parents referred to ESL | A total of 19 parents were referred to ESL classes, however English literacy development was incorporated into our various literacy programs. Consequently these parents were given opportunities to build their English literacy skills. |
| **Indicator** | **Status** |
| Number of parents referred to Vocation Education classes | A total of 5 parents were referred to Vocational Education classes. |
| Number of parents participating in SR Program | 839 participated in a class or activity |
| Percentage of parents participating in a given curriculum will achieve at least one goal related to that curriculum as demonstrated through self-report data | 100% of parents that participated in the SR workshops achieved at least one curriculum goal. Nearly all achieved each curriculum goal as measured by the end-of-program surveys. The goals that we saw the most significant achievements included:   * Increased confidence with parenting skills * Increased ability to discipline * Improved communication with children * Increased time reading with children * Better prepared to help children w/ school * Increased knowledge regarding what kids need to know for Kindergarten * Children more ready for Kindergarten |

**Outcome**

**Parents will be better able to prepare their child for school.**

|  |  |
| --- | --- |
| **Indicator** | **Status** |
| Number of parents who participate in SR workshops | A total of 536 parents participated in the School Readiness workshops offered this year. |
| Percentage of parents indicating they feel more confident about their parenting skills | 94% of parents reported “yes” they are more confident in their parenting skills. |

**Outcome**

**Children determined to be in need of mental health services will receive linkage & follow up.**

|  |  |
| --- | --- |
| **Indicator** | **Status** |
| % of children determined to be in need of mental health services that receive linkage and follow up to the appropriate resource. | A total of 2 children were identified and referred for developmental screenings. This represents 100% of those identified. |

**Outcome**

**Children participate in early education programs.**

|  |  |
| --- | --- |
| **Indicator** | **Status** |
| Number of children referred to vacant child care spaces | A total of 26 children were referred to LA County Eligibility list for possible enrollment in an early education program. Based on feedback we obtained in the parent focus groups, parents are intending or have enrolled their children in pre-school, or Healthy Start programs. |

**Outcome**

**Improve the quality of community-based licensed and non-licensed ECE programs**

|  |  |
| --- | --- |
| **Indicator** | **Status** |
| # of unlicensed providers who participate in training | A total of 47 unlicensed providers received services/training during this past year |
| Percentage of providers demonstrating an increase in knowledge of child development, best practices in child care, and the licensure process through pre & post test comparisons | 100% of the providers that participated in the “nuts and bolts” training demonstrated an increased knowledge in child development, child care practices and showed interest in pursuing licensing. |

**Outcome**

**Increase children’s readiness for school by improving their progress in the areas of:**

* 1. Physical well-being and motor development
  2. Social and emotional development
  3. Approaches to learning
  4. Language development

|  |  |
| --- | --- |
| **Indicator** | **Status** |
| Number of children making developmental progress in the areas of cognitive, social, emotional, language, approaches to learning, and health/physical development. | 119 children participated in the MotherRead Program, Dad’s United Program and Parallel Enrichment activities was exposed to and participated in activities that were aimed at building their cognitive, social, emotional, language, and health/physical development. Given that children were not in an intensive and consistent intervention, no specific measurements were conducted. Parents reported and staff agreed that children benefited from these activities. |
| Number of children and families who participate in parallel ECE group activities | A total of 90 children participated in parallel enrichment activities. The evaluation surveys showed that all parent believed that their children benefited from the activities in the parallel programs. |
| Percentage of children better prepared for Kindergarten. | Nearly 100% of parents felt their children were better prepared for kindergarten as a result of what they and their child learned from the School Readiness Program. Data on kindergarten readiness was collected from parents that participated in the Parent Education series, the Transitions Workshop and the Dad’s United program. |

