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**APPLICATION FOR GRANTS
UNDER THE**

Preschool Pay For Success Feasibility Pilot Grant

CFDA # 84.419C

PR/Award # S419C170007

Grants.gov Tracking#: GRANT12263088

OMB No. 1810-0728, Expiration Date: 08/31/2019

Closing Date: Oct 06, 2016

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**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 06/30/2017

Name of Institution/Organization

Napa Valley Unified School District

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	██████████	██████████				██████████
2. Fringe Benefits	██████████	██████████				██████████
3. Travel	██████████	██████████				██████████
4. Equipment	██████████	██████████				██████████
5. Supplies	██████████	██████████				██████████
6. Contractual	██████████	██████████				██████████
7. Construction	██████████	██████████				██████████
8. Other	██████████					██████████
9. Total Direct Costs (lines 1-8)	██████████	██████████				██████████
10. Indirect Costs*	██████████	██████████				██████████
11. Training Stipends	██████████	██████████				██████████
12. Total Costs (lines 9-11)	██████████	██████████				██████████

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2016 To: 06/30/2017 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): CA Department of Education

The Indirect Cost Rate is ██████████%.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? Yes No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?
 Yes No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? Or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is _____ %.

PR/Award # S419C170007

Name of Institution/Organization Napa Valley Unified School District	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

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.

U.S. Department of Education Preschool Pay for Success Feasibility Pilot Program
Napa Unified School District Pay for Success Feasibility Study Project

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B. Budget Narrative

C. Leadership and Team Resumes

D. Letters of Support

(a) Need for the Project¹

California's Napa County is viewed by many outsiders as a place of wealth and beauty that beckons tourists to enjoy its high-end resorts and expensive wine. While its beauty is undeniable, Napa is also home to many low-income individuals who work in the wine and hospitality industries. The high cost of living (average rent \$1376 a month) and low wages of the many agriculture and service jobs available in Napa Valley create economic stress. People who are Hispanic or Latino make up 34% of Napa's population. There is a relatively high share of immigrants who are unauthorized (33% versus 26% statewide in California). Forty-one percent of Latino immigrant households in the county are living in crowded conditions – defined as more than one person per room. A language other than English is spoken in 35.4% of homes. While only ten percent of the overall Napa population is considered to be living in poverty, the percentage of preschool age children living in poverty is much higher at 42%.

Research has shown that at-risk children typically hear 30 million fewer words by age four than their more affluent peers. They enter kindergarten with only 25% of the vocabulary they need to succeed, and 88% of them never catch up (Hart & Risley, 2004)². Tragically 61% of at-risk children have no access to books in their homes. Although a parent's involvement in their child's education is one of the most important factors related to academic success (Epstein, 2001³; Jeynes, 2003⁴, 2005⁵; Snow, Burns, & Griffin, 1998⁶), many parents lack the tools and knowledge to help their children succeed (Arnold, et. al., 2008). Over half of all children

¹ **Demographic References:** Kidsdata.org, bayareacensus.ca.gov, Napa County, American Community Survey,

² Hart, B. & Risley, T.R. "The Early Catastrophe" (2004). *Education Review*, 77 (1), 100-118.

³ Epstein, J.L. (2001). *School and family partnerships: Preparing educators and improving schools*. Boulder, CO: Westview Press.

⁴ Jeynes, W.H. (2003). A meta-analysis: the effects of parental involvement on minority children's academic achievement. *Education and Urban Society*, 35, 202-218.

⁵ Jeynes, W.H. (2005). A meta-analysis of the relation of parental involvement to urban elementary school student academic achievement. *Urban Education*, 40, 237-269.

⁶ Snow, C. S., Burns, S. M., & Griffin, P. (1998). *Preventing reading difficulties in young children*. Washington, D.C.: National Academy Press.

enrolled in Napa County's public schools are English Language Learners (ELLs). This number is much higher among preschoolers. For Napa Valley Unified School District students entering kindergarten, 90% that identify on the home language survey as speaking Spanish in the home go on to require English Language Development intervention and are classified as eligible for Title 3 ELD services.

There are approximately 3,000 three- and four-year-olds in Napa County with 33% of them eligible for enrollment in state subsidized preschool programs (under 70% of median family income). The target group for this proposal are the over 400 preschoolers from this population in the 23 State preschool classrooms that are served annually by our partner organization, the Napa County Office of Education (NCOE). Eighty-one percent of these preschoolers qualify for free and reduced lunches, 85% are dual language learners (from predominately Spanish-speaking homes), and 22% are children with disabilities who have an IEP. The target population also includes children with disabilities, as the NCOE early childhood program features a full inclusion model which averages four non-disabled children to every one child with a disability. A substantial body of evidence exists documenting that an achievement gap exists at Kindergarten entry for children demographically similar to those served by NCOE, and that this gap grows across the school years if it is not addressed (Mulligan, G.M. et.al., 2012⁷). Other findings indicate that providing high-quality preschool programs to children from low-income families helps to reduce achievement gaps prior to kindergarten entry (Yoshikawa, H., et.al, 2013⁸). Researchers have long argued that the achievement gap, in part at least, is due to the

⁷ Mulligan, G.M., Hastedt, S., and McCarroll, J.C. (July, 2012). First-Time Kindergartners in 2010-11: First Findings From the Kindergarten Rounds of the Early Childhood Longitudinal Study, Kindergarten Class of 2010-11 (ECLS-K:2011) (NCES 2012-049). U.S. Department of Education. Washington, DC: National Center for Education Statistics.

⁸ Yoshikawa, H., Weiland, C., Brooks-Gunn, J., Burchinal, M., Espinosa, L., Gormley, W., Ludwig, J.O., Magnuson, K.A., Phillips, D.A., & Zaslow, M.J. (2013). Investing in Our Future: The Evidence Base on Preschool

vastly different language exposure at an early age between children living in poverty and their age mates from more affluent homes (Hart and Risley, 1995 and 2004). Indeed, it would appear that this language discrepancy may be at the heart of the achievement gap. The burning question is that, if this is true, what can be done about it, i.e., what types of interventions can prepare children to overcome the literacy deficits associated with growing up in poverty and in homes where little English is spoken?

In an effort to level the playing field, NCOE has entered into an ambitious countywide Digital Early Literacy (DEL) program using digital instruction to expose preschool children to the 1000 words they will need to know to succeed in Kindergarten. This effort involves interventions both in preschool classrooms and with children's parents at home. NCOE has purchased a countywide license for a high powered bilingual digital literacy curriculum Footsteps2Brilliance (F2B), trained all preschool classroom personnel on its use, provided coaching and stipends to teachers for demonstrating mastery of this curriculum, provided training to the children's parents on its use and in some cases provided electronic devices to them, and designed and is conducting a professional evaluation of the student outcomes.

Exploring a Pay For Success model

NVUSD proposes to explore a Pay For Success (PFS) model for our high-quality preschool programs that incorporates a clearly defined, highly replicable, digital early literacy intervention. Based on two years of experience with the DEL program, we believe that such an intervention can dramatically improve literacy and English language learning while resulting in significant cost avoidance and value over the short and long term.

Education. New York: Foundation for Child Development and Ann Arbor, MI: Society for Research in Child Development.

Through the feasibility study we will compare the outcomes of the children in a quality preschool 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 this case in San Mateo County, CA, which has a similar demographic to Napa County). 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, if the PFS Feasibility Pilot Study indicates that a high quality preschool program with a DEL component produces results that are superior to a standard high quality preschool program, Napa would like to share our results to support potential expansion of the PFS model in other areas across the state of California. Already we have received significant praise and attention for the DEL program in California (see attached letter from Tom Torlakson, California State Superintendent of Schools), won national recognition through the White House Initiative on Educational Excellence for Hispanics, and received numerous awards such as a the Digital Promise Digital Innovation in Learning (DILA) award.

