South County Tri-District Early Childhood Collaborative

Introduction
The purpose of this compilation of proposals is to seek support for the continued success of three local early childhood collaboratives: Carpinteria Children’s Project (CCP), Isla Vista Youth Projects (IVYP), and the Santa Barbara Unified School District Office of Early Education (SBUSD) as well as a new joint project proposed by the collaboratives as part of the South County Tri-Districts Early Childhood Collaborative (SCTRi). The proposal is organized into three sections. Section 1 is a brief background. Section 2 describes a joint request for funding. Section 3 includes three individual proposals, one from each of the collaboratives.

This proposal is intended to be a strategic and incremental addition to the significant work being done in our communities on behalf of young children and their families. In putting this forward we recognize that success to date in the future is substantively based on the effort of partners whose involvement is essential and who are not included in this proposal. There are countless parents, teachers, non-profit and government agencies, public and private funders who make a difference for families and communities. This proposal is designed to both add value to and leverage what they do every day.

SECTION 1 – Background

Beginning in 2007, a group of non-profit representatives, local philanthropists, and educational leaders put their heads together to figure out how to leverage the use of Main Elementary School in Carpinteria to increase access to high-quality early childhood services. After two years of community dialogue about what to do with the site, the CCP was born as a place for children ages 0-5 and their families to receive comprehensive early learning and care services – with

Guiding Principles

The South County Tri-Districts Early Childhood Collaborative is committed to creating communities where our youngest children and families thrive. Our work is guided by these principles:

- We focus on the whole child as early as possible. Research reminds us of integrated nature of our brain and how interwoven social, emotional, cognitive, and physical development are. Our collaboratives offer programs and services that address all of these areas.
- We build on strengths. Children and families have a wealth of undiscovered strengths. We partner with families to help them achieve their goals in the most positive and respectful manner possible.
- We take an ecological approach to our work. Environment is a major influencer of child development. Children are only as strong as the families in which they live, and families are only as strong as the communities in which they reside. Our efforts are designed to offer integrated programs and services that support children, families, and our communities.
- We provide a helping hand to all of our families. Many times families need help in the form of social or financial support. These types of support are often life savers for families; however, they are not life changers. We empower our families by encouraging them to take charge of their requests for services and referrals and providing structured opportunities for goal setting, planning, and supportive networks that offer ongoing access resources, opportunities and new ideas.
- We collaborate for collective impact. Early childhood development is a complex process, and individual solutions are important but limited in impact. Solving complex problems at scale requires a commitment from different sectors to realize a shared vision. Within our collaboratives and through the South Coast Tri-Districts Collaborative, we are engaged in authentic collaboration and partnerships focused on a shared vision, common goals, shared data and resources, and coordinated strategies.
- We actively use data to improve. Child development is a complex process influenced by a multitude of intertwining factors. We collect data and use on over 30 indicators from multiple sources to improve services, measure results, and analyze our effectiveness.

PROPOSAL: South County Tri-District Early Childhood Education Collaborative | Page 1
a specific goal of dramatically improving school readiness in the community of Carpinteria as a whole.

In 2009, this local effort expanded to two schools in the Santa Barbara Unified School District – Harding and McKinley, and Isla Vista School in partnership with IVYP. In 2010, a County initiative was born, Thrive Santa Barbara, which included collaboratives and districts in Carpinteria, Guadalupe, Goleta, Isla Vista, Santa Maria, and Santa Barbara.

The work in all of these communities was substantively different from previous efforts in two ways:

- The focus was on making population level improvements in a specific place and time - meaning the conversation was driven by goals not programs.
- The work brought together a variety of relevant partners and most notably required close cooperation between early childhood educators, service providers and school districts.

The work in these communities has evolved over time, and all continue to use proven and innovative solutions that promote and support healthy child development from the earliest years, creating a strong foundation for a bright and prosperous future.