**Outcome**

**Increase the number of children who are provided seamless and smooth transition to kindergarten by teaching parents about appropriate school readiness activities.**

|  |  |
| --- | --- |
| **Indicator** | **Status** |
| Number of parents and children who participate in Ready for School transition workshops | A total of 181 preschool children and 180 parents participated in the Transition classes. |
| Percentage of parents who report increased knowledge of skills their child needs for kindergarten as well as confidence in their ability to help prepare them for school as evidenced through self reports. | Almost all parents (98%) reported that they have an increased knowledge regarding what their child needs to learn to before going to Kindergarten. Additionally, parents report a notable increase in their confidence to help their children prepare for school. |
| Number of preschool children who visited a kindergarten class. | This activity was not implemented this year given that it is scheduled for late May and there are no staff resources for it. |

**Outcome**

**Children receive preventive and ongoing regular health care. Families will use health insurance.**

|  |  |
| --- | --- |
| **Indicator** | **Status** |
| Numberof children with a regular medical home | Our clients are fairly transient and follow up is difficult. Consequently it is not possible to determine whether they have a medical home. When parents do take their child for a medical visit, it is usually at Clinica Oscar Romero and they see whichever doctor is available that day. |
| Number of sets of health insurance related materials distributed to families | 171 packets containing health insurance enrollment information were distributed. |

**Outcome**

**Children have health insurance.**

|  |  |
| --- | --- |
| **Indicator** | **Status** |
| Number of children 0-5 served by SR programs with health insurance | Currently we feel that most, if not all children served by our SRP have health insurance. |
| Number of families referred for health insurance | 51 children were referred for health insurance enrollment. Case managers determine this is not a problem and most children seen in this past year had some form of health insurance. |

**Outcome**

**Parents and children will have increased access to medical and dental, and vision services.**

|  |  |
| --- | --- |
| **Indicator** | **Status** |
| Number of parents and children who receive services | A total of 63 children were referred for medical and dental appointments. To ensure clients were following-up on these referrals, a 51 letters were sent to remind people of these referrals. Because it is very difficult to follow up with families, we have no reliable way to document the receipt of services. |

**Outcome**

**Families will use insurance.**

|  |  |
| --- | --- |
| **Indicator** | **Status** |
| Percentage of children enrolled in health insurance will utilize coverage. | Although we do not have a reliable method for ensuring that people seek health care for their insured children, our case managers did not identify many instances in which children were in need of medical attention and not getting it. When these instances arose, immediate referrals were made, support for accessing services was provided as was follow-up. |

**Outcome**

**Systems are ready for children and families.** Strengthen relationships between schools, families, child care providers, child development centers, and community based organizations to help bridge children’s transition to kindergarten program.

|  |  |
| --- | --- |
| **Indicator** | **Status** |
| Number of collaborative meeting per year. | A total of 6 CAC meetings occurred, with an average of 24 attendees. |
| Percentage of collaborative partners reporting improved coordination of services. | 75% of collaborative partners indicate that they have contacted a partner in the past year and 80% reported the connection as “very successful.” |

**Outcome**

**Children entering kindergarten will have a familiarity and comfort level enabling them to have a smoother transition.**

|  |  |
| --- | --- |
| **Indicator** | **Status** |
| Number of children who participate in school-linked transition practices that meet NEGP criteria. | Kindergarten visitation did not occur this year.  At total of 90 children participated in parallel enrichment activities that are aimed at building familiarity and comfort with a learning environment. |

**Outcome**

**Preschool teachers and kindergarten teachers will develop a common understanding of the skills and knowledge children and families need in order to be ready for kindergarten.**

|  |  |
| --- | --- |
| **Indicator** | **Status** |
| Number of teachers who participate in cross-training | A total of 14 teachers (0 kinder and 14 pre-school) participated in cross-training activities. |
| Percent of participants who report improved dialogue and increased understanding of how to help children transition to kindergarten | All teachers that participated indicated that they had a better understanding of how to improve transitions to Kindergarten. |