(b) Quality of the Preschool Program Design

Napa County Preschool Program Design

The Napa Valley Unified School District (NVUSD) is the largest of the five school districts in the County, serving 87% of the approximately 20,000 students K-12. NVUSD and four other

districts rely on the Napa County Office of Education (NCOE) to act as the preschool service for all of the low-income children in Napa County not served by Head Start. There are currently over 400 preschoolers in the 23 State preschool classrooms that are supported annually by NCOE.

The NCOE early childhood program features a full inclusion model for children with disabilities served in two types of settings. Children who live in homes with incomes that do not qualify for attendance in State subsidized preschools are served in over 50 community programs side by side with non-disabled students. Those who qualify for state subsidized preschool participation are served in NCOE's preschool programs with an average mix of four non-disabled children to every one child with a disability.

The preschool programs operated by NCOE use the CA Department of Education Preschool Learning Foundations as their **evidence-based curriculum**. Other aspects of the program that augment its quality include the integrated service delivery model for inclusion of children with disabilities, strong family engagement, and two targeted curricula: the teaching pyramid developed by the Center for Social Emotional Early Learning and Digital Early Literacy.

CA Department of Education Preschool Learning Foundations: The California Preschool Learning Foundations outline key knowledge and skills that most children can achieve when provided with the kinds of interactions, instruction, and environments that research has shown to promote early learning and healthy development. The California Preschool Learning Foundations focuses on the domains of self-regulation, social-emotional development, language and literacy, English-language development, mathematics, science, physical development, and visual and performing arts. The foundations are aligned with the California standards Transitional Kindergarten (TK) to 12th grade. Teachers use the Preschool Learning Foundations

to develop lesson plans, as well as the Desired Results Developmental Profile (DRDP) to serve as a guide.

The Desired Results Developmental Profile, DRDP 2015, is completed by classroom teachers for all children enrolled in their classrooms within the first sixty days of school, and again six months after the first assessment. For children who have identified special education needs, the DRDP 2015 is completed collaboratively in consultation between the classroom teacher and the integrated therapy team.

Summaries of the DRDP classroom data are used by staff to guide and inform curriculum planning. Individualized adaptations and modifications to support children's individualized educational needs are identified in consultation between classroom staff and the integrated therapy team, and are included in the weekly lesson plans.

The Early Childhood Environment Rating Scale is conducted by external evaluators each fall. The scores are then reviewed with classroom staff and the results are used to develop an action plan to improve quality as indicated by the scale.

Integrated service delivery model for inclusion

The integration of both Early Childhood Programs and Early Childhood Special Education services within one department provides a strong foundation for the inclusion of children who qualify for Special Education services, with opportunities to enroll in our California State Preschool Programs. In the 2016-17 school years, 77 children with Exceptional Needs are enrolled in our CSPP half-day programs, and 13 children are enrolled in full-day programs.

For the past 15 years NCOE has implemented the special education service delivery model called integrated therapy. Through this model, special education services are brought into the classroom

and work on IEP goals while integrating classroom routines in functional ways that allow all children to benefit from the classroom curriculum. California State Preschool Program (CSPP) and Early Childhood Special Education (ECSE) staff trains together so that all staff members understand and are able to implement the model.

The goal of the integrated therapy model is to help children achieve the necessary functional independence to participate successfully in the general preschool classroom activities and routines. Teams, not individuals, are responsible for developing and implementing effective accommodations and adaptations. An emphasis is placed on building the capacity of the classroom staff to accommodate children with disabilities.

Family engagement

Building a strong connection between what children learn in their preschool classrooms and at home is an important part of the Napa preschool program, including the DEL component. In the area of literacy, there is converging evidence that children from homes with more books and who experience more reading with parents tend to perform higher on literacy assessments and reading achievement tests than do children from less reading-rich backgrounds (Faires, Nichols, & Rickelman, 2000⁹; Senechal & LeFevre, 2002¹⁰; Epstein, 2001¹¹). It is said that the home and school constitute "overlapping spheres of influence" on children's development and academic achievement, and that the degree to which schools promote strong partnerships creates greater consistency across home and school contexts and helps to determine children's academic success.

⁹ Faires, J., Nichols, W.D., & Rickelman, R.J. (2000). Effects of parental involvement in developing competent readers in first grade. *Reading Psychology, 21*(3), 195-215.

¹⁰ Senechal, M., & LeFevre, J.-A. (2002). Parental involvement in the development of children's reading skill: A five-year longitudinal study. *Child Development, 73*, 455-460.

¹¹ Epstein, J.L. (2001). *School and family partnerships: Preparing educators and improving schools*. Boulder, CO: Westview Press.

The NCOE preschool program places special emphasis on promoting the involvement of parents in their children's education.

In addition to the parent involvement activities within the preschool programs such as Parent meetings, Parent Advisory Council, and parent volunteers, a number of parent education classes and supports to are offered families.

These classes and supports include:

- Parent classes on Sensory Integration and Fine Motor Development, with individual follow-up sessions;
- 6-week Parent Education on the Social Emotional Foundations for Early Learning;
- Access to an Infant Mental Health Specialist for specific discussions related to their child and parenting styles; and
- Referral to Parents CAN, which is a family resource center specific to families with children who have special needs.

Targeted Curriculum

The Napa County Office of Education Preschool Programs focus in on the development of social emotional learning. Preschool staff members have received training and ongoing coaching on the *Teaching Pyramid for Promoting Social Emotional Competence in Infants and Young Children* developed by the Center for Social Emotional Early Learning (CSEFEL) at Vanderbilt University.

The Digital Early Literacy program is an additional evidence-based, targeted curriculum designed by Napa County Office of Education Early Childhood staff to promote early language and literacy using digital technology and the application Footsteps to Brilliance (F2B).

Professional Development

The NCOE preschool program provides high-quality **professional development** for all staff.

The program provides ongoing professional development for staff in high quality early childhood practices, social emotional development, integrated service delivery/inclusion and digital early literacy.

The annual program self-evaluation process identifies areas for professional development for the following year(s). Ongoing professional development for staff focuses on strategies for increasing the child's social emotional development, the purpose and essential components and classroom strategies for Integrated Therapy, high quality early childhood practices, and Digital Early Literacy.

The professional development plan is systematic, intensive and ongoing to assure that staff develop the competencies needed to implement high-quality preschool programming.

High Qualifications for Teachers

NCOE's preschool teachers implementing our program meet and exceed the state **qualifications** for their positions. The chart below indicates the level of college coursework involved. Teaching staff generally have higher degrees than required. It is also important to note that NCOE Preschool program staff have high retention rates and teachers have many years of experience. This is a strong asset in a field plagued with turnover.

Table 1: Napa County Office of Education Higher Education Units/ Degree for Preschool Staffing

Position	No College Credits	3-24 College Units	Above 24 College Units	AA Degree	BA degree	MA Degree
Instructional Assistants	4	3	5	0	2	0
CSPP Teachers with CA. Permits	0	0	3	10	8	1
ECSE Teachers with CA Credentials	0	0	0	0	2	8

Child-to-instructional staff ratio

The **child-to-instructional staff ratio** for NCOE Preschool programs is 8 to 1 or lower. The ratios are augmented by the integrated therapy model and team teaching used in the high-quality, inclusive classrooms.

Inclusion of Children with Disabilities

Napa County Office of Education preschool programs have served as a model of **inclusive services for children with disabilities** and their families for CA for many years. The integration of both Early Childhood Programs and Early Childhood Special Education services within one department provides a strong foundation for the inclusion of children who qualify for

Special Education services, with opportunities to enroll in our California State Preschool Programs. Approximately 25% of the population is children with disabilities.