This year a new coalition has emerged: The South County Tri-Districts Early Childhood Collaborative (SCTri). Recognizing the key link between school readiness and future academic success, we work closely with, and in some cases are embedded in our respective school districts. In coming together in a loose affiliation, we recognize that we have shared goals and shared challenges, and that we can benefit from the regular exchange of ideas, best practices, and even mistakes. Moreover, we have joined hands to address a common issue among children and families in all our communities: healthy social-emotional development.

The KSEP

The Kindergarten Student Entrance Profile (KSEP) is a valid and reliable tool that yields results that are predictive of academic achievement in second grade. Powerful data collected using this tool drive continuous improvement in SCTri. Collaborative leads use KSEP to assess the extent to which a collaborative’s integrated early years programs and services actually prepare children to be socially, emotionally, and academically ready start school strong.

<table>
<thead>
<tr>
<th>Kindergarten Student Entrance Profile (KSEP)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Kindergarten Student Entrance Profile is a screening tool to measure the developmental readiness of each student upon entering kindergarten for the first time. Through focused observations, teachers assess students in 12 key areas of readiness: 6 cognitive and 6 social-emotional. Readiness on the KSEP has been found to significantly predict academic achievement in grade 2.</td>
</tr>
</tbody>
</table>

**Cognitive**
- Recognizes own written name
- Demonstrates expressive verbal abilities
- Understands that number represent quantity
- Write own name
- Recognizes colors
- Recognizes shapes

**Social Emotional**
- Seeks adults attention when appropriate
- Engages in cooperative play with peers
- Exhibits impulse control and self-regulation
- Maintains attention to tasks
- Is enthusiastic about school
- Persists with tasks after experiencing difficulty

1 Read more about KSEP [here](#).
*Shared Success in the South County*

The great news is that the SCTri continues to show steady increases kindergarten readiness as shown in Figure 1. Students who score at these KSEP levels typically require minimal support or interventions.

![Figure 1. Percentage of students in the Collaborative scoring “ready to go” on the KSEP (2009-2014)](image)

When children start school strong it is a win-win-win. Children win because they enter school on a positive note with a strong foundation that enables them to engage in learning and navigate school successfully. Teachers win too. Put succinctly by a Carpinteria Unified School District kindergarten teacher, “Children in my class are more successful...clearly the class is enhanced because more children have had quality early childhood education experiences. Now we know some things about the incoming children, allowing us to more quickly teach to their individual needs.” Finally, a strong start also translates into a decreased dependence on resources. This is a win for families, schools, and communities.
SECTION 2 – Joint Proposal: Improving social and emotional development

The next step in improving outcomes for young children is to systematically build their social and emotional competency early in life - and to do this, they need knowledgeable and skilled teachers, support staff, leaders, and parents who can effectively guide and assist them on a daily basis - one interaction at a time. Research shows that when the three lower levels of the Teaching Pyramid are in place in a classroom, only 4% of children will need more intensive social emotional support. The key implication here is that most solutions to challenging behaviors are likely to be found by examining and improving adult behavior and overall classroom practice; not by singling out individual children for specialized intervention.

To accomplish this we will meet our staff and families “where they are” and build from that starting point. We will customize professional development based on the strengths and needs of each adult. Changing behavior, particularly adult behavior, takes time and research shows that program implementation typically takes three to five years. The framework for this is called Positive Behavior Support.

A Proven Solution: Positive Behavior Support
Positive Behavior Support (PBS), provides social and emotional support through tiered levels of intervention and is a proven practice supported by research. It used widely across the nation. The California Department of Education adopted a national PBS model developed by the Center for Social and Emotional Foundation for Early Learning (CSFEL). View here.

Local results are promising. Carpinteria Children’s Project implemented the Teaching Pyramid in fall 2014. Teachers who participated in the program reported improvements in their ability to work effectively with challenging children in their classrooms on every measure.
Positive Behavior Support components:

- **Teaching Pyramid:** Teachers and staff members in SCTri will participate in PBS training focused on: building relationships, improving classroom environments, and addressing challenging behaviors; and engage in coaching on those topics. Identified parents will participate in specialized training sessions focused on effectively addressing challenging behaviors in children.

