



First 5 Napa County

2020-2021 Annual Evaluation Report

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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.

It is also important to note that the COVID-19 pandemic began significantly impacting our community in March 2020. First 5 Napa County has been leading our community in COVID-19

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

pandemic response for families with children ages 0-5 years old. For example, First 5 Napa County brought community partners and funders together to create the Childcare Stabilization Fund to support childcare centers and homes as they were struggling to stay open. We could not have led these efforts to the extent that we did without the ***Collective Capacity/Integrated Systems*** work that we had previously initiated.

In this First 5 Napa County 2020-21 Annual Evaluation Report, an outcomes-based evaluation summary is organized by the following goal areas – ***Collective Capacity/Integrated Systems, Quality Early Learning***. First 5 Napa County’s ***COVID-19 pandemic response*** will be summarized under the Collective Capacity/Integrated Systems section. In the 2020-2021 Annual Evaluation Report, First 5 Napa County will demonstrate that the ***Collective Capacity/Integrated Systems*** work supports our goals of ***Healthy Children, Strong Families, and Quality Early Learning***. This report is a summary of all programs, activities and materials funded by First 5 Napa County in the 2020-21 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

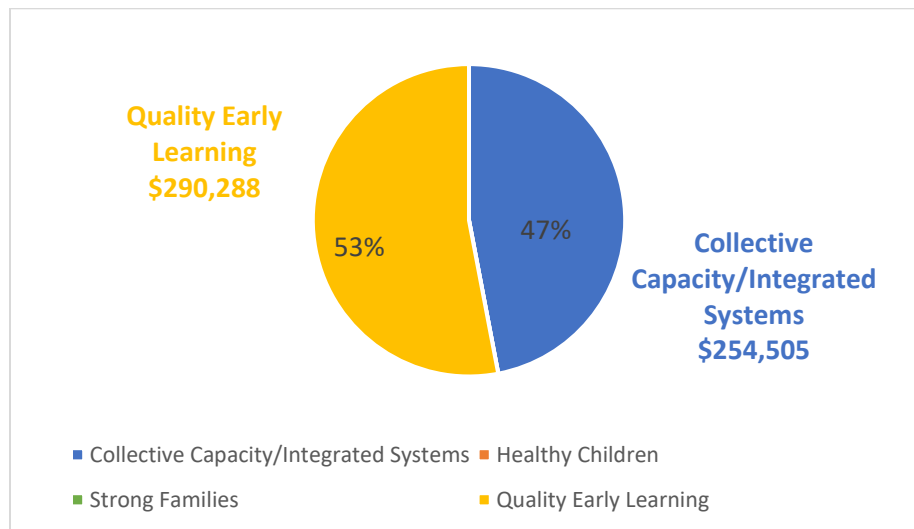
In 2020-2021, First 5 Napa County invested \$544,793 in total; \$254,505 for Collective Capacity/Integrated Systems work; and \$290,288 for Quality Early Learning. 29% of the ***Collective Capacity/Integrated Systems*** funding went to With/In Collaborative to provide consulting for the leadership network development, implementation, and evaluation. 39% of the Collective Capacity/Integrated Systems funding contributed to the Napa County Child Care Stabilization Fund. 76% of the ***Quality Early Learning*** funding went to Community Resources for Children to coordinate the quality early learning efforts.

First 5 Napa County’s 2020-2021 investments targeted the Collective Capacity/Integrated Systems and Quality Early Learning goals, as well as supported our community during the COVID-19 pandemic. The Collective Capacity/Integrated Systems strategy of building the First 5 Napa Network is a long term process, and 2020-2021 was the third 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.

2020-21 Grant Funding by First 5 Goal



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

2020-2021 Investment by Goal Areas

Agency	Program	Funds
Collective Capacity and Integrated Systems		
With/In Consulting	First 5 Napa Network	\$72,970
First 5 Napa	First 5 Napa Network Leadership Convenings	\$10,791
First 5 Napa	Rainbow Action Network	\$46,694
Community Resources for Children	Child Care Stabilization Fund	\$100,000
HVC Partner Agencies	Home Visitation Coordination (Improved Systems of Care)	\$24,050
Total:		\$254,505
Quality Early Learning		