**Outcome**

**Children ages 0-5 and their families will be provided with effective services in the areas of early care and education, parenting and family support, health and social services, school capacity, and program infrastructure and administration**.

|  |  |
| --- | --- |
| **Indicator** | **Status** |
| Number of trainings | A total of 9 separate trainings were provided (most a series of several classes) in 2020 -2021. |
| Percent of attendees who demonstrate increased understanding of training materials as evidence by end of program evaluation surveys | Every participant of every workshop reported an increased understanding of the key concepts taught in each workshop. Self-reported knowledge and skill acquisition ranged between 90-100%. |

**Qualitative Evaluation**

**Staff Interviews**

In November, the external evaluator conducted interviews with the School Readiness staff members. During the interview the following questions were posed to each staff member:

* How has this year gone and how does it compare to previous years?
* How are you preparing for the sunset of the School Readiness Program?
* What do you believe have been the biggest impacts to the community as a result of the SRI program?

The following summarizes the staff perspectives and feedback as it relates to each of these questions.

Reflections of this Year

Unanimously, staff believed that this year was a bit more difficult because they knew the program, as it is currently offered and structured will end soon. They felt unsure about how their clients would be served in the future, which program components would be incorporated into the other CII programs and which would no longer be available. There was also a great deal of uncertainty regarding the impending move. Furthermore, at the time of the interview the Program Director announced his resignation.

The relationships with the schools were a topic that many staff members discussed. Building these relationships took a long time and the schools had come to depend on the services provided by SRI. The staff were anticipating the conversations they were going to have with the principals to let them know that the funding cycle was going to end in June and to help them think through how they can continue to get the resources their parents need.

A lot of the staff discussed the impact on the clients. They know that people are used to them being there – in the strip mall on Temple and know their services and support will be a loss to many. Staff has developed strong bonds with individual clients as well as the community and they were concerned about how the end of SRI would impact them.

Preparing for SRI Sunset

The biggest challenge this year was the predicament of the program – knowing that this was the last year of funding. As staff left or took other assignments, work shifted, the number of workshops was reduced and outreach changed. Preparing clients and their community partners for the change has been a major focus of the staff for the past six months. They strategized as a team to determine messages and timing. They had special meetings with school principals and other various community stakeholders. The staff learned as much as they could about the other resources in the community and became more familiar with the CII infrastructure that will absorb many of the services after June. Staff report a sense of bitter-sweetness. They know they have done a lot but realize there is so much more to be accomplished. They have made the transition process part of their daily work with clients and collaborative partners.

Community Impact

The biggest impact staff believe they have had on the community was building parent self-confidence. They witnessed first-hand the growth and development of the parents that participated in their programs. Parents that participate in a single workshop/ program typically note immediate results in themselves, their children and their families and are eager for more. Many discussed the impact the program has had on the parenting skills of family members. Additionally, staff reports a significant increase in attention by parents and the schools on the idea of children being ready for school. This was not even a major topic of conversation when the SRI was initially implemented. This, by far, provides the biggest sense of accomplishment for the staff.

The staff also discussed how once isolated parents are now connected with other parents and agency supports in their community. Social networks and support systems have formed as a result of the School Readiness programs. Parents have become more knowledgeable about community resources and the importance of education. So many parents now know what it means for their children to be “ready for school” and what they can do to contribute to readiness.

The staff has also developed relationships within the community, other agencies, churches, the local libraries and parks as a means of spreading the resources further into the community. There is concern that they will not be able to maintain these connections once SRI sunsets as there is no simple way to make the handoff. The staff is communicating with all of their contacts to make sure they realize CII is still in the community and has many resources, activities and services available to them and their families.

Collaboration

The School Readiness Program initiated the creation of the Community Advisory Committee (CAC). The CAC is a network of experts and leaders and most importantly “staff” come together and share knowledge, information for a common purpose. Each year the Community Advisory Committee has increased in terms of numbers of agencies and representatives that are actively involved. Each agency, finds their participation to be a valuable and most report that they connect with other CAC agencies to better serve their clients. The CAC will continue to meet, share information, leverage resources and support the community after SRI sunsets. This is truly a legacy of the Rosemont-Union SRI Program.