The program uses the integrated service delivery model to provide inclusive services (described above in section 1). Every integrated therapy team meets weekly to discuss progress toward IEP goals, review the classroom lesson plans, and to identify necessary modifications and accommodations for individual children so that they can access and benefit from the classroom curriculum, routines, and activities. Behavioral strategies are discussed and any necessary training and/or equipment is provided by the special education staff. Additionally, staff members can discuss children who do not have an IEP but about whom staff has concerns about their participation in the preschool curriculum. SPED staff can provide strategies and observe the child in the next week. If a child continues to have difficulty even with the intervention, and staff feels additional services should be provided, a referral is completed for assessment. With these varied levels of support, and the designated time set aside for team meetings and staff training, NCOE is able to ensure that children with special education needs are successfully included in our child development classrooms.

Families of children with disabilities receive additional supports, including:

- Parent classes on Sensory Integration and Fine Motor Development, with individual follow-up sessions;
- Parent training and access to Footsteps2Brilliance - Digital learning application for early literacy;
- 6-week Parent Education on the Social Emotional Foundations for Early Learning;
- Access to an Infant Mental Health Specialist for specific discussions related to their child and parenting styles; and

- Referral to Parents CAN, which is a family resource center specific to families with children who have special needs.

The inclusive NCOE preschool program has built strong community collaboration and partnerships with a variety of systems and supports. Family support services, early childhood and child care partners, Head Start, Private preschools, Regional Center, health and social services, cultural groups, libraries, and other community organizations are informed and involved with NCOE preschool programs and the Digital Early Literacy project.

NCOE's preschool services use the Division for Early Childhood / National Association for the Education of Young Children position statement on inclusion and the Department of Education/Health and Human Services joint policy statement on early childhood inclusion to guide their services.

Inclusion of at-risk children and high-needs populations

NCOE's Preschool Programs provide services primarily to children who have a variety of risk factors. Children who experience abuse and neglect, and are served by Child Protective Services, who are in foster or kinship care have the highest priority for services in the preschool programs. Families must meet the income eligibility for CA State Preschool Programs, so by definition families are living in poverty. 85% of the children in our preschool programs are dual language learners (DLL). The program assures that there are bilingual staff in every classroom. A great number of children in the program have experienced trauma. NCOE preschool programs employ an Infant Mental Health psychologist on staff. This professional provides coaching and support for teachers to address the unique needs of this population.

An Innovative Intervention Strategy

A new and promising component of our high-quality preschool programming, the Digital Early Literacy (DEL) program, is the highlight of our intervention strategy. DEL is an ambitious countywide program initiated by the Napa County Office of Education (NCOE). The program uses digital literacy instruction to expose preschool children to the 1000 words which research shows they need to know in order to succeed in kindergarten (Fry and Kress, 2006; Taylor, S., Frackenpohl, H., White, C., Nieroda, B., Browning, C., & Birsner, E., 1989; EDL core vocabularies Austin, Texas: Steck-Vaughn).

The DEL program bridges the school-to-home gap with a high powered bilingual digital early literacy curriculum and the Footsteps2Brilliance (F2B) application that focuses attention on literacy both in preschool classrooms and with children's parents at home. The F2B app itself contains over 200 eBooks and games in English and Spanish. The F2B has a cloud-based back end system that records every time a child clicks on a word when a book is being read to them. Every book reads itself to the child in either language, has comprehension questions that relate to the story, learning games that reinforce the vocabulary, and a Create-a-Book feature that allows children to use the backgrounds and characters of the story to create their own books.

The characters in the books are animated and come to life when the children touch them. The children get instant feedback when they answer a question, which motivates them to continue. Especially appealing to preschoolers is the Nursery Rhyme Karaoke series, which has traditional nursery rhymes, set to music. Kids can record themselves singing and play it back. A county-wide license to use the application was purchased in perpetuity with the help of two nonprofits, the Napa Valley Vintners Association and NapaLearns, so children can continue to use the

program even after leaving preschool, with full access to the full library of books and educational games at no cost.

The DEL program consists of many components that combine to create a cohesive and replicable plan to increase early literacy for preschool children. Initially, all preschool classroom personnel are given extensive professional development on the use and best practices of digital learning in the classroom. The teachers are provided with one-on-one coaching and are given stipends for demonstrating mastery of this curriculum. Extension activities are created for the teachers to use throughout the day in the classroom to emphasize the vocabulary words presented in the books.

Parent training is another critical aspect of the program. Parents are taught the importance of early literacy and the appropriate use of digital tools with their children. They are shown how to download, login, and use the app on their own devices. Electronic devices are often loaned to parents who don't have their own. Teachers regularly post the book covers of the digital books they are reading on the parent board so that parents can reinforce the classroom lessons at home.

NCOE recently completed a survey of preschool program parents which found that the primary language spoken in their homes is not English in the case of 74% of respondents, 85% have Internet access, 99% own an electronic device capable of accessing F2B, 96% use text messaging, and 80% have an email address. The parents' high level of digital connectivity facilitates their use of F2B at home with their children and makes it easy for preschool teachers to promote F2B usage via emails and texts.

In the 30 months the program has been in operation, children at school and in their homes have been exposed to 40 million words over a period of 10,953 hours of usage. In the 2015-16 school year alone, the word total was 26,929,752 over 6,648 hours. Sixty-four percent of this usage was

during school hours with the remainder occurring on weeknights and weekends.

Based on two full years of implementation we are clear on what this intervention contributes to the cost of a quality program and preliminary results indicate measurable outcomes that produce cost savings to school district K-12 programs.

Specific and Measurable Goals, Objectives, and Outcomes

Outcomes for our high-quality preschool program and the DEL component are divided into preschool and elementary school categories. Preschool goals target the early literacy and technology skills of all preschool children¹². Attention will be paid to preschool children who are dual language learners and to those living in poverty. Preschool student outcomes are listed below in table 2.

¹² Other goals, not included here, are established for teachers and parents.

Table 2: Preschool Student Outcomes

Goals	Objectives	Outcome Measures
1.0 To improve early language and literacy skills for preschool children in Napa County.	1.1 To increase word exposure for preschool children 1.2 To improve early language and literacy skills of preschool children.	1.1 Number of words exposed to in the F2B app. 1.2 Percentage of higher level word classes (e.g., adverbs, prepositions, conjunctions, exclamatory, etc.) kids are exposed to in the F2B app and complexity of language patterns. 1.3 Percentage of children identified as ready for kindergarten on DRDP (2015) measures addressing language, literacy and English language development, where appropriate.
2.0 To increase developmentally appropriate technology skills of preschool children.	2.1 Children demonstrate appropriate use the F2B program 2.2 Children demonstrate appropriate use of tablet computers for developmentally appropriate educational experiences	2.1 Percentage of children meeting performance standard for F2B app usage. 2.2 Percentage of children meeting performance standard for tablet computer usage.
3.0 To improve social emotional and self-regulation skills of preschool children.	3.1 To improve social emotional development of preschool children. 3.2 To improve self-regulation skills of preschool children.	3.1 Percentage of children identified as ready for kindergarten on DRDP (2015) measures addressing social emotional development. 3.2 Percentage of children identified as ready for kindergarten on DRDP (2015) measures addressing self-regulation.

Elementary School Student Outcomes. Two elementary school goals that target the literacy skills of all students and the English language development skills of English Learners have been established for DEL program participants as Grade K-2 students.