- **Early Childhood Mental Health Consultation:** Child Abuse Listening and Mediation (CALM) and an ECE expert will support program implementation of PBS in the SCTri. Key services will include: assessment of trauma and challenging behaviors, weekly mental health consultation practice groups, home visitation, parent education, outreach and referrals, Teaching Pyramid training, individualized mental health services and consultation, kindergarten transition support, and coaching and leadership support.

- **Instructional Materials:** Across SCTri, we will use instructional materials aligned to the Teaching Pyramid, which are available from CSEFEL for free.

**Measures of Success: Collective Social Emotional Impact**

We expect to see change in four areas. We will monitor and measure these outcomes to identify evidence of success, areas of improvement in our individual collaboratives and across the SCTri.

- **Children’s Social and Emotional Functioning**
  Each collaborative will collect and report average social emotional KSEP results from annual fall KSEP administration of incoming kindergarten students. We will generate baseline data reports using KSEP social emotional results from 2010-2014 for IVYP and CCP and from 2013-2014 for SBUSD. The first data collection period for the Santa Barbara Tri-Districts Collaborative will be in fall 2015.

- **Teacher Stress**
  During the 2015-2016, we will collect initial data on teacher stress annually using the Inventory of Teacher Stress. This instrument will enable us to measure changes in teacher attitudes and beliefs over time, particularly in IVYP and CCP where staff turnover is very low. Based on experience, we expect to see reported teacher stress increase as teachers become more reflective, comfortable with sharing, and realize the stress they have been feeling as a result. Each collaborative will annually report pre- and post-results on teacher stress.

- **Interactions & Environment**
  We participate in County’s ECE Quality Rating and Improvement System facilitated by First 5 Santa Barbara County. The QRIS includes two assessments that we will use to inform this work: CLASS, which measures the quality of teacher-child interactions, and ECERS or ITERS, which rates the quality of classroom environments (infant rooms have ITERS, rooms for older children have ECERS). On a biannual basis, each collaborative will collect and report these data. The first data collection period will be in 2015-2016.
• **Students with High Needs**

We will use the Devereux Early Childhood Assessment (DECA), an assessment designed for individually identified children at the top of the Teaching Pyramid, to identify the percentage of students who are in the “clinical range.” We will collect these data at program entry and exit. We will use the results to guide interventions and assess protective factors and outcomes. We will report on these data annually. The first data collection period will be in 2015-2016.

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<thead>
<tr>
<th>Budget Activity</th>
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<tbody>
<tr>
<td><em>Child Abuse Listening and Mediation (CALM) - $475,879</em></td>
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<tr>
<td>• Program Manager</td>
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<td>• Chief Program Officer</td>
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<td>• Coordinator</td>
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<tr>
<td>• Therapists (7)</td>
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<td>• Benefits – CALM (26.25%)</td>
<td>$98,945</td>
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<tr>
<td><em>Consultants - $63,960</em></td>
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<tr>
<td>• Teaching Pyramid consultant</td>
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<td>• ECE consultant</td>
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<td>• Indirect (consultants &amp; materials) (20%)</td>
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SECTION 3 | Community-Specific Proposals

Carpinteria Children’s Project/Carpinteria Unified School District

Vision
The Carpinteria Children’s Project (CCP), with Thrive Carpinteria, envisions a community where youth and families are engaged, equipped, and empowered in positively shaping the future.

Mission
Working as a team with partner organizations, we support families so that all children in Carpinteria public schools are ready for success in kindergarten and are primed to achieve throughout their school careers and contribute meaningfully to their communities as adults.

Background
CCP is a joint venture of non-profit organizations, county government departments, philanthropists, and school district programs located in the socio-economically and linguistically diverse community of Carpinteria. CCP operates largely as a non-profit organization particularly in terms of fundraising and is overseen by the Carpinteria Unified School District (CUSD) and Thrive Carpinteria.

