



First 5 Napa County

2018-2019 Annual Evaluation Report

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Part I: Introduction

Background

In November of 1998, California voters passed Proposition 10: The California Children and Families Act¹ which takes a 50-cent tax on tobacco products and distributes those funds to children 0-5 years old and their families throughout California. The Act funds crucial programs through comprehensive and integrated networks that provide needed health care, quality child care and provider and caregiver education to serve at-risk families and children prenatal through 5 years of age. The local First 5 Napa County Commission has been working to support children and families in Napa County since 2000.

Historically, First 5 Napa funded local agencies through a strategic funding plan that is outlined in the First 5 Napa County Community Plan. At the end of 2016, First 5 Napa County finished a strategic planning process that resulted in the First 5 Napa County 2017-2022 Community Plan. The plan outlines updated roles for First 5 Napa, new goals and strategies that will guide funding decisions going

**2017-22 Community Plan (revised)
Goals**

- 1) Healthy Children
- 2) Quality Early Learning
- 3) Strong Families
- 4) Collective Capacity
- 5) Integrated Systems

forward. This plan was revised in Spring 2018 to add a new goal – Collective Capacity. Funding for 2017-18 was based on the original First 5 Napa County 2017-2022 Community Plan (prior to revision) and prioritized the first 3 goals – ***Healthy Children, Quality Early Learning, and Strong Families***. However, in 2018-2019, our strategies shifted dramatically to focus more on goals 4 and 5 – ***Collective Capacity and Integrated Systems***. By focusing on these system-level goals, First 5 Napa aspires to be a community with ***healthy children, quality early learning opportunities, and strong families***. Additionally, First 5 Napa Commission is strongly committed to addressing all of these goals using a lens of equity, respect, and social inclusion.

In this First 5 Napa County 2018-19 Annual Evaluation Report, an outcomes-based evaluation summary is organized by the following goal areas – ***Collective Capacity/Integrated Systems and***

¹ Excerpted from First 5 California website: http://www.first5california.com/about/about_first5.html

Quality Early Learning. In the 2019-2020 Annual Evaluation Report, First 5 Napa County will demonstrate that the Collective Capacity/Integrated Systems work will begin addressing our goals of ***Healthy Children and Strong Families***. This report is a summary of all programs, activities and materials funded by First 5 Napa County in the 2018-19 funding year.

Comprehensive descriptions of each initiative and program with activities and outcomes are included. Also included is how each program implemented strategies to fulfill the Commission's goals outlined in the 2017-22 Community Plan.

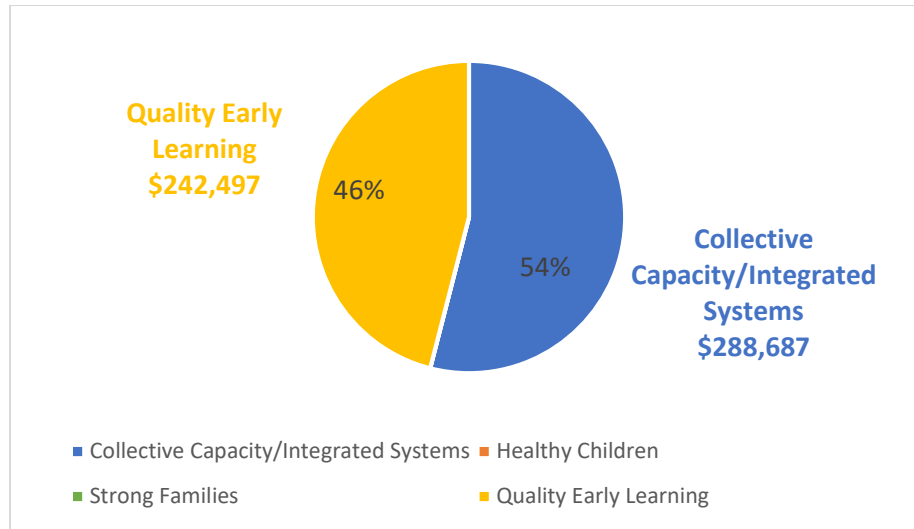
Investment

In 2018-2019, First 5 Napa County invested \$531,184 in total; \$288,687 of Prop 10 funds for *First 5 Napa Network* Collective Capacity/Integrated Systems work; and \$60,000 of Prop 10 funds and \$182,497 of First 5 California IMPACT funds (\$242,497 total) for the *Quality Counts* program. 80% of the First 5 Napa Network funding went to With/In Collaborative to provide consulting for the leadership network development, implementation, and evaluation. 90% of the *Quality Counts* program funding went to Community Resources for Children to coordinate the quality early learning efforts.

First 5 Napa County's 2018-2019 investments targeted the Collective Capacity/Integrated Systems and Quality Early Learning goals. The Collective Capacity/Integrated Systems strategy of building the First 5 Napa Network is a long term process, and 2018-2019 was the first year. As the First 5 Napa Network continues, the network will grow – both in the number of leaders participating and in the design project work. In the long term, system level work will ultimately impact individual level indicators, as described in the First 5 Napa Network logic model (Appendix 1).

The graph below demonstrates the funding amounts by focus area.

2018-19 Grant Funding by First 5 Goal



The table below demonstrates the investments by goal area and agency:

2018-19 Investment by Goal Areas

Agency	Program	Funds
Collective Capacity and Integrated Systems		
With/In Consulting	First 5 Napa Network	\$232,031
First 5 Napa	First 5 Napa Network Leadership Convenings	\$54,521
First 5 Napa	First 5 Napa Network – Design Projects	\$2,135
Total:		\$288,687
Quality Early Learning		
Community Resources for Children	Cognitive and Language Development through STEAM Kits Coaching Project (Proposition 10)	\$60,000
Community Resources for Children	Quality Counts (IMPACT)	\$182,497
Total:		\$242,497
Strong Families		
Healthy Children		
Total Investment FY 18-19		\$531,184

Part II: Overview by Goal Areas

Part II provides funding amounts, highlights of activities, outcomes, and next steps; and counts of those served. The results in this section are not exhaustive but illustrate progress in each area.

Goal areas and their strategies are provided to begin each summary. However, please note the strategies are truncated; for full strategies under each goal area please see Part II: Program Evaluation.

Goal: Collective Capacity and Integrated Systems (System Level Change)

Strategies

- 1. Increase Leadership Skills among cross-sector Napa County leaders through the First 5 Napa Network.**
- 2. Increase Collaboration and Connectivity among cross-sector Napa County leaders through the First 5 Napa Network.**
- 3. Increase Community Awareness of the Importance of Early Childhood (0-5) among leaders impacting children 0-5 and families through the First 5 Napa Network and resulting initiatives.**
- 4. Increase Community Supports for children 0-5 and families.**
- 5. Bring Human Centered Design and Systems Thinking strategies to current and emerging community initiatives that impact children 0-5 and families.**

What activities took place?

- With/In Consulting received \$232,031 for designing and implementing the First 5 Napa Network Leadership Training and supporting activities to address the *Collective Capacity and Integrated Systems* goals. \$288,687 total was spent implementing the First 5 Napa Network leadership convenings and design work.
- 17 cross sector leaders completed *8 days of intensive leadership training* designed using the following theories and/or frameworks: Systems Thinking, Network Theory, Design Thinking, Leadership/Coaching, and Equity.
- 23 empathic interviews were conducted as part of the design team challenges.
- 22 people (6 LatinX teens, 6 law enforcement officials, and 10 family members) attended the *Community, Family & Social Connection – Community Interviews* event to engage law enforcement and LatinX teens in meaningful conversation.
- 24 LatinX people were interviewed at the *Dia de la Familia* event.
- 5 parents and one young adult (3 parents identified as LGBTQ themselves, 2 parents had children who identified as LGBTQ, and 1 young adult was the LGBTQ child of one of the parents) attended the *LGBTQ Families Design Session*.
- 41 individuals made 62 *public comments regarding flying the Rainbow Flag during Pride Month* at 7 City Council and County Board of Supervisors meetings.
- 120 people (41 children age 0-5, 11 children ages 6-10, and 68 parents/adults) *attended the Pride Month Rainbow Play Date* hosted by LGBTQ parents and supported by First 5 Napa Network.
- 93 empathic interviews were conducted for various initiatives in the community, including perinatal substance use, improving breastfeeding rates, and census work.

How do we know we've made progress?

- First 5 Napa Network members demonstrated growth on **individual and collaborative leadership skills**.
 - ✓ Members are better able to navigate issues of diversity, power and inclusion in their work with others; they have a better sense of themselves as leaders; and they are equipped with more confidence and stronger leadership tools and skills.
- First 5 Napa Network members demonstrated growth in **community-level leadership capacity**.
 - ✓ Nearly all F5NN members experienced substantial growth in their connections to others and in their energy/inspiration for community change.
- The First 5 Napa Network members became more **connected to each other**.
 - ✓ Number of Connections: Prior to the first cohort of the First 5 Napa Network, cohort 1 members reported 98 connections (peripheral or core) between each other. At 6 months, Network members reported 237 connections (peripheral or core).
 - ✓ Density: Prior to the first cohort of the First 5 Napa Network, the cohort 1 network had a density of 0.36 (out of 1.0). At 6 months, the cohort 1 network had a density of 0.87.
- First 5 Napa Network members became more **aware of the importance of early childhood (0-5)** and how they are positioned to impact children 0-5 and families.
 - ✓ Nearly all members experienced substantial growth in their ability to effect positive changes for children 0-5 and families in Napa County and their understanding of how their work impacts children 0-5 and families.
- First 5 Napa Network demonstrated **“collective capacity”** by leading LGBTQ Rainbow efforts throughout Napa County.
 - ✓ 16 out of 17 Network members contributed to efforts to fly the Rainbow Flag at all City Halls and County buildings in Napa County and to host a Rainbow Play Date for LGBTQ families
- **Community Supports** were increased for LGBTQ families (LGBTQ parents and LGBTQ children).