Community Resources for Children	Facilitation Project to Implement IMPACT Action Plan 2020-2021 (Proposition 10)	\$60,000
	IMPACT 2020 (First 5 California)	\$114,814
	QCC Block Grant (California Department of Education)	\$33,524
	Region 1 HUB (First 5 California)	\$14,331
First 5 Napa	IMPACT 2020 (First 5 California)	\$40,325
	QCC Block Grant (California Department of Education)	\$11,223
	Region 1 HUB (First 5 California)	\$15,946
Napa County Office of Education	Region 1 HUB (First 5 California)	\$125
Total:		\$290,288
Strong Families		
Collective Capacity/Integrated Systems work through Rainbow Action Network, F5NN, and the Home Visitation Coordination program all impact the goal area of Strong Families.		
Healthy Children		
Collective Capacity/Integrated Systems work through Rainbow Action Network, F5NN, and the Home Visitation Coordination program all impact the goal area of Healthy Children.		
Total Investment FY 20-21		\$544,793

Program Evaluation Summary Report

This section 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 collected using various tools, including self-report surveys, registration data, iPinwheel software, evaluation reports from funded programs and personal communications.

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

Strategies

- ❖ Increase collaboration and connectivity among cross-sector Napa County leaders through the First 5 Napa Network Leadership Training
- ❖ Increase community supports for children 0-5 and families
- ❖ Reduce adverse childhood and community experiences
- ❖ Bring Human Centered Design and Systems Thinking strategies to current and emerging initiatives in the community

Funded Agencies & Details

Agency	Program	Funds
With/In Consulting	First 5 Napa Network	\$72,970
First 5 Napa	First 5 Napa Network Leadership Convenings	\$10,791
First 5 Napa	Rainbow Action Network	\$46,694
Community Resources for Children	Child Care Stabilization Fund	\$100,000
HVC Partner Agencies	Home Visitation Coordination (Improved Systems of Care)	\$24,050
Total:		\$254,505

Commission Goal Area:

Collective Capacity and Integrated Systems

State Result Area:

System Level Change

Population Served:

Community Leaders; Provider; Parents/Caregivers; Children

Funding Committed in FY20-21: \$254,505

FIRST 5 NAPA NETWORK

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 2020-21, the following challenges/strategies were prioritized:

- ❖ 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 within multiple spheres of influence (including early childhood education, families and community)
 - Empower families to be confident and courageous in talking about race, racism, and anti-racism with their children.
 - Increasing supports for parents/caregivers during the COVID-19 pandemic, particularly around mental health and basic needs (e.g., food, diapers).

Program Description

The First 5 Napa Network recruited its second cohort of Napa County leaders and originally planned to convene these leaders in 8 full days of leadership training between January and May 2020. In response to the COVID-19 pandemic, First 5 Napa and With/In Consultants decided to lengthen the cohort experience and make it virtual beyond March 17th through October 2020. To date, 35 leaders have completed the F5NN cohort experience. Because of the continued impact of COVID-19, F5NN cohort 3 has been delayed to January 2022.

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.

This report includes the final evaluation of cohort 2 because the cohort was completed in October 2020.

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:

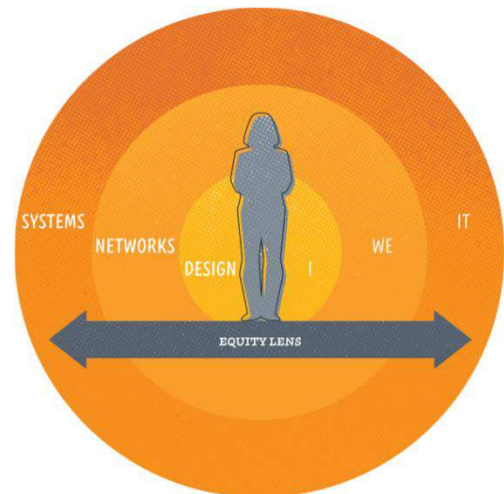
1. Systems Thinking
2. Network Theory
3. Design Thinking

4. Leadership/Coaching
5. Equity

The I-We-It Framework

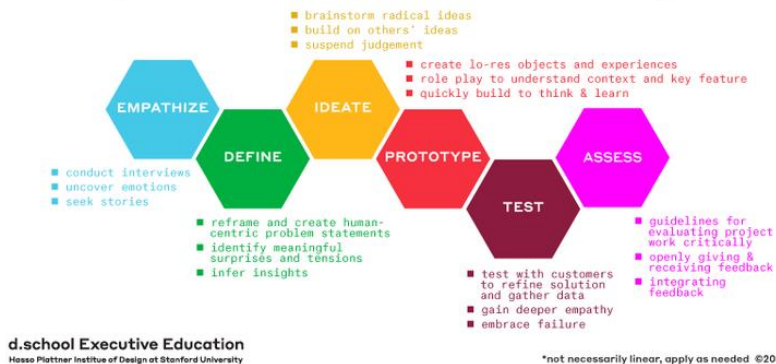
Additionally, an I-We-It framework was utilized to draw together the five pillars in service of the three levels of systems we were trying to impact:

