



FIRST 5
 **ALAMEDA COUNTY**

Neighborhood **P**artnership **P**roject

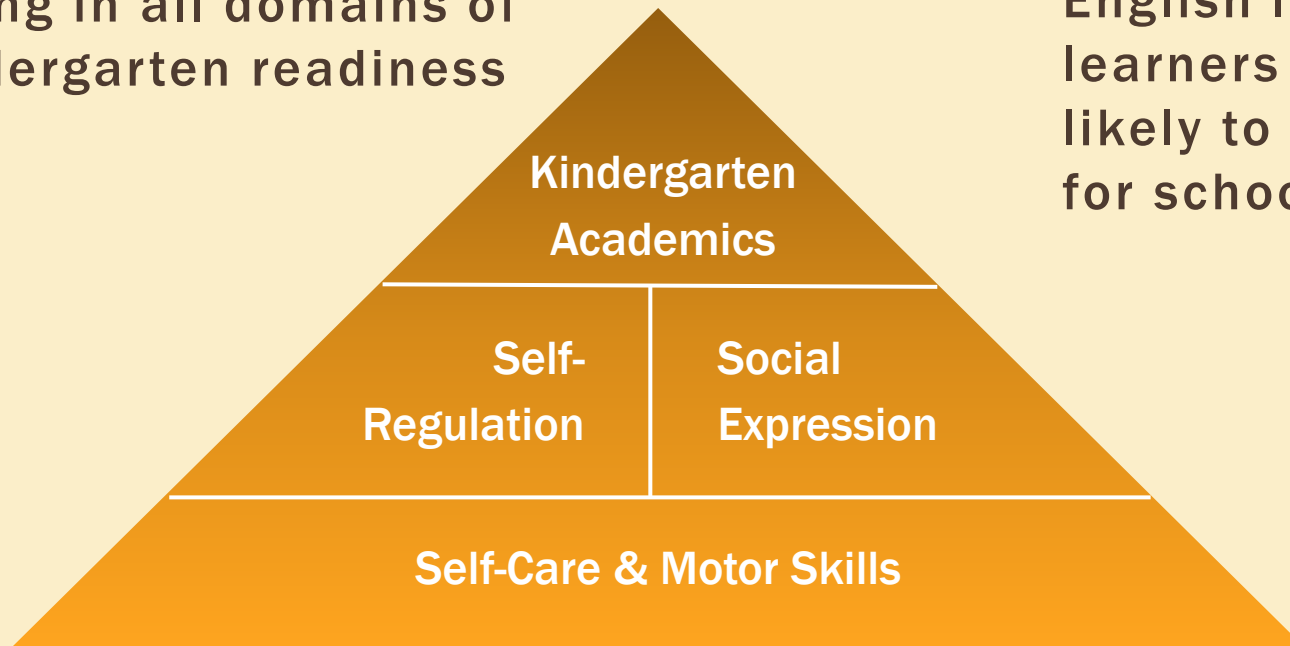
MAY 2017
MARGARET JERENE

KINDERGARTEN READINESS

THE CHALLENGE

- Only forty-four percent of Alameda County Kindergarteners were strong in all domains of Kindergarten readiness

- Children who did not attend preschool and English language learners were less likely to be ready for school.