Overall Success of SRI

Overall, the staff and the Program Director were all very proud of what they have been able to accomplish through SRI. The number of people served far exceeded the targets and the level of success on a majority of indicators also exceeded expectations. They know they improved the lives of the parents and children in the community and had anecdotal evidence to support this contention. This year, once again, the evaluation data shows definitively that they are achieving the goals they set out to achieve with their program.

1. **Discussion of Findings**

Based on the evaluation results from 2018 - 2021, it is evident that CII, through the Rosemont-Union School Readiness Program, has built strong collaborative relationships with the schools and agencies and organizations in the community. Last year, the Rosemont-Union School Readiness Program exceeded its goals in terms of the number of parents and children they served in the community in many of the key program activities such as parent education, MotherRead/ Fatherread literacy program, financial literacy workshops, health insurance support services and parallel activities. However, this year, due to staff changes and the impending sunset of SRI, some of the performance numbers are not as high as in previous years. The areas impacted by these changes include vocation education, child mental health screening, and health insurance enrollment. Additionally, the Kindergarten visitation for pre-K children was cancelled given the timing of this activity.

Each program component has an evaluation that specifically measures the performance indicators in the Logic Model. For every performance indicator we measured success at 82% or better. This is a major accomplishment. Parents are acquiring skills, knowledge and confidence to be better parents and better “first teachers.” Children are being exposed to early childhood education, literacy skill building activities and socio-emotional building endeavors – all which are assisting them to prepare for school.

The Rosemont-Union School Readiness Program achieved what it set out to achieve over the past 8 years. Through the workshops and activities parents, teachers and child care providers acquired knowledge and learned critical skills that will help them effectively support young children. Furthermore, the young children in the community that have participated in SRI have been exposed to more educational activities than ever before and are living in richer and more supportive home environments that promote learning/ literacy. As a result of the programs and support provided by the School Readiness Program, they have helped nourish the community and cultivate settings that allow children to grow, mature, and thrive cognitively, developmentally and emotionally. According to discussions with Kindergarten teachers, the children that participated in our programs were notably more prepared for kindergarten.

The amount of support that the programs receive from the school principals and community-based partners has boomed in the past several years. The stronger collaborative relationships that that now exist have enabled the Rosemont-Union School Readiness Program to leverage resources and realize its potential. This level of success is the result of persistence, hard work over the course of several years. Each staff member, even those that have already taken new positions, remarked on how proud they are of the work they did with the community. They have all developed special relationships with community families and agency partners that brought great work life satisfaction. They all truly believe that the children and families that participated in the Rosemont-Union SRI Program benefited immensely.

1. **Provide outcomes/preliminary evaluation findings related to parent engagement/parent involvement.**

The evaluation data firmly supports the fact that parents are more engaged with their children than they were prior to SRI. Specifically parents that participate in the programs are reading more often with their young children, have improved their ability to communicate with their children, and are involved in teaching their children the skills they will need to prepare for Kindergarten. This outcome has been measured year after year. Fathers have benefited as well! Each year more dads participated and they too reported spending more time interacting with their children than they had in the past.

The growth of parent engagement in the local community is evident by the sheer enrollment numbers of our parent education and literacy programs. Even with fewer programs offered this year, we still exceeded our targets. Parents want to learn more, improve their parenting and communication skills and they now report feeling more comfortable and confident.

1. **Specific evaluation findings (information) that relate to the establishment and maintenance of collaborations between your School Readiness Program and your affiliated schools.**

The support of the principals grew tremendously over the past few years and was maintained this past year. The principals were all very disappointed to learn that the SRI programs that have been offered at their school sites will no longer be available next year. However, CII is working closely with these school principals to maintain these partnerships and connect them with existing CII programs and the new Otis Booth facility. We have learned that the relationship with the principal at each school is paramount to effectively serve the parents and children in the community.