Since 2009, CCP has achieved significant increases in kindergarten readiness represented by:

- 25% increase in the percentage of kindergarten students in the Carpinteria School District scoring “ready to go” on the KSEP from 13% in 2009 to 38% in 2014
- 22% increase in the percentage of kindergarten students in the Carpinteria School District scoring “ready to go” and “almost ready to go” on the KSEP from 57% in 2009 to 79% in 2014
Continued Success ($492,856)

1. Early Childhood Education

We make every effort to offer quality preschool to children in the City regardless of income level. Our classrooms participate in the First 5 Santa Barbara County Quality Rating and Improvement System, and CCP has some of the highest ratings in Santa Barbara County. We operate state preschool for children ages three and four years old. By blending state preschool and district funds, we ensure high quality programming and accreditation by the National Association for Education of Young Children. We also operate five preschool classrooms, supported by parent fees, partial scholarships, and a state-funded alternative payment program for families needing income, special education, or other public support.

We offer United Way Pre-Kindergarten Summer Institute to increase kindergarten readiness. We also provide early care and learning touchpoints during parent participation activities on weekday mornings and Tuesday evenings as well as a morning class for young children who are not in licensed ECE settings.

In 2014-2015 staff members participated in four Teacher Pyramid training modules. Promotores were also trained to work with parents, and our early childhood education and Family Resource Center staff members will be trained on the parent module in the fall 2015.

2. Family Support Services

Our family support services are vital to the community. In addition to helping families on a day to day basis, we connect them to medical and mental health services, Operation School Bell, parent education, housing, legal aid, and basic needs like clothing and food. Our family liaisons typically help clients assess their strengths and needs, establish goals, and work with them during a series of appointments as they pursue their goals.

We offer the following classes for parents or families, generally twice a year: Nurturing Parent, our flagship course held in English and Spanish for 10 – 14 sessions; Healthy Cooking; Family Literature; Swimming; and Road to University. We also offer special events like the health fair and a Dia de los Muertos celebration.

CCP helps to fill gaps in services in Carpinteria. For example, we partner with the Montecito YMC and the City of Santa Barbara to offer swimming lessons to our youngest children and their parents. Also, we are proud to have 20 active promotores de salud, Latino volunteer health promoters, who enhance the overall health and well-being of our Latino community.

3. Network Coordination

We coordinate two networks that help sustain and grow Carpinteria Children’s Project. These networks are critical for our continuous improvement, sustainability, and innovation.

Thrive Carpinteria Partner Network: This network is a collaboration of organizations working together to help families and children in Carpinteria to be successful so our community is strong. During the 2014-15 school year, we worked with consultants from the UCLA Center for Healthier Children, Families, and Communities to strengthen the connections among our
members. Our current list of partners is robust, and we expect it to grow: Carpinteria Unified School District Early Childhood Education Program Child Abuse Listening & Mediation, Community Action Commission/HeadStart, Family Service Agency, Public Health/WIC, Santa Barbara City College, Santa Barbara Council on Alcoholism and Drug Abuse, and Santa Barbara County Department of Social Services/Medi-Cal, Santa Barbara County Education Office Main Early Learning Years, and the Workforce Investment Board.

**Early Childhood Education Network:** The ECE Network is a Carpinteria-wide collaboration of ECE Directors, teachers, and community members who collaborate regularly to identify and address shared areas of concern. Social and emotional skills development is a shared concern of the ECE Network, and in spring 2014, we were selected as the County demonstration site for Teaching Pyramid, which is one of the expansion programs in this proposal. With Network support, CUSD hosted hosting of a community information night focused on improving vaccination rates in fall 2014. The following programs participate in the ECE Network: Carpinteria Unified School District (CUSD)'s fee-based and State-funded preschools, CAC's HeadStart, and Lou Grant Parent-Child Workshop.

4. Data Collection and Analysis

We are seeking support of our data collection and analysis efforts. We collect a multitude of data that we use to monitor and measure progress, results, and implementation; identify successes; pinpoint areas of improvement, and make mid-course corrections. Currently, we are developing a new evaluation plan with the support of consultants from the UCLA Center for Healthier, Children, and Communities. This plan will include frequent feedback on the success of new processes, short cycles for experimentation as well as measurement of longer-term outcomes, most importantly, measures of kindergarten readiness.