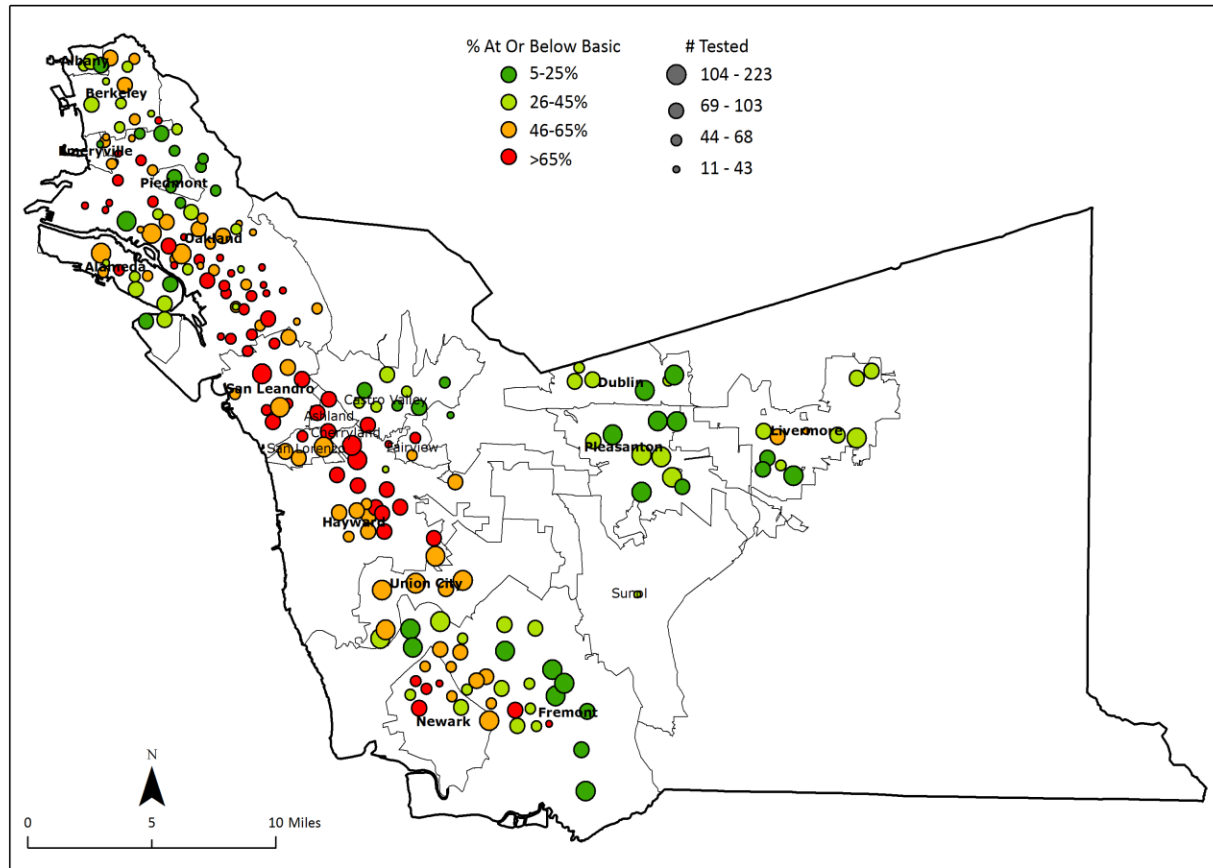


Applied Survey Research

“One Foundational and three advanced Building Blocks of Kindergarten Readiness”

THOSE WHO ARE NOT READY ARE MORE LIKELY TO FALL BEHIND BY THIRD GRADE

3rd Grade CST ELA Score



FIRST 5



ALAMEDA
COUNTY

VISION

Every family is able to walk to joyful, play based, adult-child school readiness activities in their neighborhood





