

**NVUSD Preschool PFS Feasibility Pilot Project - Abstract**

The proposed Preschool Pay for Success Feasibility Pilot project, to be overseen by the Napa Valley Unified School District (NVUSD) in Napa, California, will determine the validity of utilizing a Pay for Success model to support and expand our high-quality preschool programs serving English language learners, low income, and disabled children in Napa County. Through a partnership with the Napa County Office of Education (NCOE), the 24-month project will measure critical student learning outcomes and the appropriateness of new financing options to support, expand, and replicate our current preschool programming. The study will pay particular attention to NCOE's innovative digital early literacy (DEL) program, and specific outcome measures related to their successful efforts to integrate technology-supported literacy and language learning using a bilingual, specialized app called Footsteps2Brilliance (F2B) and its related digital learning curriculum. The DEL program is fully integrated into NCOE's high-quality preschool program, and offers a unique opportunity to identify learning outcomes related to digital fluency in tandem with other evidence-based critical learning measures.

Our specific outcome measures under the Absolute Priority include:

1. The increase in the percentage of children identified as ready for kindergarten on Desired Results Developmental Profile (2015) measures addressing language, literacy and English Language Development, as appropriate.
2. The increase in developmentally appropriate technology skills of preschool children.
3. The increase in the percentage of children identified as ready for kindergarten on DRDP (2015) measures addressing self-regulation.
4. The increase in the percentage of children designated as Initial Fluent English Proficient (I-FEP) in Grade K as determined by the CELDT test performance.

In addition, we plan to explore outcomes related to the Competitive Preference Priority,

including:

1. The increase in the percentage of children identified as ready for kindergarten on DRDP (2015) measures addressing social emotional development.
2. The increase in executive functioning as measured through the Attention to Learning (ATL) domain of the DRDP (2015) preschool assessment and the number of elementary school discipline incidents reported.

A secondary objective is to determine if the PFS financing approach is relevant and appropriate for supporting high quality, but underfunded preschool programs such as DEL in Napa County and beyond.

Through the feasibility study we will compare the outcomes of the children in a quality preschool program that incorporates DEL with (1) the outcomes of children from past years in the same preschools that did not have the DEL component, (2) the outcomes of the approximately 300 preschoolers in Napa who are eligible for state subsidized preschool programs but not served by NCOE, and (3) the outcomes of children served in state subsidized preschool programs without DEL in San Mateo County, California.

Provided the model is deemed worthy of PFS implementation at the completion of the feasibility pilot stage, we will develop a plan to also include use of PFS to expand preschool services to the 300 children eligible for state subsidized preschool services in Napa County who are currently unserved.

Finally, pending the results of our study, we plan to support the potential extension of the PFS model more broadly as it relates to our preschool programs. The California State Superintendent of Schools, in particular, is highly interested in utilizing PFS to leverage new resources and pathways to fund and replicate the successful DEL initiative.