**Refinement of Services ($225,000)**

Support is requested to refine and improve our results in two ways:

1. Increase the Effectiveness of Early Care and Family Services Programs

**Improve consistency and quality of early care:** We have many pockets of excellence across our early childhood education and care services. We seek to strengthen our program through improved quality and consistency program-wide. In 2015-2016, we are proposing to continue to:

- Implement the Teaching Pyramid throughout ECE classrooms, classes for parents, child care, and the community via the promotores program.
- Select and implement a preschool curriculum for four-year-old classrooms.
- Staff our child care room, currently staffed by instructional assistants, with trained teachers in order to take full advantage of this opportunity to provide high quality ECE during child care.
- Provide healthy family meals and bilingual healthy cooking instruction on Tuesdays nights when parent and family classes are held to encourage and ease the burden of evening classes.

**Increase the effectiveness of the CCP Family Resource Center:** Our goal is to reach all of the families with children ages 0-3 in Carpinteria community to provide language and health support. In 2015-2016, we plan to:
- Further develop and pilot a more intentional program to find and nurture pregnant moms and promote language development in our youngest children.
- Implement the Grow Love & Language program to reach more children 0 to 5 who are not in licensed care.

**Increase online staffing and employ online systems:** Our goal is to improve organizational functioning and services. In 2015-2016, we will:

- We have 18 ECE staff members, and we agree with our Quality Rating Improvement scores that our student-teacher ratios are not ideal. Furthermore, we believe that our teachers need and deserve more time out of the classroom to plan and complete required assessments. Our ECE program director needs to be freed from daily tasks, such as shopping for meals, so that she can focus on classroom and program improvement.

2. **Increase the Effectiveness and Scope of CCP Networks**

Our goal is to implement the improvement plan that we developed in collaboration with consultants from the UCLA in 2014. In 2015-2016, we will:

- Add network partners and continuously monitor gaps in services available so we can seek to fill them.
- Fill already identified gaps in service, particularly dental care for Carpinteria children on Medi-Cal.
- Train network organizations to supportively send families in need to the network.
- Impact the care provided by partners by providing network trainings on empathic care, social & emotional skills, jointly developed processes to be used and continuously improved, and other identified needs.

<table>
<thead>
<tr>
<th>Budget Activity</th>
<th>Request</th>
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<tbody>
<tr>
<td><strong>Continued Success - $492,856</strong></td>
<td></td>
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<tr>
<td>STAFFING - $342,000</td>
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<tr>
<td>▪ Administration, coordination, &amp; reception</td>
<td>$280,000</td>
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<tr>
<td>▪ Family support center staff</td>
<td>$17,000</td>
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<tr>
<td>▪ Custodian</td>
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<td>▪ Childcare assistants</td>
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<tr>
<td>OTHER - $150,856</td>
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<tr>
<td>▪ ECE scholarships</td>
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<td>▪ Rent</td>
<td>$35,856</td>
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<td>▪ Materials, supplies, &amp; food for children</td>
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<tr>
<td>▪ Meals for network partners and parent education classes</td>
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<tr>
<td>▪ Travel, volunteer health promotores, &amp; other conferences</td>
<td>$6,000</td>
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<tr>
<td><strong>Refinement of Services - $225,000</strong></td>
<td></td>
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<tr>
<td>▪ ECE teacher for childcare during parenting classes</td>
<td>$50,000</td>
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<tr>
<td>▪ ECE teacher to substitute, teacher preparation, &amp; menus</td>
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<td>▪ Second Step materials</td>
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<tr>
<td>▪ Expand to full-day preschool for at-risk children</td>
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<td>▪ Leadership development</td>
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<td>▪ 0-3 language-focused community effort</td>
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<tr>
<td>▪ Software for Thrive Carpinteria &amp; Family Resource Center</td>
<td>$20,000</td>
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**Indirect - $34,098**
Isla Vista Youth Projects/Goleta Unified School District

Vision
We envision a community where children are loved, valued, and respected, and families are empowered to reach their highest potential.

Mission
IVYP strengthens our community through diverse educational, recreational, and social programs for children and families regardless of income.