LIBRARIES & RECREATION CENTERS

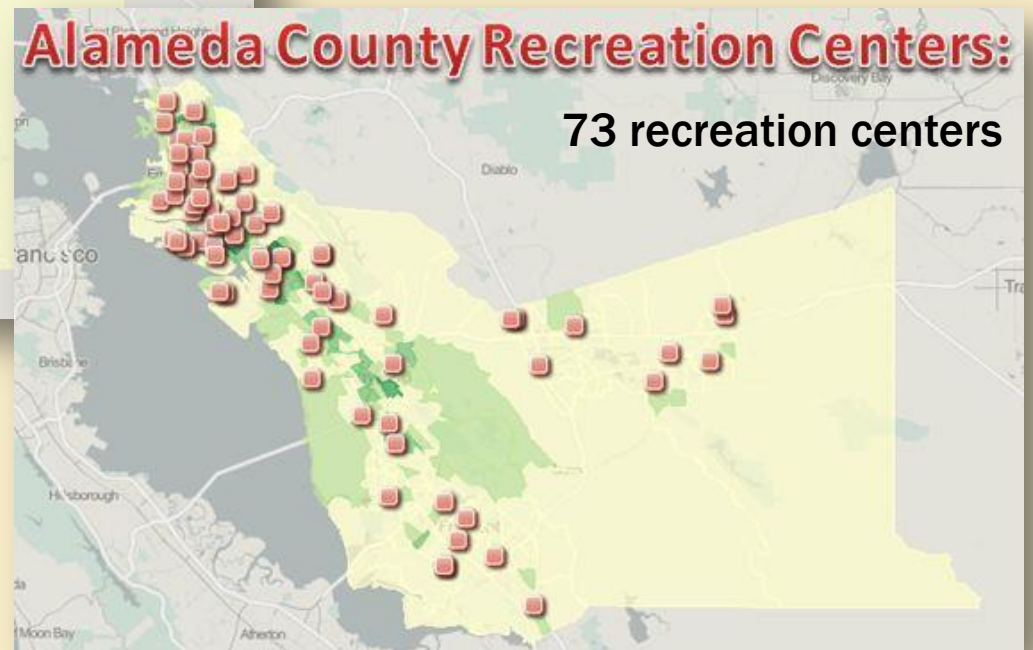
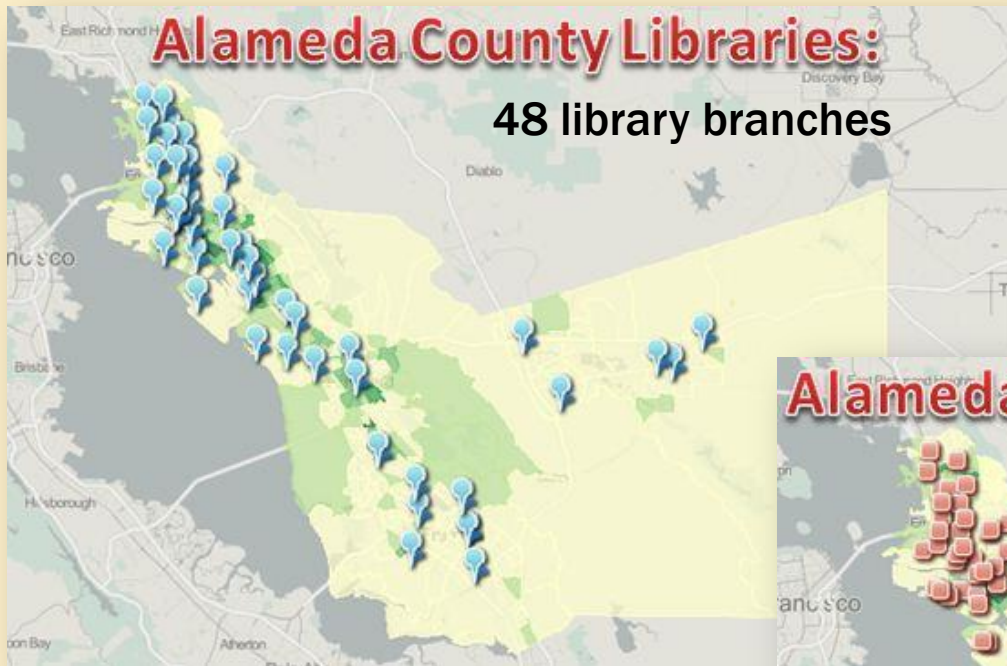
VALUABLE SCHOOL READINESS PARTNERS

Alameda County
Kindergarten families
reported that prior to
school entry:

- 92% used public parks
- 69% used libraries
- 52% used recreational programs



THE OPPORTUNITY OVER 120 EXISTING SERVICE SITES





LIBRARIES & RECREATION CENTERS

VALUABLE SCHOOL READINESS PARTNERS

- Long standing community relationships and services
- Existing physical assets in multilingual, multicultural neighborhoods
- Part of city, county or district infrastructure