Table 3: Elementary School Outcomes

Goals	Objectives	Outcome Measures
3.0 Improve the literacy-based skills for all students.	3.1 Improve the acquisition of early literacy skills for K-2 students. 3.2 Improve the English Language Arts performance of Grade 3 students. 3.3 Improve the rate of students reading at grade level in the third grade.	3.1 Improved performance on Grades K-2 DIBELS 3.2 Percentage of DEL students meeting or exceeding the performance standard on the Grade 3 CA Assessment of Student Performance and Progress (CAASP) for English Language Arts (\geq 2432 scale score points) 3.3 Percentage of children scoring within grade level Lexile score range on the Grade 3 Scholastic Reading Inventory (SRI)
4.0 Improve the English Language Development skills of English Language Learners.	4.1 Reduction in number of students requiring English Language Development services and supports 4.2 Reduction in number of students requiring English Language Development services and supports	4.1 Percentage of children designated as Initial Fluent English Proficient (I-FEP) in Grade K as determined by the CELDT test performance. 4.2 Percentage of children identified as English Learners (EL) in Grade K who are subsequently redesignated as Fluent English Proficient (R-FEP) in 4.2.1 Grade 1 4.2.2 Grade 2 4.2.3 Grade 3

Appropriateness of the Intervention Strategy to improve student outcomes for the Target Population

The DEL-enhanced intervention strategy addresses critical learning gaps and improves student outcomes by resolving the following 10 issues.

Issue 1: Children in NCOE preschool programs have had limited exposure to English language vocabulary that will prepare them for success in Kindergarten. The F2B app provides an engaging and interactive experience for preschoolers that reinforces the 1000 words they need to get ready for Kindergarten. Additionally, the F2B app contains over 200 highly interactive digital books that are presented in both English and Spanish.

Issue 2: Parental Literacy. Parents play a key role in their child's academic success, but many parents lack the tools and knowledge to help their children succeed (Arnold, et. al., 2008). Typical early literacy programs focus on providing traditional books to families by sending books home with the children. These are wonderful programs but require a certain level of English language literacy among parents to be able to read the books with their children. Since the F2B digital books read themselves to the children in either English or Spanish, it's not necessary for parents to be literate in English. Anecdotal evidence suggests that the parents themselves are increasing their vocabulary too.

Issue 3: Maintaining interest in literacy is difficult for students with limited exposure to literacy-based experiences. By integrating technology, students are presented words in the context of engaging songs, stories and activities. Students can use the F2B app at their own pace and can repeat songs and stories they enjoy.

Issue 4: Traditional curriculum and instructional models focus attention on a narrow range of student abilities and capacities. With one fifth of the student population having IEPs, it is important that a preschool program be inclusive of the needs of all children. Because the e-books in the F2B app are appropriate for all children from preschool through third grade, children at all levels of the literacy continuum are addressed. By incorporating visual, auditory, and tactile experiences, the F2B app is accessible to all children, including those with special needs.

Issue 5: Reinforcement of the English language in homes that are predominantly Spanish speaking. The vast majority of NCOE preschool students receive instruction at school in English and then return to homes where Spanish is the predominant language. Even with the large percentage of Spanish-speaking households, only 14% of parent respondents on the 2016 DEL Parent Survey indicated that their children are using the app exclusively in Spanish. These preliminary findings indicate that the language of preschool instruction is maintained outside of preschool.

Issue 6: Limited parental access to and instruction in the use of technology tools. Through the DEL program, families gain access to technology tools that they might not otherwise have due to costs. Parents are not typically given any instruction in the use of technology prior to their children entering the school system even though they are expected to communicate with teachers via email and obtain information from websites. The DEL program provides instruction in the use of technology tools for parents to enable them to feel fully immersed in their child's education from the start. It also includes a parent iPad loan program, which gives families access to digital devices they can use at home to reinforce the learning that is taking place in the classroom. Parents are required to attend an iPad basics class prior to borrowing a device and are

also trained on the use of the F2B app to reinforce best practices with digital tools.

In addition to the teacher training, NCOE has taught 53 bilingual workshops with over 660 parents of preschool students attending. The Parent iPad loan program began in spring of 2016 with 60 iPads loaned out to preschool families. 30 of those children showed an average increase in at-home usage of F2B of 96 minutes per month.

Issue 7: Limited Resources for Teacher Professional Development. Since the rollout, 30 teachers and assistant teachers in the NCOE preschool program have received over 24 hours professional development in best practices for digital early learning in the classroom.

Issue 8: Inconsistency of the integration of technology within preschool classrooms. The DEL program supports teachers with the integration of the F2B app within their classrooms. To implement digital literacy, teachers receive three hours of coaching per month. Classroom visits involve the coach observing the teacher in the classroom and recording observations using the Implementation Strategies Tool. Monthly out of class visits are used for debriefing. Developed by the DEL program team, the design of the Implementation Strategies Tool included research for the appropriate use of technology with preschoolers, feedback from teachers who are well versed in technology, and review of critical teaching strategies for literacy, language and Dual Language Learners. The tool is observational and data is collected twice per year.

Issue 9: Technology tools are often presented in limited number of settings, if at all.

Because the F2B app is suitable for individual, small group, and large-group settings, teachers can use multiple instructional modalities to introduce and familiarize students with the F2B app throughout the week. Teachers can also use the F2B app to discuss student progress in meetings with parents.

Issue 10: Limited Access to Technology. The DEL program includes free access to the F2B app for every preschool age child in Napa County regardless of whether or not they are enrolled in preschool. As a result, community outreach is a vital component of the DEL initiative. Through partnerships with organizations like Napa Valley Community Housing, family centers, health clinics and libraries we're able to extend our reach to other children in the community who can also benefit from using digital early literacy programs with their children.

Evidentiary Basis for the DEL Program

Evidence in support of the program has come from broad-based research on and implementation science. A locally performed quantitative study adds further support for the potential of the project.

Theoretical Evidence: While the “30 million-word gap,” which is the most famous part of Hart and Risley’s landmark study, *Meaningful Differences in the Everyday Experiences of Young Children* more nuanced findings that have come to light with new research. It’s not just the number of words that children hear, but the quality of those words. It’s making sure that the words contain new concepts and things that are interesting to young children, so called “rich language,” so their brains make connections earlier, according to Dale Walker, associate research professor in early language and communications and the director of the Juniper Gardens Children’s Project in Kansas City, Kansas. W. Steve Barnett (National Institute for Early Education Research at Rutgers, the State University of New Jersey) has emphasized the importance of teacher and parent conversations with children that includes “encouraging language.” Other researchers have emphasized that teacher-child and parent-child communications are best when they involve “turn taking,” (Caitlin Molina, Providence Talks).

Barbara Bowman, child-development professor and co-founder of the Chicago-based Erikson Institute also has stressed, “It’s not just the word gap; it’s what you use language for.” Her research indicates that the children of professionals who heard 30 million more words than children of families receiving welfare heard twice as many unique words, and twice as many “encouraging” versus “discouraging” conversations. (“What did you think of that?” versus “Don’t touch that,” for example.) F2B provides unique words related to different stories, including the non-fiction series of STEM books. It also provides encouragement as children respond to the comprehension questions.

When children correctly answer a question using F2B they are met with, “Amazing! Brilliant!” If children incorrectly answer, they hear, “Whoops, try again.” in a very cheerful and encouraging tone of voice. Additionally, the conversational patterns and language complexity used by characters in the stories fit the definition of an “enriched language environment.” The nature of the stories in F2B and the way teachers and parents are taught to use them with children emphasize back and forth turn taking.

Implementation Science Evidence: Fixsen et. al. established a stages frameworks for understanding implementation that addressed exploration, installation, initial implementation, full implementation, innovation, and sustainability.¹³ This framework guided the establishment of the DEL program monitoring process. Tracking of student and teacher usage of the F2B application is built into the DEL program. The application is able to track student usage by time and length, number of games and levels completed, and number of books viewed. The data is used to generate reports for review by coaches with teachers and by DEL program managers

¹³ Fixsen, D. L., et al (2005). Implementation Research: A Synthesis of the Literature. Tampa, FL: University of South Florida, The National Implementation Research Network (FMHI Publication #231).

with NCOE administrators.