Background
IVYP was founded in 1971 to provide free or low-cost services to the families and children of Isla Vista and Goleta and to create an organization supported and directed by the community. IVYP offers services to children ages 0-12 and their families through early childhood education, after-school and summer enrichment, health and safety, and family support, and network coordination offered through:

- Isla Vista Children’s Center
- IVYP After School Education & Safety (ASES) & Summer Programs
- IVYP Family Resource Center
- Thrive Isla Vista

Since 2009, IVYP in partnership with GUSD and other non-profit agencies has achieved significant increases in kindergarten readiness represented by:

- 14% increase in the percentage of kindergarten students at Isla Vista Elementary School scoring “ready to go” on the KSEP from 33% in 2009 to 47% in 2014

<table>
<thead>
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<th>Indirect (5.74%)</th>
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<tr>
<td><strong>Total</strong></td>
<td><strong>$751,954</strong></td>
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</table>
• 10% increase in the percentage of kindergarten students at Isla Vista Elementary School scoring “ready to go” and “almost ready to go” on the KSEP from 68% in 2009 to 78% in 2014

**Continued Success ($100,000)**

1. **Backbone Support for IVYP ($60,000)**

   We are seeking support to build capacity to coordinate data collection, analyze information, track progress towards agreed upon goals, facilitate stakeholder meetings including those with preschool/kindergarten teachers, and participate in county-wide collective impact work. IVYP’s commitment to backbone support is reflected in its allocation of $72,000.

2. **Family Advocate Support ($40,000)**

   We are seeking support for a family advocate to provide direct services to families in Isla Vista and Goleta. Families whose basic needs for food, clothing, housing, and transportation are met have more time and energy to devote to their children’s safety and well-being. Family advocates connect families to needed resources; engage families in strength-based case management; visit and support new mothers with their babies; coordinate evidence-based parenting education series (10-weeks each), using the Incredible Years curriculum; and provide parent education on a variety of wellness, safety, financial and health topics. This support includes one full-time position. IVYP’s commitment to this effort is reflected in the coverage of 3.0 FTE family advocate positions through an allocation of $125,609.

**Expansion ($80,000)**

Among the most important roles the District can play in this partnership is data sharing about students impacted by early-years services provided by IVYP. Past barriers to data sharing are being mitigated in part by the District’s strategic focus on assessment and in part by a supportive partnership between the organizations’ leaders.

In addition, the impact of community needs assessments undertaken as part of this year’s planning grant will help GUSD partner effectively with IVYP to expand services to students and families at La Patera, Ellwood, and El Camino Schools, all heavily impacted by economic and demographic factors that correlate with high need for early years support. *This request does not include supports to scale these three schools since the assessment and strategic plans are in progress.*

Support is requested for expansion of IVYP services to GUSD and partnership between the two organizations has three elements:

1. **Licensing and Training for a New District Data Management System ($45,000)**

   Currently, there is no data sharing mechanism between IVYP and GUSD. The absence of an effective performance management system is a significant gap in our efforts to prepare students to start strong and stay strong in elementary school and beyond. A system will enable our capacity to link early childhood systems and interventions with the subsequent pupil achievement in later grades. Such information will support modification of
programming in both organizations as trends emerge. It is foundational to all district efforts to measure individual and aggregate student growth across all schools in the District.

We seek to build a robust centralized achievement and demographic data system though annual licensing of the Educator’s Assessment Data Management System (EADMS). The EADMS system has been selected this year based on comprehensive research and pilot implementation by teachers and District administrators.

**Annual EADMS Licensing ($25,000 annually):** Assuring annual funding for the system licensing will assure continuity of valuable formative and summative data analysis in the critical early stages of capacity building, ideally through the 2016-17 school year.

**Annual EADMS Set-Up, Implementation, and Training ($20,000):** To leverage the information in the EADMS, the District must assure that initial configuration is aligned to the needs of both the District and IVYP. We need initial support in planning an effective data management protocol to facilitate transfer of data from IVYP to GUSD. Funding will support the contract employment of a data specialist to assist the District in initial planning, training and implementation related to student transition from IVYP to GUSD and subsequent tracking of appropriate data points over time.