1. **If applicable, discuss nature and extent of your School Readiness Program’s involvement with other First 5 LA funded projects in the community.**

The Community Advisory Committee (CAC) has met on a bi-monthly basis for the past year. Even after SRI sunsets, we will continue to network through our CAC and with other First 5 grantees to identify opportunities for future collaboration and sharing of resources. Now that we are located in our new Otis Booth Facility, CII’s comprehensive child and family programs and services are centrally located in a state-of-the-art facility. Those formerly served by SRI will now be supported by the child-focused programs, including the Early Childhood Center and the Family Resource Center.

1. **Implications / Recommendations/ Dissemination**

**Describe how outcomes have been shared with program staff.**

The results of the workshop evaluations are shared with the CII School Readiness staff as well as CII Administration and Collaborative partners. The external evaluators report out on workshop evaluations, interviews, and other evaluation activities. The staff is highly involved in the evaluation activities, so they are often privy to the information as it is collected.

At the end of the year, after the final evaluation report is submitted to the First Five LA, a detailed report will be delivered to the CII staff and will be submitted to CII leadership.

**Indicate any evaluation related products developed by your School Readiness Program.**

Most of the products developed are the evaluation instruments for the particular activities and events. A final evaluation report will be created and shared with CII.

**Indicate if any information related to the evaluation has been shared with other organizations and for what purpose.**

The data from our evaluations will be shared with Collaborative partners and stakeholders. This will be done to ensure open-communication that keeps everyone abreast of the status of various initiatives. Specific feedback has been given to partners as issues arise, however this has been done in an informal manner.