A web-based DEL program monitoring system has been developed and used to gather and report on teacher-based information gathered by DEL Coaches. During visits to DEL classrooms, Coaches use the DEL Classroom Strategies and the DEL Technology Skills observational protocols. The DEL Classroom Strategies protocol measures this and was designed with input from DEL teachers, coaches and administrators about what the DEL should look like in the classroom. The DEL Technology Skills protocol addresses the appropriate use of technology with preschoolers and was designed with feedback from DEL teachers who are well versed in technology. The system is presented within a cloud-based environment and is used to capture observational data, aggregate it, and present it for review by coaches with teachers and by DEL program managers with NCOE administrators. Preliminary findings indicate that teachers have improved their delivery of the DEL program within their classrooms from the 2014-15 to the 2015-16 academic year.

Qualitative Research Evidence: A focus group was conducted with families from one of the preschool programs that has fully implemented the Digital Early Literacy program. The purpose of the focus group was to learn from families who have been using F2B about their experiences using the materials with their child at home. Nine parents (two couples), representing 7 families, participated in the focus group. All of the families had Wi-Fi connections at home, as well as mobile phones. More than half of the families (4) had tablets or iPads. All of the families used text messaging and had email addresses. Most of the families (4) used both English and Spanish versions of F2B, while one family chose to use the Spanish version so that their child's home language was reinforced. Two families used the English version to support their child's English language learning.

Families discussed the variety of ways they used F2B with their child. Most of the families talked about older siblings using the F2B with their preschool siblings – as a fun activity and to encourage their learning. For example, one child’s older sister reads for 30 minutes each night, using F2B to read stories to her younger sister (a double benefit to the family). The families noted that their children really enjoyed the stories and activities on F2B, and that the points and “high fives” motivated their children to learn. Families also used F2B while they are in the car running errands or at bedtime as their nightly story-reading routine. Families knew which story the class was reading each week and built on what their child’s teacher was working on at preschool. The children also told their parents about the stories and activities that they did at school.

Families reported that F2B and their preschool teacher had done an excellent job of preparing their child for Kindergarten. They mentioned that their children’s vocabulary had greatly increased in both English and Spanish. Parents shared examples such as their child now speaking in complete sentences; singing songs in English and knowing all the words; writing the alphabet and letters based on their sounds; writing complete sentences; and associating letters of the alphabet with the sounds and with their friends’ names or with the names of animals.

Quantitative Research Evidence: A 2011-12 study by Touro University researchers (Redmond, 2012) examined the DEL pilot program and found that teachers were successful in blending a technology-based language arts curriculum with traditional learning activities within the preschool environment. Student use of the application was shown to have a significantly positive effect on students’ receptive language skills. Students also demonstrated growth in the affective domain. Using the Growth Score Value of the Peabody Picture Vocabulary Test (PPVT-GSV),

key findings were established.¹⁴ Among them,

- The iPad treatment had a significant effect on students' receptive language as measured by the PPVT;
- Both Word exposure and Books Completed had significant effects on GSV growth;
- Both Latino and White students benefited from the treatment and there was a significant correlation between ethnicity and English learning status and the positive effect of the treatment;
- There was a significant correlation between poverty status and the positive effect of the treatment;
- Although the control group mean was higher on the pre GSV, the treatment group mean was higher on the post GSV; and
- Researchers also found that teachers reported greater self-confidence, risk-taking, and collaboration behaviors in their students.

Finally, it is important to mention that a longitudinal study of the impact of the DEL program is already underway. It is being conducted by research staff at NCOE's Research and Professional Development Center (RPDC). This center is a major statewide contractor with the California State Department of Education in areas of special education school improvement and the elimination of disproportionate special education placements. It is also one of three centers (along with UC Berkley and West Ed) developing Desired Results, the state's assessment tool for measuring the developmental progress of children enrolled in state supported preschool programs.

¹⁴ Redmond, Pamela. Using Mobile Technology and the Footsteps2Brilliance® Academic Language Program to Accelerate Vocabulary and Comprehension for Early Learners A 3rd Party Evaluation Study. 2012. Site link: http://www.footsteps2brilliance.com/wp-content/uploads/2015/11/TouroUniversity_Evaluation_study.pdf

Achievement of Program Outcomes

Napa County Office of Education places great value on the design and delivery of a consistent DEL program model. Program implementation is monitored through a continuous improvement model that focuses attention on those elements of the programming that can be influenced by preschool teachers.

Coaching model: The coaching cycle begins with identifying the current status of the teacher's skill set. This is developed through observation of both the teacher and the students using an Implementation Strategies Tool. Once the current status is established, a teaching technique or strategy is developed to assist with progressing in the area of needed improvement. A goal is then developed between the coach and the teacher. The goal is Specific, Measurable, Achievable, Realistic, and Time-bound (SMART). The next step in the cycle is the learning component that includes three areas: "I do", "We do", and "You do". The "I do" area consists of reciprocal learning in which the coach and teacher meet to discuss the teacher strategy to focus on and co-plan a lesson for the coach to model. For the "We do" section the teacher and coach meet to decide on a specific strategy within a lesson. The coach may begin the lesson and then the teacher will complete the lesson. The last area of the learning cycle is the "You do" area where the coach and teacher decide on a specific strategy within a lesson. The teacher leads the lesson and the coach observes. All lessons are followed by a debrief. The learning cycle is continuous throughout the coaching process as teachers are mastering new skills and developing additional SMART goals.

Program monitoring: Program monitoring data systems are in place to gather, store, and report formative implementation findings immediately upon data collection. Data includes (F2B word exposure and app usage), model implementation, technology skills. Information is presented at

the program, preschool site, classroom, and teacher level. Coaches' meetings with teachers are informed by the information gathered in teachers' classrooms.

Data-driven discussion: In addition to supporting teacher-coach meetings, data is used to inform discussions at monthly administrative, coaches, and evaluation meetings. Results are used to determine the progress of the project and to decide where best to commit additional support or resources.

Prior experience: The NCOE DEL program started in 2011 with a summer bridges pilot for dual language learner preschool students utilizing the F2B app. During the pilot program, student vocabulary scores increased from 58.5% to 76.4% and teachers reported a very high level of student engagement. This early success led to the rollout of the Countywide implementation in Feb. 2014. After several years of preparation and training, the 2015-16 school year constituted the first year of full-scale implementation with a cohort of 417 preschool age children, to be followed by subsequent cohorts of similar size in future years. The DEL evaluation will continue to track the language and literacy abilities of children in the DEL treatment cohorts through third grade.

Feasibility Study Questions and Outcomes

The proposed feasibility pilot project will be used to determine if PFS is a viable and appropriate strategy for implementing a high-quality preschool program with a digital early literacy component that yields meaningful outcomes. Comparisons with similar populations in Napa and at San Mateo County in California will be used to determine the relative impact of the DEL program. If the results of the feasibility pilot indicate that an implementation project is warranted, an implementation plan will include expansion of preschool services to the 300 children eligible for state subsidized services in Napa County who are now unserved. An effort

will be made, in consultation with the State Superintendent of Education, local legislators, and the numerous statewide associations we actively work with, to explore the use of PFS to increase preschool services that include DEL across other areas of the state.

Some potential DEL-driven program benchmarks include:

1. The increase in the percentage of children identified as ready for kindergarten on DRDP (2015) measures addressing language, literacy and ELD, 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 identified as ready for kindergarten on DRDP (2015) measures addressing social emotional development.
5. 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.