- **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)

COVID-19 DISRUPTION FOR GOOD

The COVID-19 pandemic disrupted the F5NN process in profound ways. Leaders were unable to meet in person. Leaders were called to action in various ways in response to the pandemic, either professionally or personally. However, many F5NN members report that their experience with the pandemic would have been dramatically different if it wasn't for the Network experience. Particularly, Cohort 2 (which continued to meet virtually) members reported feeling connected and supported and called to positive action in ways they would not have if not for participation in the F5NN.

Also, the F5NN – having already been connected and developing ways to engage in system level work – was uniquely positioned to respond to the community's pandemic needs. For example, most F5NN members participated in the Napa Valley Community Organizations Active in Disaster (COAD). COAD develops and enhances partnerships for communication, coordination & collaboration amongst the whole community including non-profit & faith-based organizations, government agencies, and the private sector during all phases of disaster.

RAINBOW ACTION NETWORK

Program Description

Rainbow Action Network continues to build on the human centered design work that started with a Cohort 1 Design Team in 2019.

Rainbow Action Network is a group of LGBTQ and ally families that aims to make the Napa Valley a welcoming and supportive place for LGBTQ families and children, by advocating for community and organization level change. Rainbow Action Network is supported and coordinated by First 5 Napa County. The Community Programs Manager is an LGBTQ parent,

so the work summarized below was likely possible because they were empowered by the F5NN and provided resources to continue working on behalf of the community to which they belong.

Based on design work conducted in 2019-2020, Rainbow Action Network continued focusing work towards the following goals in 2020-21:

- Increasing visible support for LGBTQ community members
- Increasing safety in the community for LGBTQ families
- Providing opportunities for connection for LGBTQ families
- Providing opportunities for families to have a voice at the system and government level

RAN approaches all of these goals with an intersectional lens. RAN considers sexual orientation, gender identity and expression, race, immigrant status, and abilities and underscores the intersection and overlap of all these identities.

In 2019-2020, Rainbow Action Network developed and prototyped a Rainbow Kit to create LGBTQ Inclusive Preschools/Classrooms.



Rainbow Kits provide early childhood educators and administrators with “everything they need” to become an LGBTQ and Gender Inclusive provider.

What is in a Rainbow Kit?

- Checklist for LGBTQ and Gender Inclusive Schools
- Anti-Bias Introductory Materials
- Gender Inclusion Tips
- Gender Inclusive Language Magnet
- Diverse Families Vocabulary
- Inclusive Family Survey Tool
- 11 LGBTQ Inclusive Books in the Classroom with discussion bookmarks
- LGBTQ inclusive toys and invitations for how to use the toys
- 4 Early Childhood Education Lessons that incorporate the books and toys
 - Who Am I?
 - Love Makes a Family
 - Same and Different
 - Speak Up
- Bulletin Boards/Activities and diverse art materials
- Family Engagement Materials
- Policies and Procedures Recommendations and Examples
- Rainbow Flag

In 2020-2021, Rainbow Action Network and First 5 Napa County Staff and Commissioners outreached to early childhood educators throughout Napa County about Rainbow Kits and the associated mandatory training. Rainbow Kits were rolled out throughout the fiscal year with 2

hour virtual trainings for everyone receiving a Rainbow Kit. Additionally, RAN continued gathering feedback from providers and added materials to the Kit when it was warranted.

RAN also developed a Spanish language Rainbow Kit and prototyped it with 4 Spanish speaking providers. This work will inform the Bilingual English/Spanish Rainbow Kit that will be rolled out beyond Napa County in 2021-22 through the Regional HUB.

In 2020-2021, the following RAN strategies were prioritized:

- Rainbow Kits in Early Childhood Education Settings to make ECE classrooms and sites LGBTQ and Gender Inclusive
- Virtual Opportunities for Connection with other LGBTQ and diverse families
- Advocacy for policies that make our communities more equitable for people who have been marginalized and oppressed, including LGBTQ and BIPOC families.
- Community engagement (social media and in the community) opportunities that amplify the intersection of the Black Lives Matter movement and the efforts towards LGBTQ Equality.

BLACK LIVES MATTER MOVEMENT IN NAPA COUNTY

First 5 Napa County released the following statement in May 2020.