- ✓ 7 Rainbow Flags flew at City and County buildings throughout Napa County during LGBTQ Pride Month (June). 4 new policies were passed to allow Rainbow Flags to be flown.
 - ✓ 120 people attended the Rainbow Play Date for LGBTQ families in June. LGBTQ families and allies were very interested in hosting more Rainbow Play Dates, so monthly play dates have continued (average attendance is 35 people.)
 - ✓ LGBTQ and ally parents *feel more connected* to LGBTQ families (69%), more *supported by their community* (86%), and an increased *sense of belonging* (82%) because of the Rainbow Play Dates.
- **Human Centered Design and Systems Thinking strategies** were used in current and emerging initiatives in the community.
- ✓ Several initiatives, including census work, improving breastfeeding rates, and perinatal substance use efforts, benefited from Human Centered Design.

Goal: Quality Early Learning

Strategies

1. Support professional development and quality improvement of early learning and child care providers (birth to 5 years) through professional learning communities, trainings, STEAM kits and materials, technical assistance and education.
2. Enhance early care and education of young children ages 0-5 years through Quality Counts. Early learning provider participants receive support and recognition for implementing research-based practices to provide high-quality environments and experiences for our community's children.

What activities took place?

- 1 agency with 2 programs was funded \$242,497 for *Quality Early Learning* programs.
- 20 STEAM Kits were created (English/Spanish)
- 12 family child care providers and 52 children participated in STEAM kit demonstration activities.
- 53 agencies were *enrolled in the Quality Counts program*.
- 4,601 children 0 to 5 years old were *served by sites enrolled in the Quality Counts program*.
- 24 *trainings* were provided for child care providers.

How do we know we've made progress?

- STEAM Kits **increased providers' interaction with children.**
 - ✓ 100% of providers agreed or strongly agreed that the STEAM kits increased their interactions with their children and increased the amount of time they spent involved in learning activities with their children.
- STEAM Kits **improved children's vocabulary and metacognitive skills** (creative thinking and problem solving.)
 - ✓ 100% of providers agreed or strongly agreed that the STEAM kit challenges increased the children's vocabulary and enhanced the children's metacognitive skills.
- Providers are **familiar with QRIS concepts.**
 - ✓ 87% of providers were moderately or very familiar with communication/interaction strategies that connect with and extend children's learning.
 - ✓ 84% of providers were moderately or very familiar with practices to support and involve parents/families in their programs.
 - ✓ 91% of providers were moderately or very familiar with stages of developmentally appropriate activities for ages 0 to 5.
 - ✓ 96% of providers were moderately or very familiar with creating a quality early learning environment.

Part III: Program Evaluation

Part III consists of a comprehensive description of both the First 5 Napa Network system level activities and outcomes and the Quality Counts: Quality Early Learning Initiative. All program summary information was taken from the funded program's scope of work, the evaluation reports submitted during the contract period, and conversations with funded programs. All summaries have been reviewed by funded program staff.

Goal: Collective Capacity and Integrated Systems (System-Level Change)

<i>Commission Goal Area:</i>	Collective Capacity and Integrated Systems
<i>State Result Area:</i>	System Level Change
<i>Population Served:</i>	Community Leaders; Provider; Parents; Children
<i>Funding Committed in FY18-19:</i>	\$ 288,687

First 5 Napa began designing and establishing the First 5 Napa Network (F5NN) in 2018-2019 to focus on long-term community change for young children and families. Several research-supported assumptions were made in designing the Network.

Assumption #1: A systems-level approach is necessary to change community level indicators. Program or service level efforts are not enough. Children and families need support at the **policy and community levels**.

Assumption #2: Families' needs are complex and require **comprehensive and integrated systems of care**.

Assumption #3: For families to thrive, we need to **prevent, identify, and address the "Pair of ACEs"** – adverse childhood experiences in the context of adverse community environments.

Assumption #4: Respect, Social Inclusion, and Equity are important "social determinants of health" for children 0-5 and families, and we cannot achieve equity without explicitly addressing respect and social inclusion for marginalized children 0-5 and families.

Assumption #5: In order to make systems level change, we need to build **connectivity and collaboration between cross-sector leaders** working within the broad system impacting children and families.

Assumption #6: In order to make meaningful change for children 0-5 and families, we need to use **human-centered design** to see the challenges at both the human and systems levels and to engage the people whom we are trying to serve.

The First 5 Napa Network is using a systems-level, human centered design approach to increase collective capacity, integrate systems, and identify and implement creative solutions to the challenges that continue to face Napa County children 0-5 and families. Using a human centered design and systems thinking approach, our challenges and strategies are identified as part of the process. The First 5 Napa Commission has identified our key goals (e.g., Collective Capacity, Integrated Systems, Healthy Children, Quality Early Learning, and Strong Families) and is strongly committed to addressing all of these goals using a lens of equity, respect, and social

inclusion. Additionally, the indicators we will use to measure our success remain aligned with First 5 California's key indicators (see Appendix 1 for the F5NN Logic Model). That said, each year, the First 5 Napa Network leaders will use human centered design to identify the challenges that emerge from our community members and identify creative experiments for addressing these challenges.

In 2018-2019, the following challenges/strategies were identified:

- ❖ Increase Community Capacity
 - Increase Leadership Skills, Connectivity and Collaboration among cross-sector Napa County leaders through the First 5 Napa Network Leadership Training (Cohort 1)
 - Increase Community Awareness of the Importance of Early Childhood (0-5) among leaders affecting children 0-5 and families through the First 5 Napa Network Leadership Training and resulting initiatives
 - Bring Human Centered Design strategies to current and emerging initiatives in the community (e.g., empathic interviewing)
- ❖ Increase Community Supports and Reduce Adverse Childhood and Community Experiences
 - Increase visibility, safety, support, and social connection for LGBTQ families
 - Increase access to services and supports available to families, particularly those working in the wine industry
 - Create ways to increase trust between law enforcement officials and LatinX families

First 5 Napa Network

Program Description

The First 5 Napa Network recruited its first cohort of Napa County leaders and convened these leaders in 8 full days of leadership training between January and May 2019. Diversity and inclusion were prioritized during the recruitment process of leaders. The goal for each cohort is to have leaders from multiple sectors (e.g., education, business, non-profit, healthcare, law enforcement, faith community, housing, public health); at least 50% of the group be people of color; equal representation of male and female leaders; representation of the LGBTQ community; and representation of different geographic locations within Napa County.

5 Core Pillars

The F5NN Leadership Program was developed around five core “pillars”—foundational theories or approaches that came to inform each stage of our design. All of the experiences and exercises provided as part of the F5NN process had one of these five pillars as a conceptual foundation. The five core pillars are:

1. Systems Thinking
2. Network Theory
3. Design Thinking
4. Leadership/Coaching

5. Equity

The I-We-It Framework

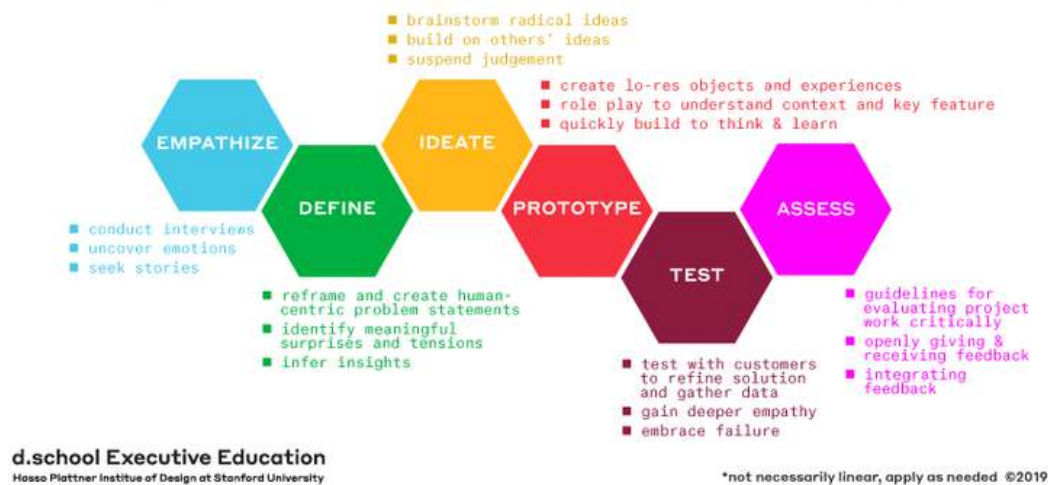
Additionally, an I-We-It framework was utilized to draw together the five pillars in service of the three levels of systems we were trying to impact:

- **I** – becoming better individual leaders in the systems we work
- **WE** – working in networked and collaborative ways, and
- **IT** – reaching the larger goals of systems change.



The Design Thinking Process

Design Thinking Process Diagram*



For more information about the Leadership Program and the theory behind it, see **Leading Systems Change: A Workbook for Community Practitioners and Funders** by Heather McLeod Grant, Adene Sacks (of With/In Collaborative, the consultants for the First 5 Napa Network), and Jenny Johnston. The First 5 Napa Network was developed using the same theory and process as the New Leadership Network described in the book.