2. **Backbone Support for Expansion and Partnership between IVYP Inc. and GUSD ($30,000)**

Support is needed for the expansion of IVYP services to GUSD related to children who are enrolled, or will enroll in GUSD beyond Isla Vista Elementary School. Providing partial funding for a District Administrative Coordinator will support this action. The Coordinator’s primary job will be to design, plan and implement an expanded after-school care program. The first phase of this ambitious program will begin with a pilot program at GUSD schools currently without ASES programs. During the two year pilot phase the coordinator will also indirectly support expansion of the District’s relationship with IVYP. GUSD’s commitment to this position is reflected in an annual district allocation of $85,000.

3. **Districtwide Implementation of the Kindergarten Student Entrance Profile (KSEP) ($5,000)**

Initial implementation of EADMS will be most effective if desired data points regarding kindergarten readiness are available for all kindergarten students in the District. Funding will support timely training for all kindergarten teachers and appropriate support staff members who are responsible for implementing KSEP at all GUSD schools in the fall of 2015. By advancing a timeline to include all schools to fall 2015, the District will have a more complete data set for immediate and long-term comparison. By October 2015, a comprehensive baseline of KSEP readiness indicators will be available within EADMS and expanded data sharing with IVYP will begin.

<table>
<thead>
<tr>
<th>Budget Activity</th>
<th>Request</th>
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<tbody>
<tr>
<td><strong>Continued Success - $100,000</strong></td>
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<tr>
<td>• Backbone support for IVYP Inc.</td>
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<td>• Family advocate support</td>
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<td><strong>Expansion - $80,000</strong></td>
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<td>• Licensing and training for a new district data management system</td>
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<td>Backbone support for expansion and partnership between IVYP Inc. and GUSD</td>
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<td>Districtwide KSEP implementation</td>
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<td><strong>Total</strong></td>
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Santa Barbara Unified School District Office of Early Education and Support

Vision

All children enrolled in our Early Education and Support Program will demonstrate school ready skills in their cognitive, social, emotional, and physical development that will continue throughout their early elementary years.

Mission

Significantly change the trajectory of children who have not typically been afforded the opportunities that result in school readiness by proving them with a clear pathway and support to achieve their goals.

Background

In 2012, SBUSD expanded services piloted at Harding University Partnership School and McKinley Elementary School to other elementary schools and preschool sites. SBUSD is creating a districtwide comprehensive system of early childhood education for all children. Efforts extend beyond kindergarten, offering cradle to career support reflected in the Community of Schools Project Pathway to Success. View here.

In 2013, the Office of Early Education began screening SBUSD kindergarten students using the KSEP on a districtwide basis. Initial results show great progress and promise:

- 15% increase in the percentage of kindergarten students in SBUSD scoring “ready to go” on the KSEP from 32% in 2013 to 47% in 2014
- 9% increase in the percentage of kindergarten students in SBUSD scoring “ready to go” and “almost ready to go” on the KSEP from 68% in 2013 to 77% in 2014

Expansion ($282,000)

Support is requested for the expansion of services to children ages 0-3, including:
1. **Family, Friends, and Neighbor Coaching and Support Hub**

With parents working full-time and sometimes more, Early Care and Education (ECE) providers in both formal and informal settings often end up having the majority of a child’s waking hours in their care. Not every family chooses or is able to place their child in a licensed Early Care and Education setting. Infant and toddler center-based care is scarce and expensive. This often leads parents to place infants and toddlers in the hands of families, friends, and neighbors (FFN). While this strategy has benefits, it is rare that these caregivers have any formal training on brain development, children’s developmental stages, or the importance of conversation during language development and vocabulary acquisition.

We seek support to develop two Early Childhood Resource and Training Centers for informal child care providers who care for infants in toddlers in the Franklin Center and La Cumbre Junior High School neighborhoods in partnership with the in-house Community of School Partnership. These centers will serve as a central hub, providing ongoing training and support to build the knowledge and skills of the FFN providers.