“First 5 Napa County and the First 5 Napa Network stand in full support of Black Lives Matter. In addition to clear, overt brutality, our country is plagued by systemic racism and violence. We bear witness every day to the resulting trauma. Our children and their families are suffering. Racism and discrimination cause Black individuals to experience disproportionate rates of mental and physical illness and early death. Black children and their families experience the effects of systemic racism from pre-conception to birth to early childhood and beyond. We pledge to work as individuals, as an organization, and as a Network to change these systems that contribute to the suffering, oppression, and discrimination of Black and Brown children and their grown ups across the country and in Napa County.

The First 5 Network (F5NN) was created to engage diverse, cross-sector leaders in authentic examination of our own biases and racism and the parts we play in perpetuating the trauma inflicted upon Black and Brown individuals, families, and children across the country and in Napa County. F5NN aims to collaboratively re-design systems that place equity and justice at their core. We invite our partners, both individuals and organizations, private and public, to stand with us in creating an equitable and just community, and to develop policies that uproot racism and inequity and prioritize individual and community health, wellbeing and safety for ALL our children and families.”

First 5 Napa County followed this statement up by supporting efforts created in collaboration with several First 5 Napa Network members. These efforts are described in more detail in the *Activities and Outputs* section of this report.

CHILD CARE STABILIZATION FUND

During the height of the COVID pandemic, when childcare centers and homes were struggling to stay open, First 5 Napa County worked to bring together community partners and funders to create the Childcare Stabilization Fund. In addition to County CARES act dollars and philanthropic donations that went towards this fund, First 5 Napa County contributed \$100,000 to assure these essential businesses continued to provide quality childcare to our workforce.

HOME VISITATION COORDINATION

In December 2020, First 5 Napa County was awarded planning funds to begin work on convening a Home Visitation Collaborative. Funds are intended to support the convening of the collaborative, the development of a shared vision, and to complete an environmental scan. The funding ends in June 2022 and more will be shared in 2021-2022.

CENSUS 2020

The Executive Director and two First 5 Napa County Commissioners led human centered design trainings for County and Community Partners for the express purpose of increasing the Napa county census count. This was especially important, as children 0-5 are the most undercounted population in the US Census.

COVID-19 PARENT/CAREGIVER FOLLOW UP SURVEY

In May 2020, First 5 Napa County conducted a Parent/Caregiver survey regarding needs and concerns during the COVID-19 pandemic (specifically shelter at home period of time). In April 2021, we followed up with the Napa County community of parents/caregivers. We added questions related to the needs and concerns we had been hearing about over the past year, including questions about internet access and devices, mental health, and vaccine access and utilization.

Collective Capacity/Integrated Systems Activities & Outputs

FIRST 5 NAPA NETWORK – COHORT 2

- **18 leaders participated in a total of 11 days of cohort convening between January and October 2020. 5 of those days took place in the 2020-2021 reporting year.** (1 day in July, 1 day in August, 1 day in September, and 2 days in October).
 - 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 **4 design team challenges for design teams** to work on:
 - *Challenge 1:* Create ways to support parents after newly forming families + improve their mental health.
 - Interview targets: Parents of infants

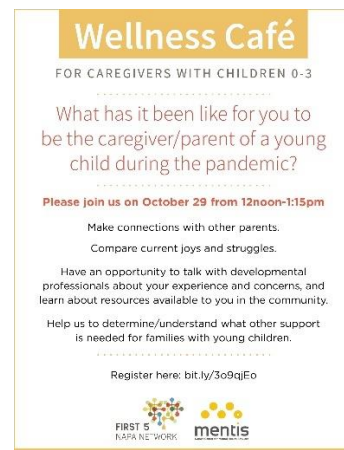
- *Challenge #2:* Create ways to increase the visibility of both Latine parents/caregivers of 0-5 kids, and the issues they are most focused on, in the upcoming November election.
 - Interview targets: Policy makers and government leaders
 - *Challenge #3:* Create ways to increase accessibility to childcare, particularly for families in which the parents/caregivers work hours outside of 8am-5pm.
 - Interview targets: Parents/Caregivers and Childcare Workers
 - *Challenge #4:* Create ways to leverage spaces/places of contact that already serve high-need families in Napa to deliver even more services.
 - Interview targets: Place-based service providers and high-need families
- 12 empathic interviews were completed before COVID-19 pandemic and shelter in place order halted all design challenge work (in February/March 2020).
 - Design work was picked back up (with new challenges) by Cohort 2 members in August 2020. New challenges were informed by survey data from parents/caregivers in Napa County, verbal discussions with families participating in Rainbow Action Network, and current events and related articles of the moment.