Intended Outcomes for the First 5 Napa Network

- I
 - Increase leadership skills among cross-sector Napa County leaders through the First 5 Napa Network Leadership Training
 - Increase Community Awareness of the Importance of Early Childhood (0-5) among leaders affecting children 0-5 and families through the First 5 Napa Network Leadership Training and resulting initiatives
- WE
 - Increase collaboration and connectivity among cross-sector Napa County leaders through the First 5 Napa Network Leadership Training
- IT
 - Increase community supports for children 0-5 and families
 - Bring Human Centered Design and Systems Thinking strategies to current and emerging initiatives in the community (e.g., empathic interviewing)

Activities & Outputs

- **17 leaders participated in 8 days of intensive leadership training in human centered design and systems thinking** (2 days in January 2019, 1 day in February, 2 days in March, 1 day in early May, 2 days in late May)

- Leaders received education regarding trauma and the pair of ACES, meaningful exercises and discussion around equity and bias, and training and opportunities to practice human centered design and systems thinking.
- Based on a brainstorming activity within the leadership training, the First 5 Napa design team (Executive Director, Community Programs Manager, Commissioner, and Consulting Team) developed **5 design team challenges for design teams** to work on:
 - *Challenge 1:* Create ways to increase trust between law enforcement and populations with a history of trauma with law enforcement (immigrant/migrant/undocumented/ LGBTQ, etc.)
 - Interview targets: Families of victims + community partners
 - *Challenge #2:* Create ways to allow more family with young kids (0-5 years) to have a safe, affordable and healthy homes.
 - Interview targets: Families with multiple children
 - *Challenge #3:* Create ways to increase civic participation/engagement around issues impacting children and families.
 - Interview targets: Pre-voters, electeds and teachers
 - *Challenge #4:* Create ways for parents and caregivers of young children to better access, engage in and benefit from services that are currently available to them.
 - Interview targets: Parents
 - *Challenge #5:* Create ways to see, face and address inequity in Napa County
 - Interview targets: Wine industry
- Design teams conducted empathic interviews between April and early May convenings with interview targets.
 - 23 empathic interviews were conducted.
- Three Design Team projects – Design Teams 1, 4, and 5 – moved on to the prototype phase. They will be described in more detail in their own sections on page 25.
- 93 empathic interviews were conducted for various initiatives, including perinatal substance use initiative, improving breastfeeding rates, and census work.
- Several initiatives, including census work, improving breastfeeding rates, and perinatal substance use efforts, benefited from Human Centered Design. First 5 Napa Network members supported these efforts by providing support for empathic interviews, developing themes, and exploring How Might We questions for developing creative experiments.

Outcomes

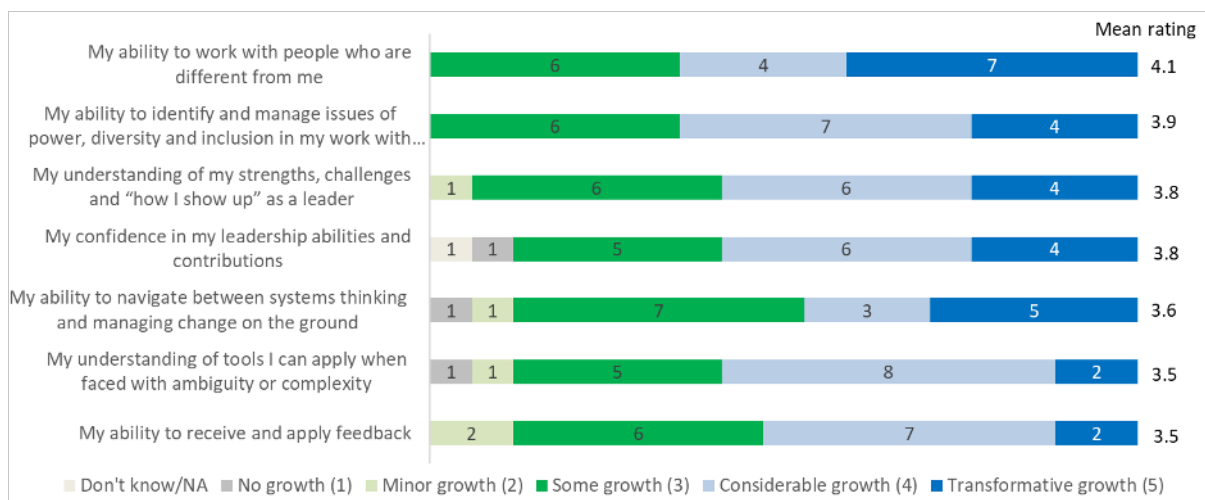
- **Measure:** The First 5 Napa Network Member Survey is administered online as a post-survey 4-6 weeks after completing the leadership training program. The online survey—originally developed by Open Impact and Kris Helé for the Irvine New Leadership Network—focuses on three key evaluation questions (see below). Collaboration and Network Health Questions and Scale were excerpted from the Network Health Scorecard.

Kris Helé, an independent evaluator, conducted the survey analysis. All 17 eligible F5NN members responded to the survey, for a response rate of 100%.

- **Key Evaluation Question #1:** How and to what extent have F5NN members become stronger leaders with the tools, skillsets and network to drive systems change?
 - **Key Evaluation Question #2:** How are F5NN members applying and growing their individual, collaborative and systems leadership?
 - **Key Evaluation Question #3:** What are the strengths of F5NN’s curriculum and design, and how can the program continue supporting members in the post-cohort period?
- **Measure:** Network Connection Mapping will be conducted every 6 months for the next 5+ years (beyond the three cohort convenings). This data will demonstrate what connections are forming, how dense the network is becoming, where members are mixing or not, and who is in the core and periphery. The data is also used to inform cohort recruitment.

Outcomes (I)

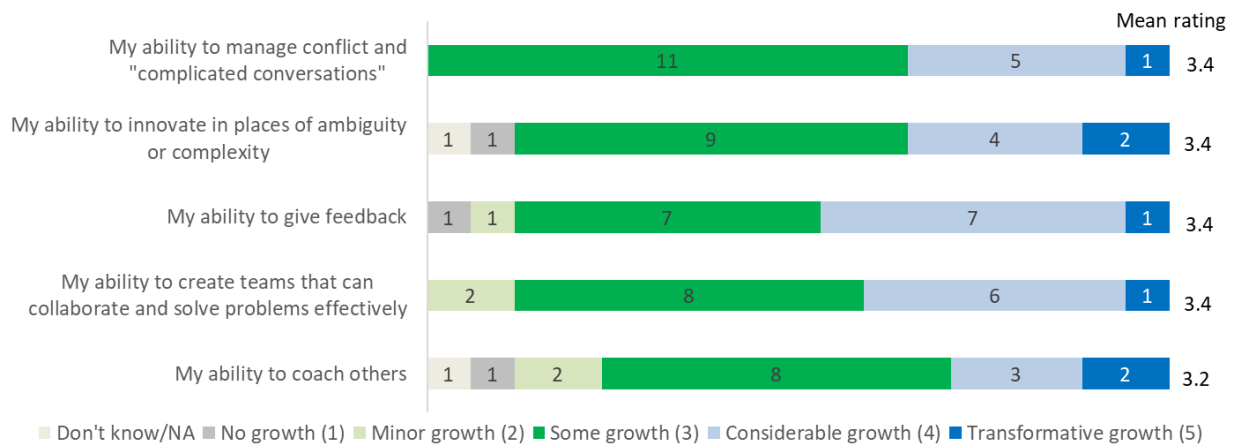
- **Individual and Collaborative Leadership:** Many members have experienced considerable or transformative growth in their individual and collaborative leadership as a result of their F5NN experience. **Members are better able to navigate issues of diversity, power and inclusion in their work with others; they have a better sense of themselves as leaders; and they are equipped with more confidence and stronger leadership tools and skills.**



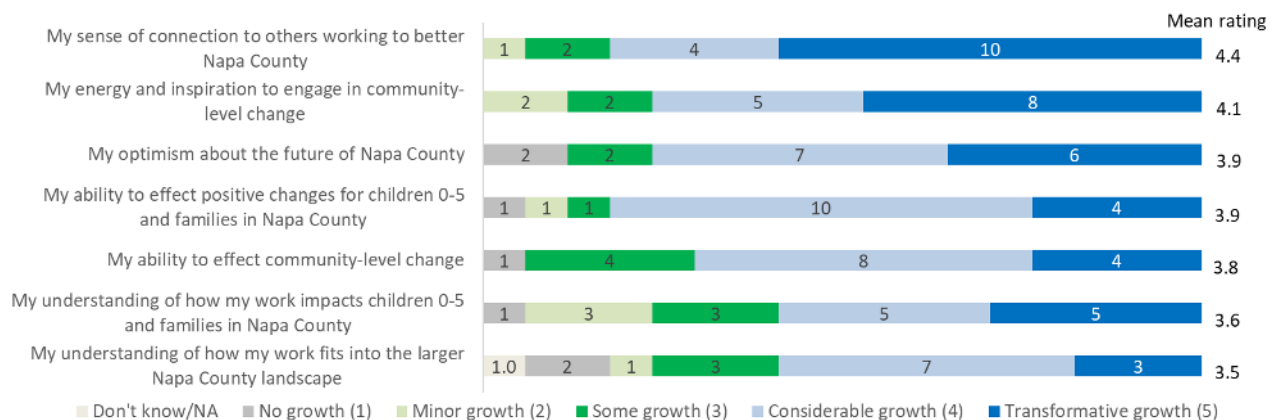
- 65% of network members reported considerable or transformative growth in their ability to work with people who are different from them and their ability to identify and manage issues of power, diversity, and inclusion in their work with others.
- 59% of network members reported considerable or transformative growth in their understanding of their strengths, challenges and “how they show

up” as a leader and their confidence in their leadership abilities and contributions.

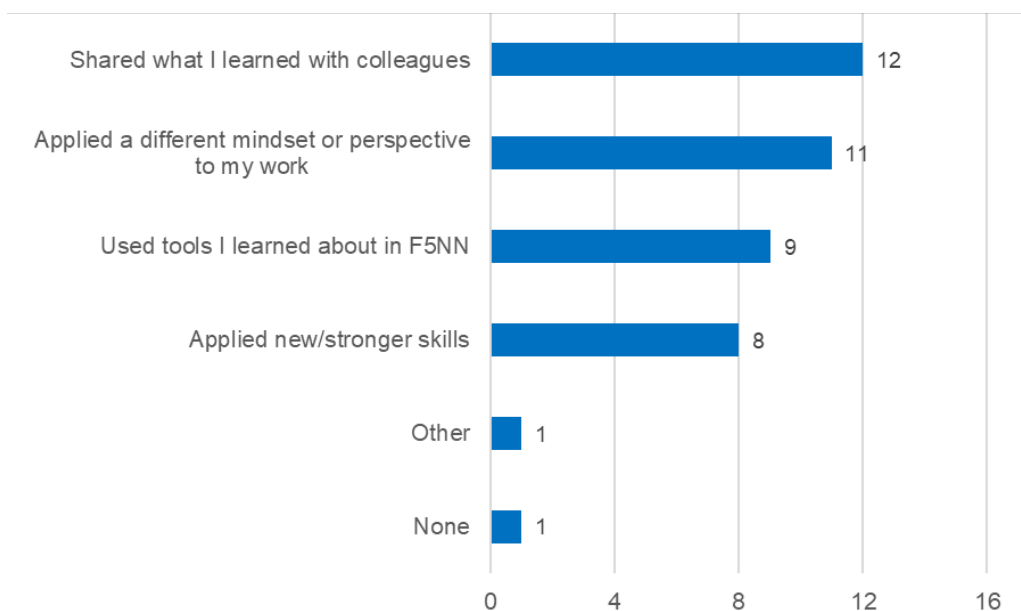
- More members report modest impacts in the areas below, as compared to those on the previous graph. There are various possible reasons for this. Some members may have had less room for growth (i.e., they started F5NN with strong skills), or some topics, such as coaching others, were not as prominent or strong in the program curriculum. Still others may need more time, training or practice to further their growth in areas such as innovation and conflict management.