**IV. First 5 LA & State Indicators**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **First 5/State Indicator** | **Result Area** | **Indic #** | **Indicator** | **a) # of Participants served** | **i) How Was Information Collected** | **ii. When was Information Collected** | **iii. Which Activities & participants from SOW included in #s** | **Iv. Data Findings, trends, Results** |
| First 5 | 1 | 107 | Number of families who report reading or telling stories regularly to their children | 80 (95% of those surveyed) | Post program evaluation | Annually – post program | Mother Read  Parent Ed classes  Transition Classes | 100% of parents surveyed from the MotherRead/ Parent Ed and Transition Classes reported that they read more with their children. A total 84 surveys were collected from these three programs. |
| First 5 | 1 | 108 | Number of parents taking parenting classes focused on supporting child physical, cognitive, socio-emotional development. | 496 | Sign-in sheets  Database tracking system | Beginning of workshop | Parent Ed Classes  Mother Read  Father’s Workshop  Kinder Transition  Family Support & Enrichment | 496 parents took parenting classes that supported knowledge acquisition on childhood development. |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **First 5/State Indicator** | **Result Area** | **Indic #** | **Indicator** | **a) # of Participants served** | **i) How Was Information Collected** | **ii. When was Information Collected** | **iii. Which Activities & participants from SOW included in #s** | **Iv. Data Findings, trends, Results** |
| First 5 | 2 | 110 | Number of children ages 3-5 that regularly attend a nursery school, preschool, pre-kindergarten, or Head Start program by the time of Kindergarten entry. | 26 | Verification is made through the County Eligibility List | Annually – post program | Referral to Child Care/ Preschool | A total of 26 children were referred to early childhood education programs. Currently we do not have a reliable method for attaining this information. Based on focus groups and information from the post parent survey, parents intend to or have enrolled their  children into a preschool program prior to sending them to kindergarten. |
| First 5 | 3 | 122 | Number of children 0-5 served by SR programs with health insurance (counties w/o State Health Access funding) | 51 children referred for health insurance | Verification by Case Manager. | At time of service  Annually- post service delivery | Referrals and intake for services | Currently it appears most, if not all children served by our SRP have health insurance. Case managers only identified 51 without and referred them for enrollment. |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **First 5/State Indicator** | **Result Area** | **Indic #** | **Indicator** | **a) # of Participants served** | **i) How Was Information Collected** | **ii. When was Information Collected** | **iii. Which Activities & participants from SOW included in #s** | **Iv. Data Findings, trends, Results** |
| First 5 | 3 | 126 | Number of children with a regular medical home. | 63 referred for medical care | Case manager documentation | Throughout the year | Referrals | Our clients are fairly transient and follow up is difficult. Consequently it is not possible to determine whether they have a medical home. When parents do take their child for a medical visit, it is usually at Clinica Oscar Romero and they see whichever doctor is available that day |
| First 5 | 4 | 137 | Number of children who participate in school-linked transition practices that meet NEGP criteria. | 0 – kinder visitation  90- parallel activities | Sign-in sheets  Data management tracking system | At time of service | Kindergarten visits  Parallel Enrichment | No children participated in kinder visitation given the timing of this activity in late May.  At total of 90 children participated in parallel enrichment activities that are aimed at building familiarity and comfort with a learning environment. |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **First 5/State Indicator** | **Result Area** | **Indic #** | **Indicator** | **a) # of Participants served** | **i) How Was Information Collected** | **ii. When was Information Collected** | **iii. Which Activities & participants from SOW included in #s** | **Iv. Data Findings, trends, Results** |
| First 5 | 4 | 140 | Number of instances of joint planning and decision making with other agencies. | 5 | Meeting Minutes | Bi-Monthly | Collaborative Meetings | A total of 5 CAC meetings were conducted. Two-thirds (67%) find the meetings valuable and feel that their agency benefits. The majority (83%) believed that all agencies are committed to sharing resources and working collaboratively. |
| State | 1 | 101 | Number of parents participating in education, training, ESL classes, literacy, and/or General Equivalency Diploma (GED). | 129 | Mother read class sign in  ESL referral | At time of service | ESL, vocational ed referrals  Mother read program | A total of 129 of our clients participated in ESL, literacy and’/or vocational education during the past year. |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **First 5/State Indicator** | **Result Area** | **Indic #** | **Indicator** | **a) # of Participants served** | **i) How Was Information Collected** | **ii. When was Information Collected** | **iii. Which Activities & participants from SOW included in #s** | **Iv. Data Findings, trends, Results** |
| State | 1 | 103 | Parent’s perception of their social support and density of social ties. | Parents report higher levels of support | Focus groups  Interviews | Throughout the year | Parent Support Groups  Parent-Focus groups | A total of 52 parents participated in focus groups throughout the year. A majority of parents reported that they feel more connected to their community and have a stronger support system as a result of their participation in the SRP. The parents that participated in the Parent Support Group showed a significantly stronger sense of social support as measured by the pre and post evaluations. |
| State | 2 | 118 | Number of children making developmental progress in the areas of cognitive, social, emotional, language, approaches to learning, and health/physical development. | 110 | Children are monitored by School Readiness staff and the Parent Outreach Specialist | post program | Parallel Enrichment  Kindergarten transition | Each child that participated in the SRP experienced activities that were built cognitive, social and emotional development, however non of the interventions were intensive in nature thus no specific measurements were used. Parents & staff reported that children benefited and children that participated repeatedly showed marked improvements. |
| State | 4 | 138 | Number of participants reporting satisfaction with the content, quality, and family centeredness of services. | 100% find workshop information “useful.” All participants learned a great deal, with a mean 3.7 (on a 4-point scale) for amount learned. | Post workshop surveys | Post program | Parent Education workshops  Mother Read  Father’s Workshop | A total of 130 participants rated the workshops exceptionally high. Participants rated overall quality on a 1-4 scale, where 4 was excellent. The overall mean score for all programs combined was a 3.6. Over two-thirds (68%) rated the workshops/programs as excellent. |