Challenge #1: How might we help parents/caregivers better support the mental health of their children ages 0-3 during the COVID-19 pandemic?

The Mental Health Design Team was led by a F5NN Cohort 1 member and included 5 Cohort 2 members. It was housed at a local mental health organization – Mentis – where this Cohort 1 member is the Prevention Director.

- **EMPATHIZE:** The design team conducted 7 empathic interviews with 5 parents and 2 therapists.
- **DEFINE:** Parents and therapists feel isolated, alone, and disconnected from parenting support during this pandemic.
- **IDEATE:** Parents/caregivers need alternative opportunities (besides in-person gatherings) to connect with one another and with therapists/child development experts.
- **PROTOTYPE:** Host 2 Virtual Wellness Cafes to build connections between parents, offer child development tools from local experts, and understand what other type of support is needed in our community for parents with young children.
 - They scheduled 2 Wellness Cafés – one in English and one in Spanish, at the beginning of October 2020. A week before the scheduled cafes, they had to postpone because of wildfires.
 - There was quite a bit of momentum for the initial cafes, but when they rescheduled, not as many people were available and/or were dealing with overwhelm and uncertainty from the fires and ongoing pandemic.
 - The goals of the Wellness Café included:
 - Make connections with other parents
 - Compare current joys and struggles

- Have an opportunity to talk with developmental professionals about your experience and concerns and learn about current resources available in the community.
- Help us determine/understand what other support is needed for families with young children.



- Only one person signed up for the rescheduled Spanish café, so we cancelled it. A F5NN member and therapist called and had a one-on-one conversation with the parent instead.
- 10 parents signed up for the virtual English language Wellness Café, and 6 parents attended.
- **ASSESS:** 5 of the parents provided feedback about the Wellness Café.
 - All parents (100%) felt that the Wellness Café provided emotional support that they needed during this trying time.
 - 3 of the parents felt the resources they learned about were useful and 2 felt they were maybe useful.
 - Parents would like to have more opportunities for Wellness Cafes but made the following suggestions:
 - More parents in each group for more meaningful discussion
 - More time (75 minutes went by really fast)
 - 1 parent followed up with one of the therapists and received mental health care for several months following the Wellness Café.
 - Mid-day (12pm-2pm) was the ideal time for all the parents that participated.
 - Lead of Design Team expressed a need to connect with other organizations that serve children 0-5 and their families, because Mentis doesn't specifically serve this group.

Challenge #2: How might we help parents/caregivers be confident and courageous while talking about race, racism, and anti-racism with their children ages 2-5 years old?

The Anti-Racist Parenting Design Team was led by a First 5 Napa County staff member (also a Cohort 2 member) and included 2 First 5 Napa County Commissioners and 5 additional F5NN

Cohort 2 members. Many other F5NN members participated in this design work, either as parents or through their organizations to recruit parents/caregivers.

- **EMPATHIZE/PROTOTYPE:** Based on a successful project (Pride Packs) led by Rainbow Action Network, the anti-racist parenting team wanted to provide parent/caregivers with anti-racist books and materials as a starting point for the empathic interviews. The materials were not a finalized product, but rather an opportunity to gather information about what happened when they used the materials with their children and what they would like their children to know about race and racism.
 - The team provided all families with 3 books, 4 activities, and the materials to do those activities with an information packet approximately 1 week before conducting empathic interviews (Bilingual or Spanish language materials provided to Spanish speaking families).
 - The team conducted empathic interviews with 12 diverse families representing various races, sexual orientations, education levels, languages, and levels of engagement in family activism to date.
 - Parents were asked: Do you talk with their kids about race and how? What did it look like when you used the materials with your kids? What do you want/need to feel more confident having discussions about race and racism with your children?
- **DEFINE:** Materials were critical in helping parents/caregivers start the conversation about race and racism with their kids. However, they were overwhelmed by the amount of materials they received and didn't know where to go next. They need "bite size" materials and activities on an ongoing basis and would like support from other parents/caregivers and experts. *All parents/caregivers, regardless of race or sexual orientation, were uncomfortable talking about race and racism with their children.*
- **IDEATE:** Families need the right amount of materials and support from other parents and experts to feel confident having conversations about race and racism with their children.
- **PROTOTYPE:** Anti-Racist Kit (1 book, 1 activity with materials, 1 guide) plus Grown-Up Discussion Group
 - The team provided 13 families with an Anti-Racist Kit and organized those families into three groups to host virtual discussions after they engaged with the materials at home.