- **Community-Level Leadership:** Overall, members have a stronger foundation for engaging in community-level change as a result of joining F5NN. **Nearly all have experienced substantial growth in their connections to others and in their energy/inspiration for community change.** Also, many are feeling more optimistic, capable and knowledgeable about the opportunities for—and their role in—community change.



- 82% of network members reported considerable or transformative growth in their sense of connection to others working to better Napa County.
 - 76% of network members reported considerable or transformative growth in their energy and inspiration to engage in community-level change.
 - 70% of network members reported considerable or transformative growth in their ability to effect community-level change.
- **Affecting Children 0-5 and Families:** The majority of network members experienced substantial growth in their ability to effect positive changes for children 0-5 and families in Napa County (82%) and their understanding of how their work impacts children 0-5 and families (59%).
- Nearly all members are sharing and applying what they have learned from F5NN, often in multiple ways. Members are actively bringing F5NN-informed perspectives, tools and skills to their colleagues and to their own work and collaborations.



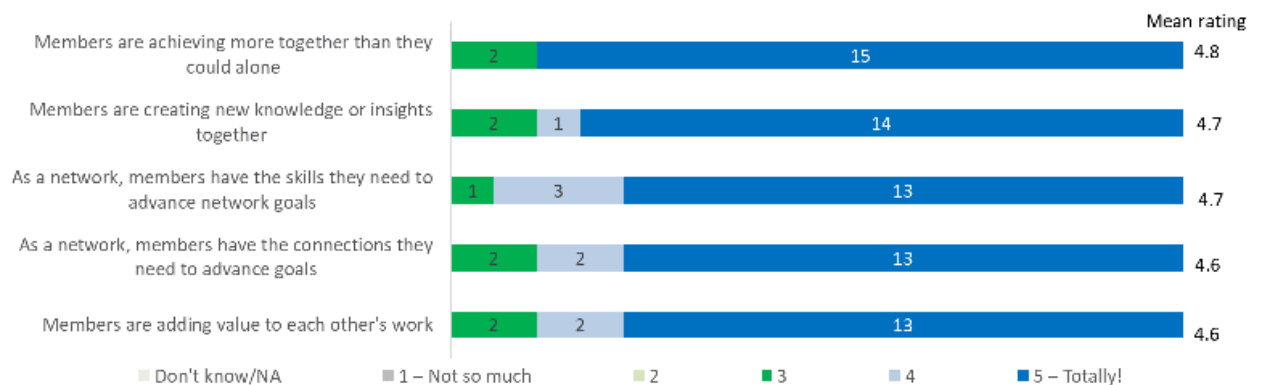
- Members have applied enhanced approaches and skills (e.g., systems awareness, facilitation), as well as essential F5NN tools (e.g., design thinking, empathy interviews) to enrich their work and their interactions with others. In particular, members have frequently applied and shared principles of design thinking, such as when managing others, shaping service delivery or setting personal goals.
- “We are working to incorporate both systems and design thinking strategies in our organization. Ultimately, we'd like to become a learning organization that finds opportunities in adversity and builds on each others' strengths...all while

recognizing what we contribute to our own personal situation as well as to the status of our organization, and what we can do about it.”

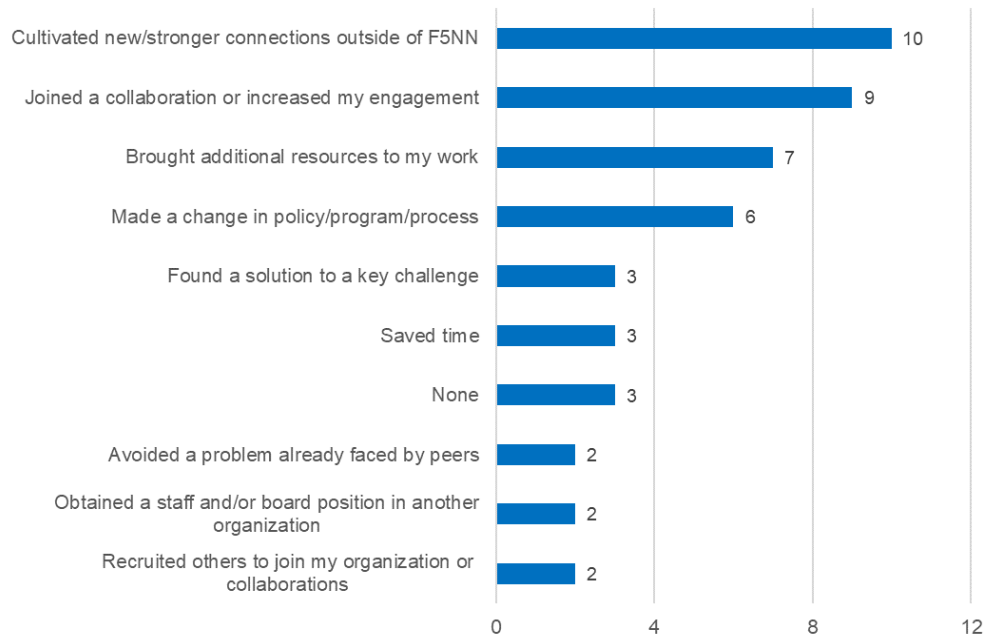
- “Now [equity and representation] is a focus when recruiting board members, staff and individuals to participate in providing input/ feedback on programs, and policy work. The importance of shared voice and different perspectives has been highlighted.”
 - “[I’ve made] wide-ranging changes from how agendas are structured to allow for a meaningful ‘check in’ at the start, to ways of facilitating brainstorming, to supporting direct engagement with users.”
- Members are also enhancing their role/influence in the community. For example, one member was elected as the President of the Solano County Children's Alliance; another joining the Teens Connect Board; and several others (including a faith leader) have spoken to the City Council about LGBTQ issues.

Outcomes: WE

- **Collaboration/Network Health:** Members rate the F5NN cross-sector network highly for its collective achievements and insights so far, and its readiness for advancing network goals. Members emphasize the network's strength of connections, diversity of backgrounds, shared values, font of mutual support, and tangible progress (e.g., rainbow flags raised across Napa Valley). One member says, “Together, we get more done, in less time, with much more strength, dynamic energy, fun and love!”



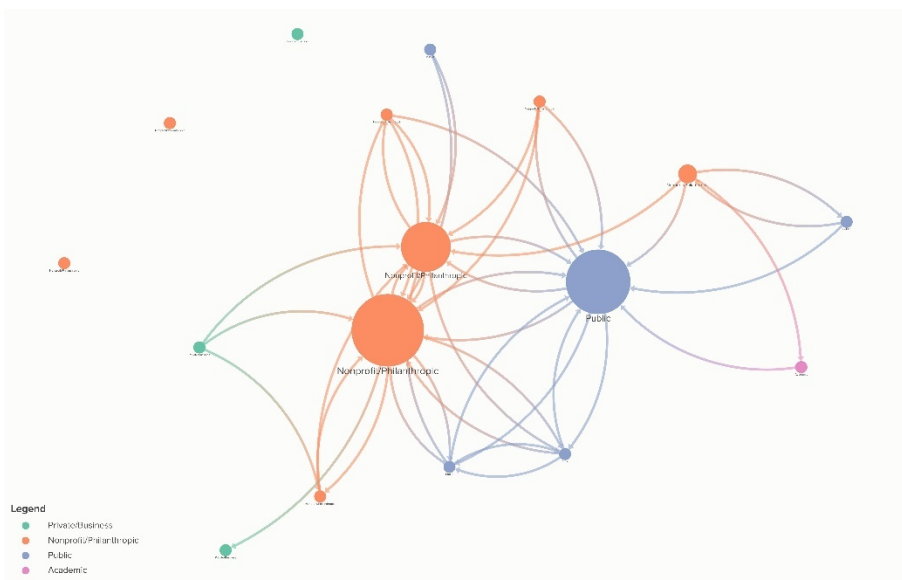
- For many members, the network has catalyzed connections and collaborations outside of F5NN, and it has yielded additional resources for their work. For a few members, the network has prompted greater efficiency and effectiveness.