Feasibility questions are structured around potential cost-avoidance elements of the DEL program. For example:

To what extent does the DEL program improve literacy skills for dual language learners enough to cause a reduction in the need for English Language Development (ELD) services for elementary school students? Is cost avoidance achieved by a reduction in the number of children classified as English language learners and, hence, the need for English Language Development (ELD) services in elementary school? The primary outcome measures for these questions will be the percentage of Kindergarten children initially classified as Fluent in English (I-FEP) on the

CA English Language Development Test (CELDT) and the per student dollar amount assigned to the provision of supplemental English Language Development (ELD) services.

Additional study questions related to social emotional learning and executive functioning, and related cost savings, will also be explored. (See the Competitive Preference Priority section below)

While the full range of potential costs avoided related to the DEL program are not yet known, we have some idea of where avoidance may occur. For example, The district tracks costs for certain literacy interventions by Goal Code in the district financial system. In 2015-16 the district spent [REDACTED] on expenditures specifically coded as support for English Language Learners and an additional [REDACTED] on expenditures specifically coded as Reading Intervention. Based on the number of pupils designated as English Language Learners, and those designated for reading intervention (many pupils fall into both categories), this means that additional literacy related interventions for these pupils cost the district on average between [REDACTED] (reading only) and [REDACTED] (both categories) per year per pupil. These figures are likely very conservative given that the district does not necessarily manage to track every expenditure related to ELL and reading support in these two distinct Goal Codes. Nonetheless, these amounts would indicate that every [REDACTED] reduction in these two subgroups that can be achieved through preschool interventions will produce an estimated annual savings to the district of between [REDACTED] and [REDACTED] in just these targeted intervention categories.

Competitive Preference Priority

In addition to the above outcome measures we also intend to include social emotional and executive functioning measures in the PFS feasibility study, as posed in the following questions.

1. To what extent does the DEL program improve social emotional skills for all groups of preschool children enough to cause a reduction in the need for social emotional services for elementary school students, and are significant costs savings generated as a result?
The primary outcome measures for this question will be the Social and Emotional Development (SED) domain of the DRDP (2015) preschool assessment and the number of elementary school discipline incidents reported.
2. To what extent does the DEL program improve executive functioning skills for all groups of preschool children enough to cause a reduction in the need for executive functioning services for elementary school students, and are significant costs savings generated as a result? The primary outcome measures for this question will be the Attention to Learning (ATL) domain of the DRDP (2015) preschool assessment and the number of elementary school discipline incidents reported.

PFS as a financing strategy

We are excited by the opportunity to explore the PFS model as a new financing method to support and expand our innovative and proven preschool program, including, in the event of an implementation phase, expansion of preschool services to 300 poor preschool children in Napa currently not receiving preschool services.

While the state provides adequate funding for the operation of a quality preschool program, it does not appropriately fund special education preschool services or K-12 special education costs and does not provide enough preschool placement slots to assure services to all poor children in Napa County. Many critical Digital Early Literacy program costs are also not funded. For example, support for curriculum, equipment, and professional development is not provided by

the state. Despite this, the District is accustomed to making up special education revenue shortfalls and we have this built into our overall income and expense models. DEL is a new and unaccommodated cost that increases the costs of preschool services by approximately 5% of current revenue. We think that this 5% added cost will be more than offset by cost avoidance from the reduction in remedial and English language instructional support services. This proposed PFS preschool feasibility pilot will lay the groundwork for determining if this is the case.

The willingness of local nonprofits like Napa Valley Vintners and NapaLearns to invest heavily in County preschool programs suggests that local capital may indeed be available for investment in a preschool PFS project. (Napa Valley Vintners and NapaLearns have already made contributions of [REDACTED] to NCOE preschool programs over the past three years). In our early discussions with these organizations, they similarly view a PFS approach as an interesting way to both improve student learning outcomes and to better leverage outside DEL program investments. The NVUSD is also willing to consider serving as a payor in a PFS program, based on our positive experience with DEL to date.

Finally, we believe that PFS implementation recommendations, as a possible product of the project proposed in this application, will be of interest to the California's consideration of its overall funding model for preschool. The State Superintendent of Public Instruction has visited the NCOE program and expressed interest in seeing the outcomes of the Napa PFS feasibility pilot study.

(c) Quality of the Preschool Partnership

Given our extensive history of partnering with NCOE on various programs and initiatives, and our reliance on NCOE in state mandated areas such as budget and staff credential oversight, the formation of a DEL-related PFS feasibility study collaboration will be simple. NVUSD will take the lead in putting this consortium in place.

While the Napa Valley Unified School District and the other four districts in Napa County have long partnered with NCOE in areas such as alternative school services for students not succeeding in district middle and high schools, career and college pathway programs, before and after school programs, and early childhood special education services, we were not involved in the early development of the DEL model. We now recognize its value and wish to partner with NCOE in testing its impact on the children coming to our Kindergarten classrooms following participation in NCOE preschools.

Partners and stakeholders

The **Napa Valley Unified School District (NVUSD)** is the applicant agency for the PFS feasibility pilot project, and will head up the partnership including acting as the fiscal agent, convening partnership meetings, preparing minutes of meetings, and administering contracts with the feasibility study contractor. We will also participate in identifying the outcome measures to include in the feasibility study and in collecting and sharing relevant data. Finally, we will lead discussions about the value of a PFS approach at the conclusion of the feasibility testing study and consider being the future **payor** during a PFS program implementation stage. It is worth mentioning that NVUSD has significant experience managing Federal grants. We manage over [REDACTED] per year in federal funds and have received clean A-133 audits.

The **Napa County Office of Education (NCOE)** is the feasibility project coordinator, and will manage all personnel, including an outside feasibility study contractor, during the course of the project. NCOE currently manages the DEL program and will provide critical insights and support as the feasibility study is undertaken. NCOE will help to provide the necessary data and relevant information critical to the feasibility study work. For the short term NCOE will also continue to bear the major brunt of the costs associated with DEL that are over and above state reimbursement for a typical preschool program, and make contributions for special education services. Finally, NCOE will leverage its district-wide connections and public and private sector relationships to help identify potential PFS program investors, evaluators, and intermediaries. The NCOE itself is interested in exploring a role as **service provider** in a potential PFS project.

The **Napa Valley Vintners and NapaLearns** will likely donate at least [REDACTED] to partially cover the costs of the DEL intervention, otherwise paid by NCOE, during the period of the feasibility study. These two nonprofits have already donated over [REDACTED] to NCOE preschool programs across the past three years. They will participate in the selection of the feasibility study outcome measures and in judging if the DEL program intervention is appropriate for the PFS model. Finally, these nonprofits will decide, based on study outcomes, if they want to act as the **investor** during any subsequent intervention phase.

A **feasibility study contractor** with expertise conducting multiple successful early childhood PFS feasibility studies will be engaged to conduct the study. This contractor will manage the feasibility study process to ensure each step is completed thoroughly and in a way that will be

credible among impact investors and other key players in the PFS field. The contractor will provide guidance on the steps required to complete each part of the study, the data that must be requested and the stakeholders that should be engaged. They will complete the feasibility study steps and draft memos detailing the process and the findings. They will seek review of each part of the study from relevant stakeholders and experts. For example, they will work with the Preschool PFS Partnership to seek input from service providers on the expansion plan and service provider readiness assessment and will have leading early education researchers review of the analysis of PFS-suitable outcomes. The contractor will develop the final report and presentation on the feasibility study findings and revise it to incorporate local input. They will provide a link between Napa County and PFS efforts and experts around the country that the County might learn from. Note: The control group will be data collected from other areas of the state with similar demographics. We are currently working on developing data sharing agreements with other districts.

An **external evaluator** will, on a preliminary (unfunded) basis, provide guidance during the feasibility study stage and be considered for contracting during a possible implementation stage. This individual or organization will work with NVUSD and the other school districts, NCOE preschool service personnel, research staff from NCOE's Research and Professional Development Center, and potential nonprofit investors to identify outcome measures and metrics to be used for estimating the benefits and challenges associated with the intervention strategy. If the feasibility study is implemented it will be designed to produce evidence about the project's effectiveness that meet the What Works Clearinghouse Evidence Standards.