- **ASSESS:** Families benefited from "bite size" materials and parent/caregiver support.
 - All parents/caregivers left wanting more.

- Parents/caregivers are starting at different levels of comfort or practice, and that benefits the group.
- All parents/caregivers – regardless of practice or confidence - can benefit from starting with the fundamentals and progressing as a group.
- There is a need and desire for affinity discussion groups AND combined (mixed race) discussion.
- Groups desire and need a facilitator to hold them accountable, keep them focused, and correct misinformation.

After completion of the original design work in Fall 2020, the Anti-Racist Design Team Lead Member continued the design work with a d.School consultant. They frequently checked in with their team to get feedback from the group and ultimately the group proposed the following program for First 5 Napa Network and Rainbow Action Network to lead (funded by First 5 Napa County):

Rainbow Family League - to provide families with various levels of engagement to practice talking with their kids about race and inclusion and actively standing up to racism and for inclusion.



The team purposefully used a sports metaphor for this program because sports leagues provide opportunities for connection with other community members and the environment; opportunities to learn and grow. Rainbow Family League aims to do the same.

Rainbow Family League provides 3 levels of engagement for families with children ages 0-5 throughout Napa County:

- **Level 1: Rainbow Little Libraries** – access to the equipment/materials.
- **Level 2: Rainbow Little Libraries plus Rainbow Play Dates** – access to the equipment/materials plus opportunities to hear stories and discussions and participate with other families in ongoing education, art, and activism activities.
- **Level 3: Rainbow Family League (RFL) Team Season** - 6 months of monthly anti-racist kits and grown-up discussions/practices with expert facilitators and a diverse group of parents/caregivers.

- **Level 1: Rainbow Little Libraries** – 11 new Rainbow Little Libraries (RLL) were purchased, installed, and stocked with anti-racist and LGBTQ and gender inclusive books in June 2021 during Pride Month. Nine additional Little Free Libraries (already existing) were stocked in June 2021 as well.
 - F5NN members, their children, and Teens Connect (a program of Mentis) teens designed and painted all new Rainbow Little Libraries with themes of diversity, inclusion, standing up against unfairness, be who you are and love makes a family.
 - 10 hosts were identified by outreaching to First 5 Napa County Commissioners, First 5 Napa Network members, Rainbow Kit early childhood education sites, and Rainbow Action Network families. All 10 Rainbow Little Libraries were placed in areas that were considered “library deserts”.
 - Rainbow Little Libraries are being hosted at three family resource centers, including UpValley Family Center in St Helena, ParentsCan in Napa, and Cope Family Center in Napa.
 - 1 additional Rainbow Little Library was created by a Rainbow Action Network family as a “Rainbow Little Library On the Go”. This RLL on wheels accompanies Rainbow Action Network staff to events in the community, including Rainbow Play Dates and Chalk for Justice Events.
 - 500 books were stocked in 21 little libraries. 51 titles, including 15 Spanish or Bilingual books.



The list of Rainbow Little Library books can be viewed below. We are periodically refilling the Rainbow Little Libraries and ordering additional titles as great anti-racist and LGBTQ inclusive books continue to be published.

RAINBOW LITTLE LIBRARY BOOK LIST

English Books

Grandad's Camper by Harry Woodgate
 Anti-Racist Baby by Ibram X. Kendi
 Your Name is a Song by Jamilah Thompkins-Bigelow
 Alma and How She Got Her Name by Juana Martinez-Neal
 Malala's Magic Pencil by Malala Yousafzai
 My Heart Fills with Happiness by Monique Gray Smith
 Love Makes a Family by Sophie Beer
 The Great Big Book of Families by Mary Hoffman
 It Feels Good to Be Yourself: A Book about Gender Identity by Theresa Thorn
 Eyes that Kiss in the Corners by Joanna Ho
 Speak Up by Miranda Paul
 Same Same but Different by Jenny Sue Kostecki-Shaw
 Under my Hijab by Hena Khan
 Dreamers by Yuyi Morales
 Carmela Full of Wishes by Matt de la Pena
 The Last Stop on Market Street by Matt de la Pena
 This is Our House by Michael Rosen
 Peaceful Fights for Equal Rights by Rob Sanders
 It's OK to be Different by Todd Parr
 Julian is a Mermaid by Jessica Love
 Julian at the Wedding by Jessica Love
 When Aidan Became a Brother by Kyle Lukoff
 The Name Jar by Yangsook Choi
 Drum Dream Girl by Margarite Engle
 Separate is Never Equal: Sylvia Mendez and Her Family's Fight for
 Desegregation by Duncan Tonatui
 The Other Side by Jacqueline Woodson
 The Day You Begin by Jacqueline Woodson
 Story Boat by Kyo Maclear