DESIRED OUTCOMES

Children are ready for Kindergarten and 3rd grade success through increased:

- Access to school readiness services
- Knowledge and use of best practices
- Increased collaboration
- Increased capacity for and commitment to sustainable early childhood programming

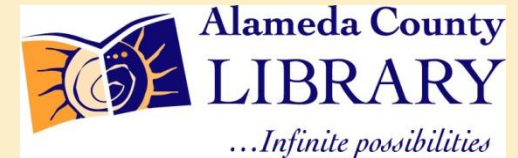
PARTNERS 2010-13

- 5 grantees up to 2 grant cycles
- 6 library and park & recreation institution partners
- 3.5 years
- After initial funding grantees can continue as MOU partners

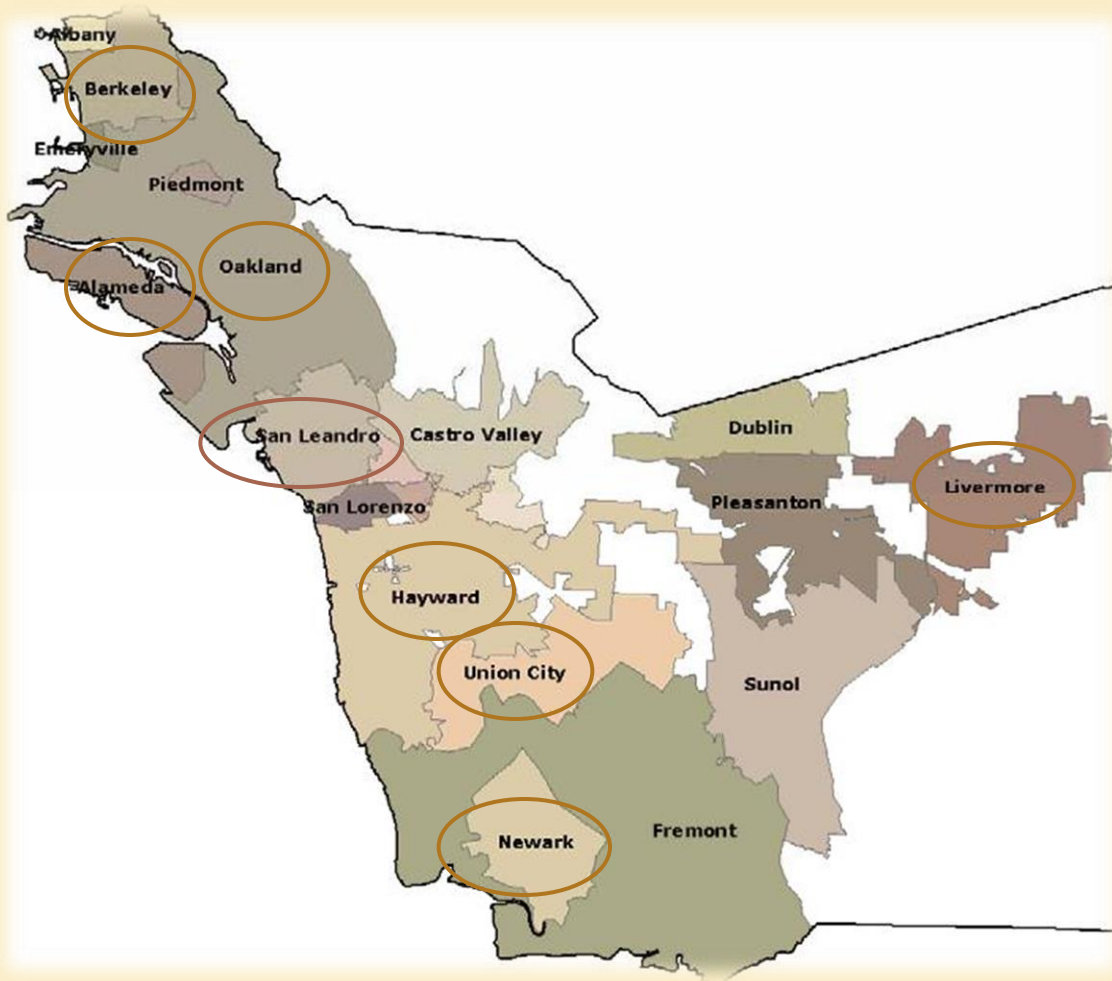


CURRENT PARTNERS 2013-17

- 5 grantees 2 grant cycles
- 6 library and park & recreation institution partners
- 4 years
- Former partners can continue as MOU partners