(d) Quality of the Work Plan**Work Plan**

We are confident that our feasibility study can be achieved on time and within budget. To that end we have developed a detailed and robust 24-month work plan. The Napa Valley Unified School District (NVUSD) will work closely with the Napa County Office of Education (NCOE) to handle the oversight and management of the Preschool PFS feasibility project. Together we will engage an outside contractor to conduct the feasibility study. As outlined in Table 4 below, we expect to have our contractor in place no later than four months after project launch and following a competitive bidding process.

Our goal is to complete and submit a comprehensive PFS feasibility study report and set of recommendations before the proposed December 31st, 2018 due date.

Table 4: Preschool PFS Feasibility Study Work Plan

Task	Responsible Party	Timeline	Milestones
Project preparations	NVUSD, NCOE	Jan-February 2017	<ul style="list-style-type: none"> • Project management and governance teams in place • Community stakeholders and expert advisors identified
Feasibility study contractor identification	NVUSD, NCOE	By March 2017	<ul style="list-style-type: none"> • RFP developed • Contract in place
Problem analysis	Feasibility study contractor	By May 2017	<ul style="list-style-type: none"> • Community needs and barriers assessment

			<ul style="list-style-type: none"> • Identification of outcomes requiring improvement
Landscape Analysis	Feasibility study contractor, NCOE	By July 2017	<ul style="list-style-type: none"> • PSF models review • DEL Intervention strategy review • Legal barriers review
Outcome Analysis	Feasibility study contractor	By August 2017	<ul style="list-style-type: none"> • Short, medium, and long term measures identified • Evaluation methodology established
Mid-project assessment	All stakeholders	By September 2017	<ul style="list-style-type: none"> • Thorough review of progress and options by stakeholders and advisors
Data Assessment and baseline analysis	Feasibility study contractor	By December 2017	<ul style="list-style-type: none"> • Control group data gathered • Baseline calculation for evidence-based outcomes
Partner assessment	Feasibility study contractor, NVUSD, NCOE	By February 2018	<ul style="list-style-type: none"> • Review and assessment of potential investors, payors, evaluators, service providers, and intermediaries • Determine willingness of partners to participate in program
Expansion plan development	Feasibility study contractor, NCOE	By April 2018	<ul style="list-style-type: none"> • Viable scale-up plan
Impact on Outcomes study	Feasibility study contractor, NCOE	By May 2018	<ul style="list-style-type: none"> • Impact on outcomes determination via baseline analysis, expansion plans, and outcomes research

Cost-Benefit Analysis	Feasibility study contractor	By June 2018	<ul style="list-style-type: none"> • Determination of public value and possible savings • Determination of whether value exceeds cost • Full financial analysis
Financing structure review	NVUSD, NCOE, Feasibility study contractor	By July 2018	<ul style="list-style-type: none"> • Identify deal options • Outreach to potential partners
Feasibility study completion	NVUSD, NCOE, potential partners	By September 2018	<ul style="list-style-type: none"> • Presentation of study results • Stakeholder review and recommendations
Final Determination Report	Feasibility study contractor, NVUSD, NCOE	By December, 2018	<ul style="list-style-type: none"> • PFS program viability report and structure & implementation plan OR • PFS program viability report and description of alternatives
Report submission	NVUSD	By December 31st, 2018	<ul style="list-style-type: none"> • Final report supplied to DoE

Stakeholder collaboration and engagement

NVUSD and NCOE have a long history of collaborating with educational, community, and funding partners, leading a variety of local and regional efforts.

To ensure the full involvement of all stakeholders in the feasibility pilot project, our feasibility study project team will form a governance group representing key stakeholders to oversee the entire 24-month process. The governance team will include representatives from potential PFS

program partner agencies, a broad range of preschool program implementers, and preschool experts. The feasibility study team will meet monthly with the governance group to review progress and provide ongoing guidance.

Also supporting the feasibility study team and governance group will be the Napa County Office of Education DEL leadership team. The team is well established and holds monthly Digital Early Literacy (DEL) program meetings with all program staff. These meetings address the overall goals and objectives of the DEL program. Participants are updated on the latest trends and advances in digital literacy, regularly reviewing teacher and student usage data that is generated from the F2B application reports, discusses the implementation of the program in the preschool classrooms and parent outreach efforts, discusses technology needs, and reviews past and upcoming events or trainings. When necessary, more frequent meetings are scheduled.

In addition, monthly coaching meetings are held with the DEL management team, DEL coaching staff, and Early Childhood administrators. These meetings have offered an opportunity for early childhood administrators to review teacher implementation data so they can discuss it with the teachers at their site meetings, thus providing transparency and a feedback loop. DEL coaches also report back on the successes and challenges they are seeing with the teachers in the classroom. The NCOE DEL team creates task lists for managing complex projects to assure on-time completion of project goals. The management of the DEL program centers around a series of ongoing regular meetings, as follows:

1. Overall Project Steering Committee: Monthly meetings among all leadership personnel. The agendas for these meetings include the following items: project news, status of parent outreach and participation, review of monthly statistics on student participation and performance, teacher

training and performance, technology issues and status, evaluation and next steps.

2. Staff Development Committee: Monthly meetings to review the status of program implementation, teacher training and classroom coaching. Ongoing adjustment of plans to ensure that all teachers are receiving the individual support they need to implement the intervention program with fidelity. The participants include the DEL program lead, Director of Classroom Services, Evaluation and Research Coordinator, classroom coaches, and the Technology Specialist.

3. Parent Engagement Committee: Monthly meetings of all staff engaged in teaching parents to use digital early learning effectively with their children to assure continuous improvement of the work with parents.

Note: Our Feasibility Study will not include the reduction in special education placement as a Financial Benefit.

Adequacy and appropriateness of team time commitments

The PFS Feasibility Study project team members have significant experience working on multiple projects simultaneously, and we believe that the amount of time assigned to each of them is both appropriate and reasonable based on our previous project collaborations and current workloads. In addition, the bulk of the work for the feasibility study will be conducted by an outside contractor, minimizing the workload of the Napa Valley Unified School District and Napa County Office of Education feasibility study team members assigned to the project.

Specifically, the NVUSD and NCOE project staff will contribute the following percentages of their time to the PFS Feasibility Pilot project:

Maren Rocca-Hunt - *Project Lead/Principal Investigator* - will contribute [REDACTED] of her time (with some minimal administrative support) to the project on behalf of NVUSD.

Andrea Knowlton – *Director of Early Childhood Services* - will contribute [REDACTED] of her time to the project under NVUSD’s contract with NCOE.

David Sul – *Evaluation and Research Coordinator* - will contribute [REDACTED] of his time to the project under NVUSD’s contract with NCOE.

Lori Hill - *NCOE Team/DEL Support Coordinator* - will contribute [REDACTED] of her time to the project under NVUSD’s contract with NCOE.

(e) Quality of the Project Leadership

We have designated a high quality and experienced team to lead and support the proposed project. They include:

Maren Rocca-Hunt, Principal Investigator -- Ms. Rocca-Hunt is Executive Director of Elementary Education at NVUSD and has experience with developing and operating the following federal grants: Migrant Education and Magnet Schools. Additionally she has written and successfully implemented Ca. state grants such as Charter schools and mental health funding through the Ca. Endowment program.