RAINBOW LITTLE LIBRARY BOOK LIST

We March by Shane E Evans
 Don't Touch My Hair by Sharee Miller
 My People by Langston Hughes
 The Undeclared by Kwame Alexander
 The Word Collector by Peter H Reynolds
 We are Water Protectors by Carole Lindstrom

Bilingual (English/Spanish) Books

All the Colors We Are/Todos los colores de nuestra piel by Katie Kissinger
 Marisol McDonald Doesn't Match/Marisol McDonald No Combina by Monica Brown
 The Family Book/El Libro de la Familia by Todd Parr
 Whoever You Are/Quienquiera que seas by Mem Fox
 Ten Little Fingers and Ten Little Toes/Diez dedos de las manos y diez
 dedos de los pies by Mem Fox
 When We Love Someone We Sing to Them/Cuando amamos cantamos by
 Ernesto Javier Martinez

Spanish Books

Alma y como obtuvo su nombre by Juana Martinez-Neal
 El Lápiz Mágico de Malala By Malala Yousafzai
 Mi Corazon se llena de alegría by Monique Gray Smith
 Soñadores by Yuyi Morales
 Los deseos de Carmela by Matt de la Pena
 Ultima parada de la calle market by Matt de la Pena
 Sirenas by Jessica Love
 El día en que descubres quien eres by Jacqueline Woodson
 El Coleccionista de Palabras by Peter H Reynolds

Adult Books

How to be an Anti-Racist by Ibram X Kendi



- **Level 2 (Rainbow Little Libraries plus Rainbow Play Dates) and Level 3 (Rainbow Family League Team Season)** are being implemented in the 21-22 fiscal year. Activities, outputs and outcomes for these RFL levels will be reported in the 21-22 Annual Evaluation Report.

RAINBOW ACTION NETWORK

- **Rainbow Family League** became an effort powered by Rainbow Action Network members in collaboration with F5NN. The activities and outputs described above would not have happened without the Rainbow Action Network community that has grown over the past two years. Additionally, the activities and outputs described below regarding **racial justice efforts** were also backboned by Rainbow Action Network.
- 64 Rainbow Kits (60 English and 4 Spanish) were distributed to early childhood educators.
 - 35 of the Rainbow Kits were purchased by Napa County Office of Education state funded preschools.
 - 169 total early childhood education staff were trained with the 2 hour virtual training.
 - 986 children were served in classrooms receiving Rainbow Kits.

- 60 people attended the 2nd Annual Pride Month Rainbow Play Date in June 2021. This was RAN’s first in person event since the COVID-19 pandemic began and the event was limited to 60 total people.
 - 23 children 0-5 years old attended the Play Date.
 - Every family received a Pride Pack – a tote bag that included an LGBTQ inclusive book, LGBTQ and gender inclusive craft activities to do at the park, and a Rainbow Flag.
 - Additionally, families received individually packaged snack boxes that were curated by a RAN parent with snacks from local LGBTQ inclusive businesses.
 - The event culminated with a Children’s Pride Parade.



- RAN continued advocacy and policy work with City and County government officials, as well as school districts. In 2020-2021, these efforts resulted in:
 - City of Napa and City of St Helena adopted resolutions that “Systemic Racism and Discrimination is a Public Health Crisis”
 - 43 public comments (many of which were RAN parents of young children and/or First 5 Napa Network members)

- Napa County adopting a resolution condemning Racism, Xenophobia, and Discrimination
 - Napa County Supervisors invited Anne Sutkowi-Hemstreet (First 5 Napa County Community Programs Manager and Rainbow Action Network director) to receive the resolution at the Board of Supervisors meeting.
- Napa Valley Unified School District adopting an extensive Equity Plan and resolving to implement Rainbow Kits in all of their TK and Kindergarten classrooms in 2021-22.
- Rainbow Flags flying at all schools in Napa Valley Unified School District and Napa County Office of Education during Pride Month 2021.
- City of Napa council members starting a DEI Ad Hoc Committee
- The removal of a Chick-Fil-A restaurant that was slated to open business in Napa.
 - This was due to RAN efforts with city council members, planning commission members, the developer, and Chick-Fil-A headquarters. First, we tried to work together to create an LGBTQ inclusive Chick-Fil-A that could be a model for the country. However, Chick-Fil-A could not agree to any of the suggestions.