AREAS SERVED



Cities

- Alameda
- Berkeley
- Hayward
- Livermore
- Newark
- Oakland
- San Leandro
- Union City

Unincorporated Areas

- Ashland
- San Lorenzo

CAPACITY BUILDING

- Professional development
100+ Staff Trained
- Peer learning and
consultation
2000 hours
- Program quality
improvement
- Sustainability planning



NEW SERVICES

- Enhanced child and family environments
- Developmentally specific story times
- Parent-child playgroups
- Support to parents as first teachers
- Parent education
- Groups classes for children
- Family enrichment activities
- Resource referrals



NEW SERVICES

- 2,834 Parent – child playgroups
- 780 Story times
- 307 Parenting education classes
- 678 Group classes for children



2015-16 CHILDREN & FAMILIES



Current Partners served

- 599 parents & caregivers
- 617 young children
- 88% of children not enrolled in licensed child care
- Spanish is the home language of a majority

2015-16 FAMILIES REPORT

Current Partners
Services were respectful
of their background

97%

"We are very grateful for this program. For the Latino community."

"We appreciate having this program provided to our community's children"

2015-16 FAMILIES APPRECIATE

"I think it is a great program, especially because it is introducing my child to a school structured environment"

"I think this program is giving my child a strong foundation.... I can see that she is more confident and happy.... I love this play group!!!"

"I am very glad I found a group in my neighborhood of West Oakland."

I'm glad I found this program, my daughter really likes it and she learned a lot.

2015-16 FAMILIES REPORT

2015-16

Learning something new about their child's strengths
or needs because of program participation

91%

**"[I learned] he loves letters!
Inspires me to help him identify
new letters and words."**

**"I have found out curious she is
and she likes to explore and
learn."**

2015-16 FAMILIES REPORT

2015-16

Knowing more about how to help their child express their emotions in positive ways now

87%

"We learned more coping skills when she has a melt-down."

He's very observant of others and likes to discuss when something upsets him or someone is doing something he doesn't understand.

2015-16 FAMILIES REPORT

2015-16

Playing more with their child
now

86%

“We take more time to do activities similar to the ones in class. Such as, practicing his name, cutting, [and] learning colors.”

“We are taking more responsibility as our son’s first teacher to explore nature, games, parks and healthy eating. We are also putting ourselves in my son’s shoes when we see he is unhappy and try to understand him better.”

2015-16 FAMILIES REPORT

2015-16

Doing things differently as a family because of their participation

71%

“[As a family, we are doing] more activities, more reading, more explaining things.”

“We take more time to do activities similar to the ones in class. Such as, practicing his name, cutting, [and] learning colors.”

2015-16 FAMILIES REPORT GROWTH

"I love this program. It has greatly improved my child's learning, his social skills, his language skills, his bilingual skills. He is happier, more confident and more capable of following directions."

"[My son is] ...more social and comfortable being around other kids, he learned to listen to story time and he improved his Spanish a lot. He loves coming to the library, too."

"[My child] has improved... [with] listening, sharing, communicating, and focusing."

"[My child] interacts better and participates more. She's no longer shy and gets along with other children."

PROMISING PRACTICES OUTCOMES



All cohort and partners made improvements in promising practices for kindergarten readiness

CAPACITY BUILDING OUTCOMES



5 initial cohort institutions continued in capacity building efforts as unfunded partners

SUSTAINABILITY OUTCOMES



All institutions in first cohort continued early childhood programming



For more information,
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