Andrea Knowlton, Director of Early Education Services -- Ms. Andrea Knowlton, M.A., is Director of NCOE Early Childhood Education Services. She has worked in the field of early Childhood for 35+ years and has managed and worked on 6 Federal and State grants. Additionally, she has directed Early Childhood Special Education programs for 25 years and has

been successful in ensuring compliance with Federal and State SPED laws. Andrea successfully leads a department of 100 employees. Andrea developed the DEL classroom implementation and coaching model. It is estimated that twenty percent of her overall level of effort will be devoted to this project under NVUSD's contract with NCOE.

David Sul, Evaluation and Research Coordinator -- David Sul, M.Sc., is the Director of Research and Assistant Director of the DR *access* Project of NCOE. He serves in that capacity as a psychometrician and works on the development of the DRDP (2015), the state-approved preschool assessment. Sul has performed both internal and external program evaluations of state and federally funded programs for over 15 years and will work under NVUSD's contract with NCOE. He developed the DEL program monitoring system to gather data on the implementation of the DEL program model. As the NCOE internal evaluator, he will collaborate with the feasibility study contractor to identify student outcomes and related metrics and coordinate with NVUSD and the other school districts to gather data on outcomes and measures. His 20 percent time base will be billed to the project.

Lori Hill, NCOE/DEL Team Coordinator -- Ms. Lori Hill, A.S., is an Educational Programs Coordinator with NCOE. Ms. Hill has been intricately involved in the development of the Digital Early Literacy program at NCOE since its inception. She has been instrumental in developing the implementation tools and data reporting system and providing technology support for the program. She plans and coordinates the teacher professional development trainings related to DEL, as well as the parent trainings and the iPad loan program. She also participates in community outreach and education for the DEL program. Her previous experience at NCOE includes work as Data Support Specialist for the Napa/Solano/Contra Costa Educational Support Team. She worked with educational consultants to provide technical and administrative support

for the team as they assisted schools that were in Program Improvement. She has also worked as the Educational Technology Training Series Coordinator in the Curriculum and Instruction department. She will work under the terms of NVUSD's contract with NCOE. She will be responsible to maintain data files available from F2B on student performance and to administer intermediary functions essential to all agreements under the feasibility study such as with the external contractor and the comparison group.

Federal Grant Management Experience

NVUSD annually manages over ten million dollars a year in federal grants and contracts and has consistently had clean A-133 audits. While NVUSD is the applicant and lead agency for this application, NCOE, under contract with NVUSD, will play a major role in administering this project. NCOE has a 25-year history of managing large-scale, quality training and research projects housed for the past decade at its Research and Professional Development Center. Like NVUSD, all NCOE A-133 audits have been clean. As an organization, NCOE has a solid business and HR infrastructure with existing systems for contracting with outside organizations, managing data analysis activity for state agencies, and tracking/reporting contract expenditures and project outcomes keeping with state and federal preferred formats. The Office additionally has strong internal evaluation capacity including four full time evaluators (3 PhDs) plus additional partial FTE dedicated to evaluation and an Internal Review Board (IRB) for assessing research protocols.

(f) Adequacy of Resources

We believe that the requested amount is sufficient to cover all costs for a Preschool PFS Feasibility Pilot project. We do not anticipate needing to pursue additional funding at this time. Should the projected budget prove insufficient to cover all costs related to the project, we are committed to contributing in-kind resources in order to complete the work.

As shown below in Table 5, the budget for our Preschool PFS Feasibility Pilot study totals [REDACTED] over 24 months. The expenditures for the project include the portions of the salary of Maren Rocca-Hunt, NVUSD's Executive Director of Elementary Education and data gathering and management support from her NVUSD's IT Team. The NVUSD will partner with the Napa County Office of Education NCOE to coordinate the project and feasibility study, assisting in creating all agreements and funding commitments needed to undertake the feasibility study. The budget also includes the services of an independent contractor to oversee the feasibility study, including the recommendation of outcome measures and details on the projected savings to payors if savings are realized through implementing the PFS model following the PFS feasibility study. NCOE's portion of the budget will support [REDACTED] of the salaries and benefits of Andrea Knowlton (Director of Early Childhood Services), David Sul (Evaluation and Research Coordinator), and Lori Hill (NCOE/DEL Team Coordinator). NVUSD has been in communication with several potential contractors who are experienced with PFS and cost benefit feasibility studies and will select a contractor based on an open bidding process.

Table 5: Feasibility Study Project Resource Allocations

NVUSD Preschool PFS Feasibility Pilot Project Budget - 24 Months			
	Jan - Dec 2017	Jan - Dec 2018	
Expenditures			Total
Principal Investigator (Maren Rocca-Hunt) @ [REDACTED] FTE	[REDACTED]	[REDACTED]	[REDACTED]
Information Systems Specialist (Beatrice Braun) @ [REDACTED] FTE	[REDACTED]	[REDACTED]	[REDACTED]
Benefits	[REDACTED]	[REDACTED]	[REDACTED]0
Contract with NCOE for Project Coordination Services	[REDACTED]	[REDACTED]	[REDACTED]
Contract with Feasibility Study consultant	[REDACTED]	[REDACTED]	[REDACTED]
Indirect	[REDACTED]	[REDACTED]	[REDACTED]
Total	\$ [REDACTED]	[REDACTED]	[REDACTED]

Additional: Protections for Children with Disabilities

Although the proposed feasibility study is not intended to measure a reduction in special education services, it is important to note that Napa County schools have effective safeguards in place for children with disabilities to assure a free and appropriate education.

The Napa County Special Education Local Plan Area (SELPA) provides oversight and technical support to SELPA LEAs to ensure the compliance with Federal and State laws. One of the major focuses to assure that all children who are suspected of having a disability are assessed in all areas of suspected disability. If the IEP team makes the determination that the student is eligible, an IEP is developed following State and Federal guidelines. This is accomplished by providing comprehensive IEP training to all LEAs in the SELPA including the NCOE Preschool Program. The focus of the IEP training is to emphasize the importance of building an IEP that will provide

a solid offer of a free appropriate public education (FAPE), which will result in educational benefit for students.

The essential components of the IEP training include:

1. Assessments

- The student is assessed in all areas related to the suspected disability including, where appropriate, health and development, vision (including low vision), hearing, motor abilities, language function, general ability, academic performance, self-help, orientation and mobility skills, career and vocational abilities and interest, and social and emotional status. A developmental history should be obtained, when appropriate. [34 C.F.R. Sec. 300.304 (c) (4); Cal. Ed. Code Sec. 56320(f).]
- Assessments in the areas of suspected disability are conducted prior to exiting a student from special education. The IEP team makes the determination if the student is still eligible based on the results of the assessment. The parent must sign consent prior to the student being exited. Assessments must be administered by qualified staff
- Assessments must be administered in child's primary language

2. The IEP team makes a determination of eligibility using the eligibility criteria pursuant to 5 CCR § 3030 § 3030. IEP teams must adhere to the specific criteria for each of the 13 disability categories.

3. Assessment is the foundation of the IEP. All other components of the IEP are dependent on a valid assessment that assesses the child in all areas of suspected disability.

4. The IEP team determines *Present Levels of Performance and Academic Achievement* based on assessment.

5. The IEP team determines the *areas of need* from the Present Levels of Performance and

Academic Achievement.

6. Goal(s) is/are written for every area of need.
7. The IEP team determines the frequency, duration and level of services needed for the student to progress on goals.
8. Student progress is a key indicator that the IEP was calculated to provide educational benefit. If progress is not being made an IEP meeting is held to adjust the IEP. The goals may need to be adjusted or the services may need to be increased to facilitate progress on goals and for the student to progress in the general curriculum.
9. The Preschool program uses the *Communication Severity Scales (CSS)* to assist the IEP team in determining the frequency and duration of services in the area of communication for: articulation, fluency, voice, language and pragmatics. The *Communication Severity Scales* are guidelines for the IEP team to consider in determining the type, frequency, duration and location of speech and language services.