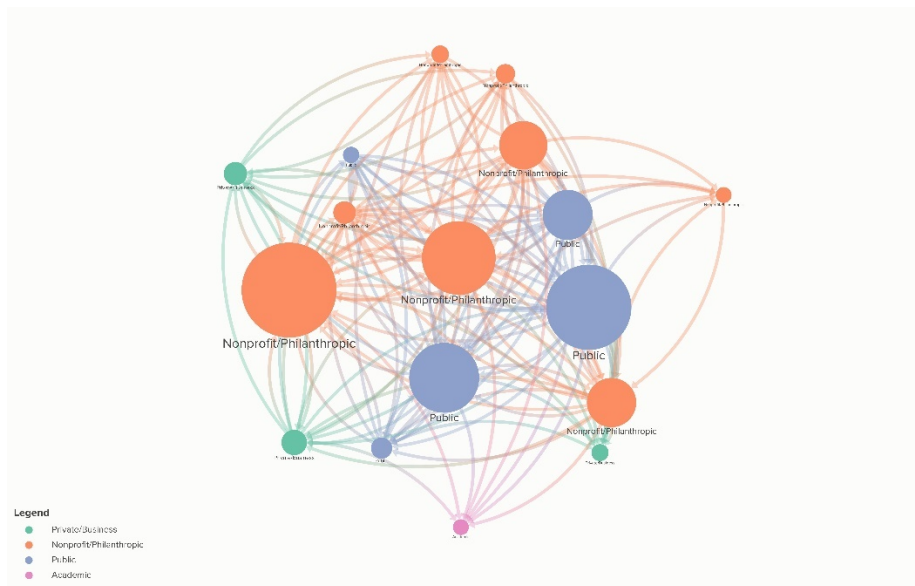
□ Connectivity

- **Number of Connections:** Prior to the first cohort of the First 5 Napa Network, cohort 1 members reported **98 connections (peripheral or core) between each other**. At 6 months, Network members reported **237 connections (peripheral or core)**.
- **Density:** Prior to the first cohort of the First 5 Napa Network, the cohort 1 network had a **density of 0.36** (out of 1.0). At 6 months, the cohort 1 network had a **density of 0.87**.

Pre-Network



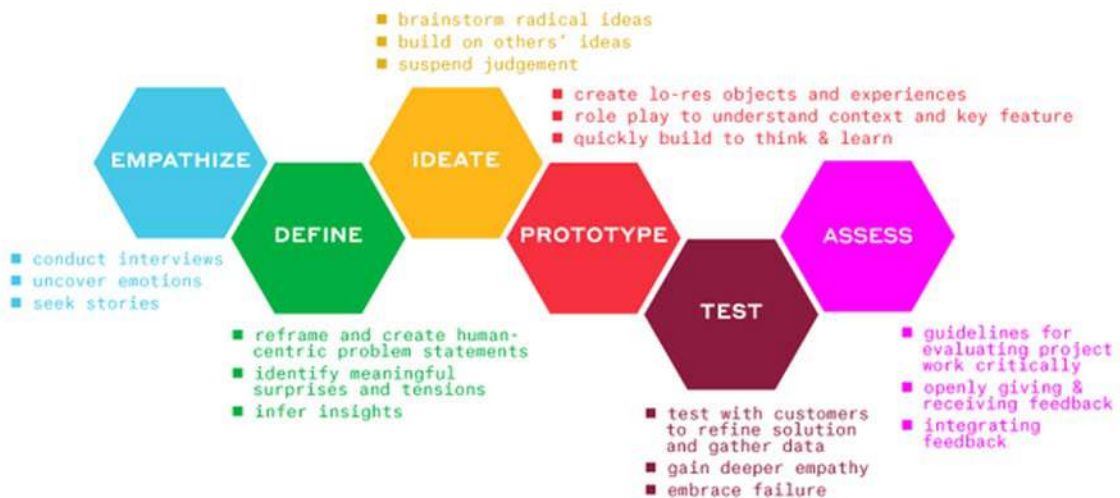
6 month – Post Cohort Convenings



Outcomes: IT (Design Team Projects)

A recap of the design process is provided in the graphic below.

Design Thinking Process Diagram*



d.school Executive Education
Hasso Plattner Institute of Design at Stanford University

*not necessarily linear, apply as needed ©2019

Three design challenges continued beyond the network convenings at different paces. They are each described below with associated outputs and outcomes.

Design Challenge #1: Create ways to increase trust between law enforcement and populations with a history of trauma with law enforcement (immigrant/migrant/undocumented/ LGBTQ, etc.)

Law Enforcement and LatinX families

Activities and Outputs

- Step 1: Empathize
 - 7 empathic interviews were conducted with law enforcement officials and LatinX teens.
- Step 2: Define
 - Both Law Enforcement and LatinX families share an interest in making authentic, personal connection to one another in order to increase trust between the two networks in an atmosphere of deportation and discrimination.
- Step 3 and 4: Ideate and Prototype
 - The design team hosted a gathering called “Community, Family & Social Connection, Community Interviews” for 6 low-income, LatinX teens (10 of their family members) and 6 law enforcement officers to interview one another 1:1 and share back to the larger group (including families) what they learned about each other.
 - Created a network map of low-income, LatinX families, and a map of Napa Police Patrol Officers.
- Step 5 and 6: Test and Assess
 - Law enforcement officials, teens, and family members found the gathering valuable.
 - Below are the network maps developed for LatinX families and Law Enforcement.

Design Challenge #4: Create ways for parents and caregivers of young children to better access, engage in and benefit from services that are currently available to them.

Community Support for LGBTQ Families

Activities and Outputs

- Step 1: Empathize
 - 5 empathic interviews were conducted with parents with diverse backgrounds and identities.
- Step 2: Define
 - Based on insights from empathic interviews, Team Rainbow decided to host a “design session” with LGBTQ parents (both parents who identify as LGBTQ and parents of LGBTQ children) to “ideate”- to build on the ideas from the empathic interviews and generate ideas to prototype.
- Step 3: Ideate
 - 5 parents attended the design session and 1 adult child.
 - LGBTQ Families generated the following ideas about what they want or need from their community:

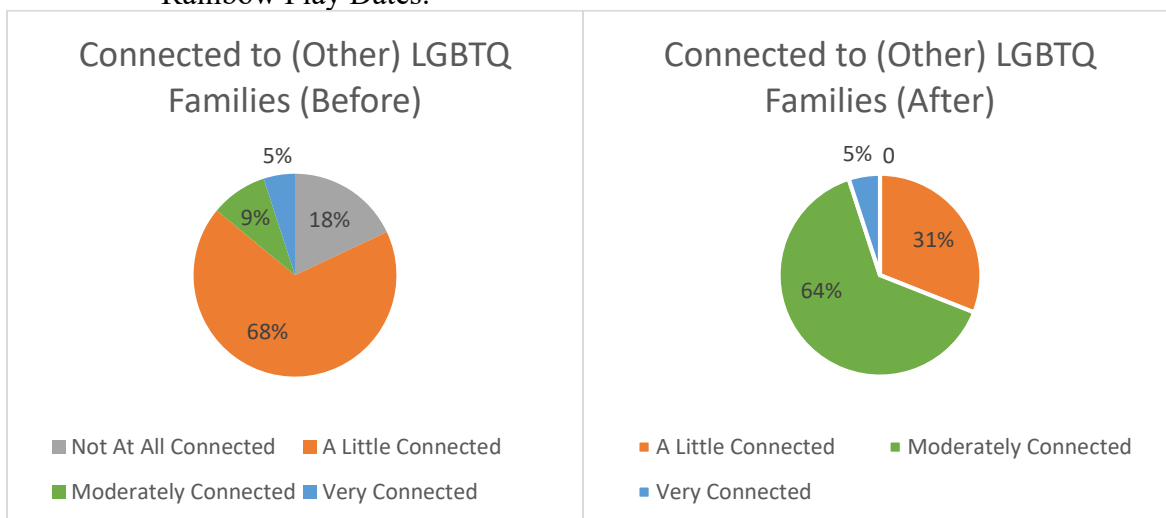
Visibility To Feel Supported	Safety	Connection
Rainbow Flags at City Halls and County Offices	In Community and Schools	Play Dates for LGBTQ families
Pride Events during June and All Year	Training at organizations, law enforcement, city and county offices	Opportunities for meeting other LGBTQ people and parents and allies
LGBTQ People/Allies “out” at organizations/ in government positions	Safe Schools – ensuring that California laws are being implemented in school district	Connecting LGBTQ parents with LGBTQ kids
Inclusive language used on forms, from providers		
Rainbow stickers at organizations or on provider’s name badges		
Inclusive preschools and schools		

- Step 4: Prototype
 - During the design session, the group decided to prototype two ideas:
 - Approach City of Napa City Council about flying the Rainbow Flag in June for Pride Month (this would be the first time it would be flown; they denied the request to fly the flag in 2013)
 - Host a Play Date for LGBTQ families and allies for Pride Month
- Step 5 and 6: Test and Assess
 - Outputs were tracked and qualitative and quantitative data was collected from various sources to assess the effectiveness of Team Rainbow’s prototypes.