We are seeking support for infant toddler specialist coaches who will work side-by-side with FFN providers to provide personalized, one-on-one basis coaching, facilitating this extraordinary opportunity for FFN providers to receive assistance in engaging children in learning from the earliest of years. We are proposing to staff the Family, Friends, and Neighbor Coaching and Support Hub with a full-time infant/toddler development specialist who is the “project lead” and 3 bilingual instructional infant toddler specialists.

The project lead will provide full-time infant/toddler care and assume the following:

- Facilitate community education and messaging to parents and caregivers on the importance of the first 3 years of life
- Work with prenatal/perinatal and other child development experts to develop a south county strategic plan for Zero to Three.
- Design and implement programming for children 0-3 to promote developmentally appropriate school readiness skills in partnership with Collaborative Partners
- Conduct developmental screenings on infants/toddlers using the ASQ and ASQ-SE through home visitation and at the Community Resource Centers.
- Liaison with community partners to receive referrals based on developmental screenings
- Coordinate and provide formal trainings for FFN Caregivers.
- Continuously collect data on programming to help inform implementation
- Oversee the home visitation staff
- Oversee the facilitation of community trainings on infant/toddler caregiving
- Contribute to outreach strategies (newsletters, website content/tutorials, community messaging)
- Represent the Zero to Three Network at countywide meetings

Training is needed for our infant toddler specialists to provide high-quality care to our youngest children. We are requesting support for training for our specialists through the Program for Infant Toddler Caregiving (PITC) Home Visiting Institute. The PITC Home Visiting Institutes are designed for home visitors; home visiting program directors, managers, and supervisors; and individuals responsible for the professional development of home visitors. Sessions are presented by core faculty and other experts in the field of infant
care, early childhood mental health, family support, and social work. The content areas focus on how to improve the quality and effectiveness of home visiting services, with an emphasis on supporting healthy infant/toddler development and adult-child relationships, and helping home visitors and home visiting program staff identify strategies for connecting clients to resources within their communities.

We will also create a network of providers, similar to the Kindergarten Readiness Network, through which participating FFN providers will have access to access materials, share curriculum, and participate in program support. Monthly Network meetings will focus on school readiness workshops.

Intended outcomes for the FFN Coaching and Support Hub include:

- Caregivers understand infant and toddler development and provide environments for them conducive to early learning.
- Children’s developmental needs are identified and addressed before they begin school.
- Infants form a healthy attachment with an adult.

We will measure our progress and success by collecting and analyzing data on the following:

- Children 0-5 with a comprehensive developmental screening in the past year
- Caregivers have knowledge of child development.
- Caregivers support early language and social and emotional skills development in children.
- Caregivers can identify social and concrete supports for families.
- Children have stable, secure relationships with their adult caregiver.

2. Infant and Toddler Childcare

We are seeking support to design and implement a high-quality childcare center for infants and toddlers housed at the Santa Barbara High School and the Franklin Center. We anticipate braiding the requested funds with both fee-based and subsidized slots to ensure diversity and meet the needs of various families.

<table>
<thead>
<tr>
<th>Budget Activity</th>
<th>Request</th>
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<tbody>
<tr>
<td><strong>Family, Friend, &amp; Neighbor Coaching &amp; Support Hub ($196,000)</strong></td>
<td></td>
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<tr>
<td><strong>Staff ($165,000)</strong></td>
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<tr>
<td>• Bilingual Infant Toddler Specialists (3)</td>
<td>$105,000</td>
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<tr>
<td>• Program Lead</td>
<td>$60,000</td>
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<tr>
<td><strong>Materials &amp; Training ($31,000)</strong></td>
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<td>• Training (One time: 5 @ $3,200)</td>
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<td>• Materials</td>
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<td><strong>Infant &amp; Toddler Childcare ($39,000)</strong></td>
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<td>• Instructional assistants (2)</td>
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<td>• Materials</td>
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<td>• Licensing</td>
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<tr>
<td><strong>Indirect</strong></td>
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<tr>
<td>• Indirect - SBUSD (20%)</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>$282,000</strong></td>
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