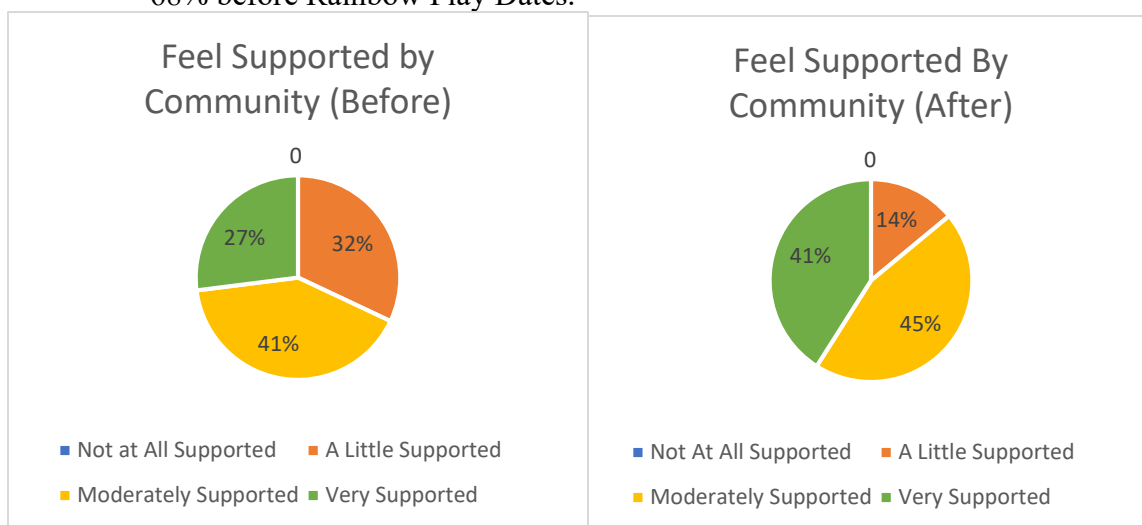
Outcomes

- **Rainbow Flags at Government Buildings**
 - Calls to Action on social media and through the First 5 Napa Network resulted in **62 public comments by 41 unique individuals** at 9 City Council, County Board of Supervisors, and School Board meetings.
 - Within 1 month, **7 Rainbow Flags flew** at City and County buildings throughout Napa County. 4 new ordinances were passed in St Helena, Yountville, Napa County, and American Canyon to be able to fly the rainbow flag for Pride Month every year. The City of Napa flew rainbow flag in June and adopted flag policy in September. Napa County Offices flew rainbow flags in June at both downtown and South campuses. St Helena and Calistoga flew rainbow and trans flags in June. All jurisdictions made Pride Month proclamations. Napa Valley Unified School District voted unanimously to support a Pride Month resolution and resolved to make efforts to become more LGBTQ inclusive and find a way to fly the Rainbow Flag next year.
- **Rainbow Play Dates**
 - **120 parents and kids (including 41 kids 0-5 years old, 11 kids 6-10 years old, and 68 parents attended the Pride Month Rainbow Play Date** at a central park in the City of Napa. The Play Date included rainbow themed crafts, story time with LGBTQ inclusive books, snacks, a pinata, and a small children's parade.
 - Parents and children expressed interest in more play dates, so monthly Rainbow Play Dates have continued.
- **Measure: Rainbow Play Date Surveys were self-report surveys completed by parents participating in at least one Rainbow Play Date. Parents responded to questions about feelings of connection to LGBTQ families, feeling supported by their community, and their sense of belonging. Parents also reported about behaviors specific to diversity and inclusion and their interest in various LGBTQ inclusion education/activities.**
 - 22 parents completed a survey after the second Rainbow Play Date. About half attended one play date (55%) or two play dates (45%). 8 of the 22 (36%) respondents identified as LGBTQ themselves (23%) or have a child(ren) who identify as LGBTQ (18%). (One respondent identified as both LGBTQ and having a child who is LGBTQ.) 14 parents (64%) did not identify as LGBTQ. The first 3 questions summarized below were asked regarding how parents felt BEFORE Rainbow Play Dates and then again AFTER attending play dates. Other questions were asked only once.
- **Outcome: Parents felt more connected, more supported by their community, and a stronger sense of belonging after attending Rainbow Play Dates.**
 - More parents **felt connected to LGBTQ Families** after attending Rainbow Play Dates. 69% of parents reported feeling moderately or very connected to LGBTQ

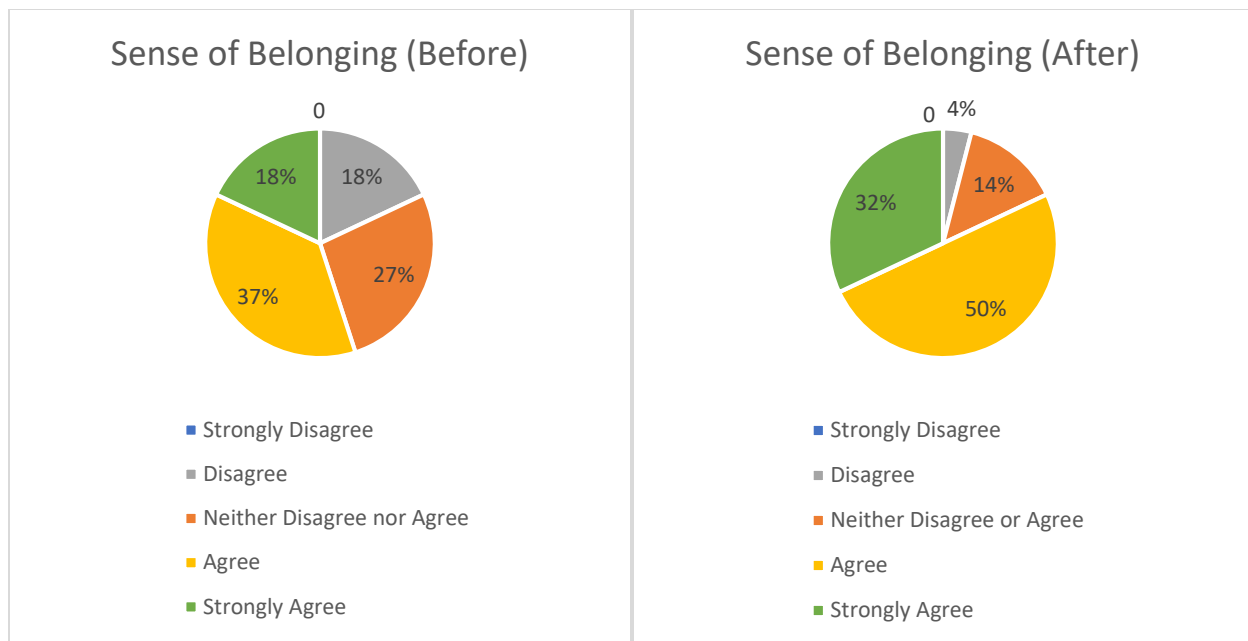
families after attending Rainbow Play Dates, compared to only 14% before Rainbow Play Dates.



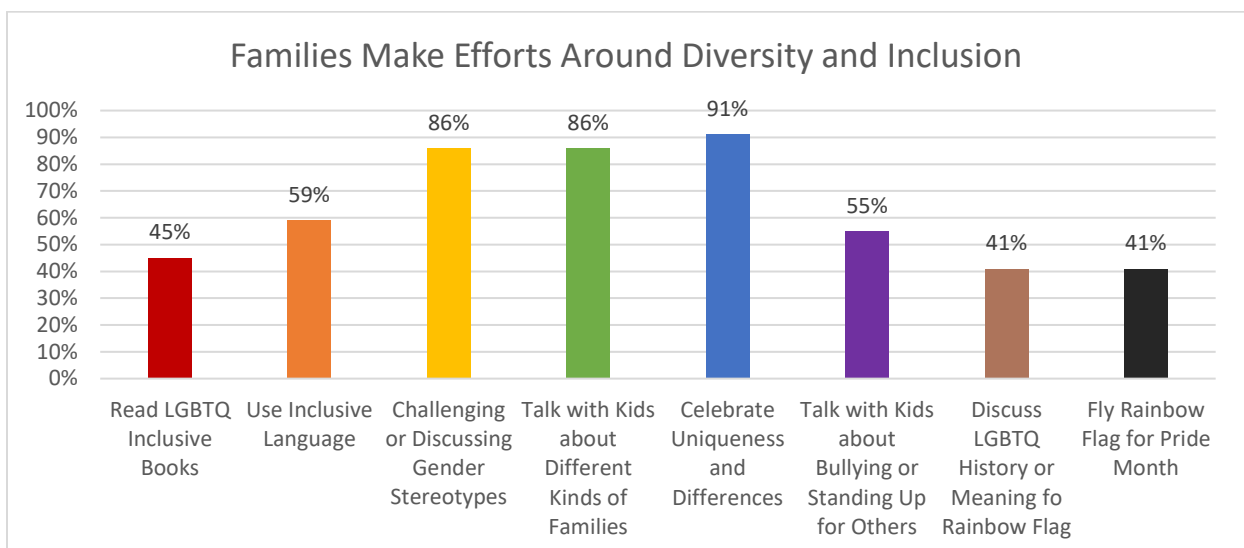
- More parents **felt supported by the Napa Valley community** after attending Rainbow Play Dates. 86% of parents reported feeling moderately or very supported by their community after attending Rainbow Play Dates, compared to 68% before Rainbow Play Dates.



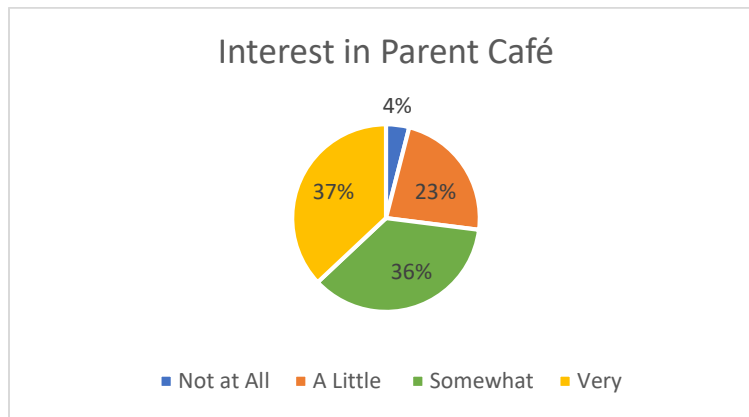
- More parents **felt like they belonged in their community** after attending Rainbow Play Dates. 82% of parents agreed or strongly agreed with the statement “I feel like I belong in my community” after attending Rainbow Play Dates, compared with 55% before attending Rainbow Play Dates.



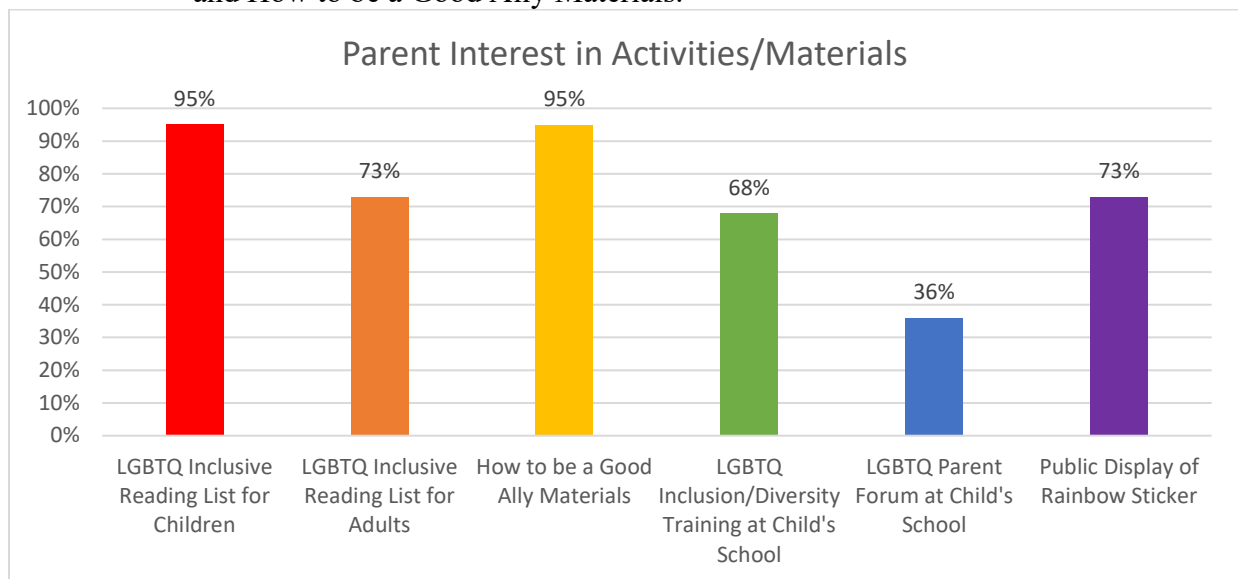
- After attending Rainbow Play Dates, parents reported “often” or “almost always” making the following efforts around diversity and inclusion: reading LGBTQ inclusive books with their kids (45%), using inclusive language (59%), **challenging gender stereotypes (86%), talking with their kids about different kinds of families (86%), celebrating uniqueness and differences (91%),** talking with kids about bullying/standing up for others (55%), discussing LGBTQ history or the meaning of the rainbow flag (41%), and flying the rainbow flag for pride month at their homes (41%).



- 73% of parents reported being somewhat or very interested in participating in a Parent Café to have discussions with other parents about diversity and inclusion and what it means to be a good ally.



- Almost all parents (95%) expressed interested in the following activities/materials regarding diversity and inclusion: LGBTQ Inclusive Reading List for Children and How to be a Good Ally Materials.



□ Additional Outcomes

- Given the momentum of the efforts described above, the people most involved in the efforts **formed a Rainbow Action Network**. Rainbow Action Network includes all LGBTQ individuals and allies that either participate in Rainbow Play Dates or follow the Rainbow Action Network facebook page. It also includes a core group of 8 advisors (including the 3 original design team members and 5 LGBTQ individuals) who are using human centered design to continue creating ways to improve the lives of LGBTQ families in Napa County. **247 people have liked the Rainbow Action Network facebook page and 55 parents are on the Rainbow Play Date contact list.** Note: Some of the 55 parents on the contact list also follow the Rainbow Action Network facebook page.
- Rainbow Action Network worked with the Napa County Assessor Office to **change their Birth Certificate request form** to read “Maiden Name of Parent”

and “Maiden Name of Parent” rather than “Maiden Name of Mother” and “Name of Father”.

- Rainbow Action Network has connected with Live Healthy Napa County, a collaborative led by Napa County Public Health, **to partner on efforts on the County’s main goal of “Respect and Social Inclusion”**.
- Rainbow Action Network met with the **Napa County library to add LGBTQ inclusive titles** to their children’s books catalogue.

Design Challenge #5: Create ways to see, face and address inequity in Napa County, particularly in the wine industry.

Addressing Inequity in the Wine Industry

Activities and Outputs

- Step 1: Empathize
 - 7 empathic interviews were conducted with wine industry employers and workers.
- Step 2: Define
 - The relationship between vintners and field workers is not built on trust and familiarity. They see one another as temporary in each other’s lives. There is a need to build bridges so that employers understand what support systems their workers need to thrive.
 - The team needed more understanding of the disconnect between workers and their employers.
- Step 1: Empathize (collect more stories)
 - The design team hosted a table at the annual Dia de la Familia event in July 2019 and used this opportunity to collect more data from LatinX families. 24 parents were interviewed in Spanish at the event.
- Step 2: Define
 - Network mapping (conducted with design team #1) and interviews made clear that employers are not considered part of the network of support for Latinx families and families are not always certain how to access the services they need.
- Step 3: Ideate
 - The design team would like to provide what they heard from families back to the wine industry employers.
 - The design team is looking to experiment with (prototype) training neutral interlocutors (food trucks/grocers) who are trusted sources in the Latinx community to provide information about key services.
 - The design team is also looking to work with a partner to continue to build bridges to improve access to employee services.
- Step 4, 5 and 6: Prototype, Test, and Assess
 - Next steps will be described in the 2019-2020 Annual Evaluation Report.

Goal Area: Quality Early Learning

Strategies:

- ❖ Support professional development and quality improvement of early learning and child care providers (birth to 5 years) through professional learning communities, trainings, STEAM kits and materials, technical assistance and education.
- ❖ Enhance early care and education of young children ages 0-5 years through Quality Counts. Early learning provider participants receive support and recognition for implementing research-based practices to provide high-quality environments and experiences for our community's children.

Funded Agencies & Details

Agency	Program	FY 18-19 Funds
Community Resources for Children	Cognitive and Language Development through STEAM Kits Coaching Project (Proposition 10)	\$60,000
	Quality Counts (IMPACT)	\$182,497
Total Funding for Quality Early Learning:		\$242,497

Community Resources for Children

Cognitive and Language Development Coaching Project for Family Child Care Providers and Alternative Sites

<i>Commission Goal Area:</i>	Quality Early Learning
<i>State Result Area:</i>	Improved Child Development
<i>Population Served:</i>	Children; Providers
<i>Funding Committed in FY18-19:</i>	\$60,000

Program Description

Community Resources for Children's (CRC) Cognitive and Language Development Coaching Project led by Quality Counts Coaches provides guidance and modeling to Quality Counts Family Home Child Care Providers and Child Care Staff at Alternative Sites. The Project supports the overall objective of Quality Counts of enhancing the quality of early education in Napa County by working with early care educators to distill theoretical concepts into practical every-day applications that can be executed with ease at the home of a child care provider or similar setting. The project supports the development of children's thinking, reasoning, and verbal skills. The Project builds upon the Instructional Support Domain of the Classroom Assessment Scoring System (CLASS) and uses open-ended STEAM (Science, Technology, Engineering, Art, Math) challenges and activity cue cards to support learning with age appropriate toys and materials.

For the Cognitive and Language Development Coaching Project, the Quality Counts coaches make home visits with the purpose of engaging providers and children in their care in demonstration lessons using STEAM kits to model strategies that embed cognitive and language development in activities that are developmentally appropriate. During the coaches' follow-up home visits, the coaches will observe the providers interacting with children in STEAM activities. The coaches and providers will exchange feedback about the experience and determine next steps for instructional support.

Quality Counts Coaches created the hands-on STEAM kits to use in the demonstration lessons. Once a kit is introduced and modeled by a coach, the provider will have that STEAM Kit and others available for use with children in their care to continue practicing and applying the Instructional Support Dimensions.

Activities & Outputs

- **20 STEAM kits were created based on 4 themed books.** Printed materials in the kits were translated into Spanish.
- **Coaches provided STEAM kit demonstrations to 12 family child care providers and 52 children.** 12 family child care providers were also offered and accepted rotating educational materials from the Toy Library and Early Learning Center.
- **7 cue cards focusing on Ages and Stages Questionnaire (ASQ) domains were created and translated into Spanish** to go along with the educational materials.
 - ✓ **84 cue cards were distributed.** Distribution of cue cards is ongoing.

Outcomes

- **Measure:** STEAM Kit Outcome Surveys were completed by providers who received a kit demonstration by a coach and then kept the kit to use in their classroom. Providers responded to questions about the helpfulness of the ideas, how the kit activities affected children's vocabulary and metacognitive skills, and whether the kits increased the providers' interaction with their children. 14 providers completed outcome surveys.
- **Outcome: STEAM Kits increased providers' interaction with children.**
 - ✓ 100% of providers agreed or strongly agreed that the STEAM kits increased their interactions with their children and increased the amount of time they spent involved in learning activities with their children.
- **Outcome: STEAM Kits improved children's vocabulary and metacognitive skills (creative thinking and problem solving.)**
 - ✓ 100% of providers agreed or strongly agreed that the STEAM kit challenges increased the children's vocabulary and enhanced the children's metacognitive skills.
- **Outcome: Ages and Stages Questionnaire cue cards improved learning opportunities for the children.**
 - ✓ 100% of providers agreed or strongly agreed that materials and toys from the Toy Library and Early Learning Center with ASQ cue cards allowed them to offer more learning opportunities to their children.

Community Resources for Children

Quality Counts

<i>Commission Goal Area:</i>	Quality Early Learning
<i>State Result Area:</i>	Improved Child Development
<i>Population Served:</i>	Children; Providers
<i>Funding Committed in FY18-19:</i>	\$182,497

Program Description

Quality Counts is the umbrella term that includes county-wide efforts aimed to improve the quality of early childhood experiences for children 0-5 years old. With funding by First 5 California, First 5 Napa County, and the California Department of Education, interested stakeholders from a wide cross-section of early childhood systems are working together to improve the quality of early learning for young children throughout Napa County.

In 2014-15, First 5 Napa County was awarded First 5 California's IMPACT Initiative (Improve and Maximize Programs so All Children Thrive) funds. IMPACT is First 5 California's \$190-million-dollar initiative over 5 years that aims to increase the number of high quality early learning settings through supporting a quality rating improvement system (QRIS). First 5 Napa was awarded \$153,582 each year beginning 2014-15. In the first year, efforts focused on planning and development of IMPACT in Napa County.

For four years, the Quality Counts Consortium has brought stakeholders together and meets monthly to guide, develop and supervise Quality Counts work.

The Quality Counts Initiative – coordinated by Community Resources for Children – uses a relationship based coaching model to work with early childhood educators to enhance the quality of care and education provided at all types of child care settings (center-based, home-based, informal, etc.). The model uses reliable and research based assessment tools to determine opportunities to enhance program quality. The coaching provides early childhood educators with the tools to better serve children in their care and to support children's language, cognitive, physical and social development.

Quality Counts coaches meet with providers to create quality improvement plans, which may include curriculum support, observations using Classroom Assessment Scoring System (CLASS) and Environment Rating Scale (ITERS-R, ECERS-R, FCCERS-R) and implementation of the Ages and Stages Questionnaire. Community Resources for Children – with support from First 5 Napa County program and evaluation staff – support, monitor and evaluate progress towards reaching the goals of the quality improvement plans.

The Quality Counts Consortium ensures that all other services and programs provided by Community Resources for Children and partners are closely aligned and leverage Quality Counts through quarterly meetings and more frequent subcommittee meetings. Quality Counts Consortium partners share resources with providers, offer information on appropriate apps for children, recruit participants for *Community Connection to Early Learning* Activities, and connect providers with the resources available in the *Toy Library and Early Learning Center*.

Activities and Outcomes

In 2018-2019, planning and partnerships continued through the Quality Counts Consortium. The Quality Counts coordination team includes Community Resources for Children, First 5 Napa County, and Napa County Office of Education. The Quality Counts Consortium and team worked to provide a unified and seamless message for the early learning community about Quality Counts work. First 5 Napa County manages the data collection and management via the iPinwheel online database designed for data collection, analyzing and program management. Four *Quality Counts Consortium* meetings, five *Rating Committee* meetings, and 10 coaching meetings were convened in 2018-2019.

In 2018-2019, the Quality Counts team focused efforts on outreach, recruitment and retention of early childhood centers and family homes. Providers (n=53) were enrolled in the Quality Counts program and offered: access to support and resources that will benefit them and their staff; new ideas to enhance learning environments and experiences for young children; no-cost workshops and trainings; a supportive network; materials and supplies; information on marketing their program; and, recognition from families, peers, and community members for participating in Quality Counts.

Activities

- 53 agencies were enrolled. Of those 53 agencies, 29 were provided specific supports for serving infants and toddlers.
- The majority of sites (n=46) are center-based or family child care homes.

Number of enrolled sites by type of facility

Facility Type	Number of Sites
Early Learning Center	29
Family Child Care Home	17
Family Resource Centers	5
Other Alternative Sites	4
Total	53

- A total of 4,601 children 0-5 years old were enrolled, or served by sites enrolled, in the Quality Counts program. 1,233 of those children were served at early learning centers or family child care homes. Of those 1,233 children, 1,004 were preschoolers (36 months to 5 years), 158 were toddlers (18-35 months) and 71 were infants (0-17 months).

Number of children served by type of facility

Facility Type	Infants	Toddlers	Preschoolers	Children 0-5 Years Old (uncategorized)	Total Children Served
Early Learning Center	51	121	952		1,124
Family Child Care Home	20	37	52		109
Other Alternative Sites ²				3,368	3,368
Total	71	158	1004	3,368	4,601

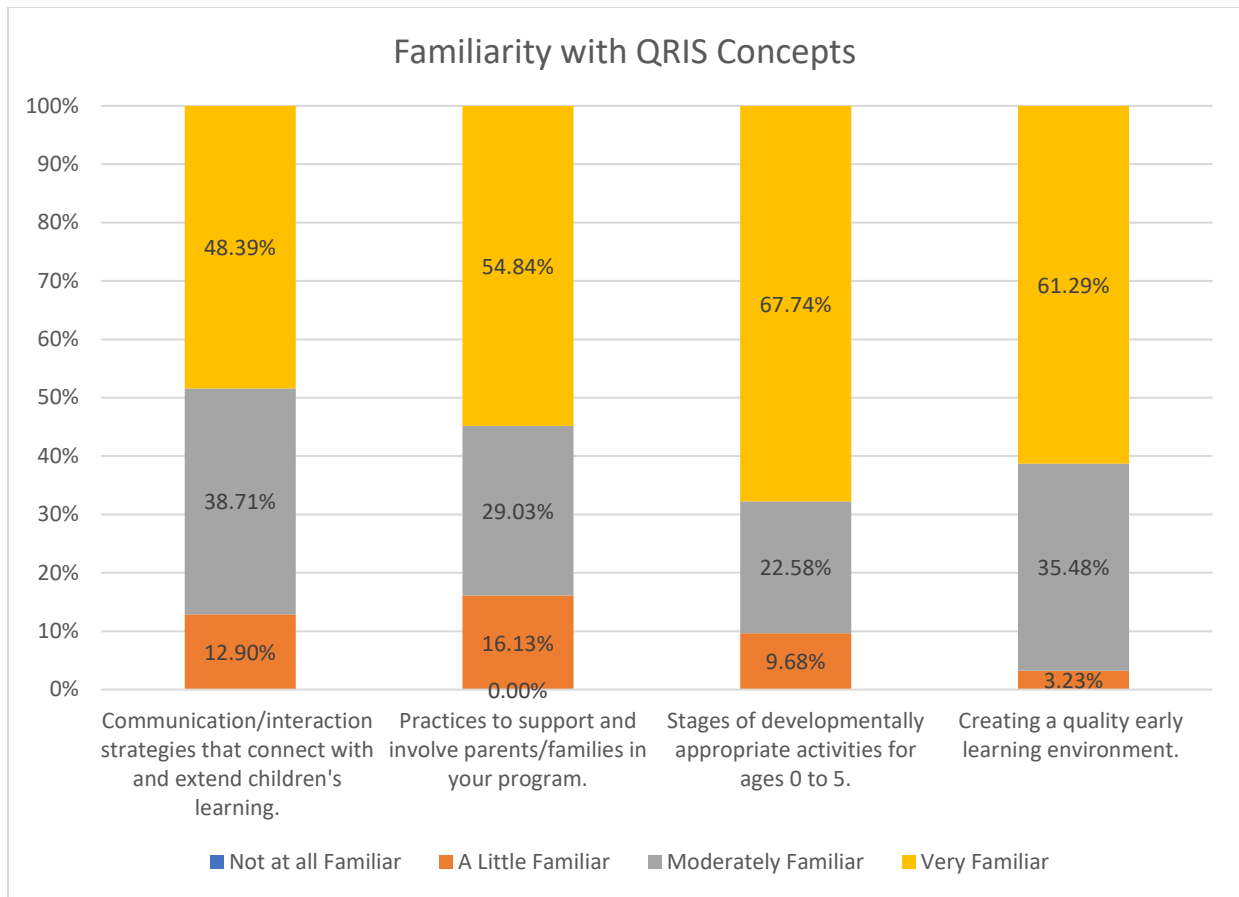
- 8 sites have been rated; 2 were rated during the 18-19 fiscal year. Four sites received a 4 rating and four sites received a 5 rating.
- 24 professional development trainings were offered, including Teaching Pyramid Module, Body Image, and Screen Time Trainings.

Outcomes

- **Outcome: Increase participation in quality supports for early childhood education providers.**
 - ✓ 228 people attended the professional development opportunities that were provided in 2018-2019. 5 Teaching Pyramid Module trainings were provided and 22 Quality Counts participants attended all 5 trainings.
- **Measure: The Quality Counts Provider Survey** was designed to measure provider familiarity and knowledge of the elements and resources in the Quality Rating and Improvement System (QRIS) and to gain an understanding of the provider's experiences in the Quality Counts program. The survey was originally designed to be completed at the beginning and end of each school year. However, response rates have been very low in previous years, so the Quality Counts team decided to solicit provider feedback once a year, at the end of each year. 31 providers completed the survey this year.

² These include the home visiting program, family resource centers and other community organizations. Data by age group was not collected; just total 0-5-year-old children served or reached in the last year.

- **Outcome: Providers are satisfied with coaching/mentoring across multiple focus areas.**
 - Providers were given the option to respond “N/A (Did not Require/Request)” coaching in this focus area. The following results exclude the N/A responses from the total percentage calculated, so only those receiving the coaching in those areas are represented.
 - 88% of providers reported being satisfied or very satisfied with coaching around *teacher-child interactions (CLASS)*.
 - 86% of providers reported being satisfied or very satisfied with coaching around *program environment (ECERS, ITERS, FCCERS)*.
 - 84% of providers reported being satisfied or very satisfied with coaching around *child observation and developmental screening (DRDP, ASQ)*.
 - 90% of providers reported that the quality improvement opportunities available through Quality Counts were valuable for their agencies and 87% felt that the opportunities were valuable for their own professional growth.
- **Outcome: Providers are familiar with elements of QRIS and Quality Counts.**
 - 87% of providers were moderately or very familiar with *communication/interaction strategies that connect with and extend children’s learning*.
 - 84% of providers were moderately or very familiar with *practices to support and involve parents/families in their programs*.
 - 91% of providers were moderately or very familiar with *stages of developmentally appropriate activities for ages 0 to 5*.
 - 96% of providers were moderately or very familiar with *creating a quality early learning environment*.



- **Outcome: Providers feel supported to participate in quality improvement activities and feel supported by the Quality Counts team.**
 - 87% of providers reported there was *open and clear communication* with Quality Counts Staff.
 - 84% of providers reported feeling their *input was received as valuable and important*.

Part IV: Conclusion

Programs funded by First 5 Napa County in fiscal year 2018-19 addressed the overall goal areas outlined in the 2017-2022 Community Plan. First 5 Napa County continues to prioritize investing in *quality early learning* strategies, including the Quality Counts initiative. In 2018-2019, First 5 Napa County made the dramatic shift towards impacting system-level change through the First 5 Napa Network. First 5 Napa Network will be a long-term, system-level effort to impact the *collective capacity* of local leaders and *integrate systems* that impact children 0-5 and families. Ultimately, these system-level efforts will contribute to *strong families* and *healthy children* in Napa County.

This report included program descriptions, activities, and outcomes for all program and initiative efforts taking place between July 2018 and June 2019. Implementation of the First 5 Napa Network efforts really began in January 2019 (the second half of the fiscal year) and the leadership convenings for Cohort 1 wrapped up in May 2019. However, this report is being finalized in December 2019, so we have the opportunity to see the work that continues to emerge and evolve from the 2018-2019 beginning efforts. We look forward to sharing the meaningful and creative projects that are developing through the First 5 Napa Network in the 2019-2020 Evaluation Report.

APPENDIX 1: First 5 Napa Network Logic Model