F5NN/RAN RACIAL JUSTICE EFFORTS

- **Napa Strong Enough Campaign** – Several diverse F5NN leaders wanted to create a campaign in response to the murder of George Floyd and the re-energized Black Lives Matter movement. We created “Napa Strong Enough” signs as a play on the #NapaStrong phrase used often in Napa County when we are in the midst of a crisis (e.g., wildfires, earthquake, pandemic). Racism is also a crisis, so these signs acknowledge that and give community members (particularly families with children) a way to stand up and say they are Napa Strong Enough to stand up to racism, homophobia, sexism, xenophobia, ableism, and transphobia. With every sign, families were given commitment cards that shared ways for them to be “Napa Strong Enough” by interrupting hate speech, educating themselves and their families, and appreciating our oppressed and marginalized communities.
 - 400 signs and commitment cards were distributed to community members throughout Napa County (the majority in the City of Napa) during 2020-21.



"NAPA STRONG ENOUGH" COMMITMENTS

INTERRUPT

- "I'm not comfortable with that"
- "I didn't realize you think that"
- "That's not okay with me"
- "What do you mean when you say ___?"
- "We don't say things like that here"
- "I don't find that funny"
- "Help me understand your thinking"
- "What you just said is harmful"

EDUCATE

- Read books and articles by BIPOC, immigrant and LGBTQ authors.
- Diversify your social media feed by following BIPOC and LGBTQ leaders, activists, and celebrities.
- Watch movies about BIPOC, LGBTQ, immigrant, women's history and current events.
- Seek trainings on racial/social justice through local organizations and online.

APPRECIATE

- Support Black, Latine, LGBTQ and other minority owned businesses.
- Acknowledge and seek opportunities to learn about Black History, Hispanic/Latine Heritage, AAPI Heritage, Indigenous/Native people's history, LGBTQ History, LGBTQ Pride Month, and Women's history year-round.
- Participate in events organized by BIPOC and LGBTQ people and organizations.
- Get involved with and/or donate to racial/social justice organizations.



FIND A LIST OF "STAND UP" RESOURCES AT
RAINBOWACTIONNETWORK.ORG



- **DEI Community Candidate Forums** – Rainbow Action Network partnered with LGBTQ Connection and The People's Collective for Change to host two virtual community forums with candidates running for City Council in Napa and St Helena. Both virtual events were offered in English, Spanish, and American Sign Language. Community members were invited to submit questions related to diversity, equity, and inclusion and the organizers voted on the best questions for the forums.



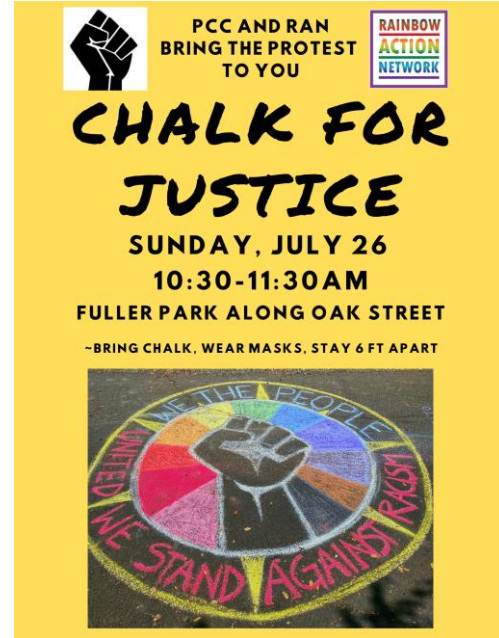
Examples of questions included:

What does anti-racism mean to you, what are you doing in your personal life to be anti-racist (e.g., in a parent role, work role, community role), and how you will utilize your position of power to continue the work?

Affordable, quality housing and affordable home ownership is one of the biggest challenges facing families in Napa. *Please share whether you or someone you are close to has personally struggled with housing in Napa. Also, what is your vision to help solve this inequity?*

Have you ever realized you had said or done something that may have been offensive to a person because of their race, gender or sexual orientation? How did you respond to that realization, and what was the outcome?

- **City of Napa DEI Community Forum was hosted on October 1st.**
 - All City Council and Mayoral Candidates attended
 - 177 people joined live on Zoom
 - 1,300 people watched the forum on Facebook (live or recorded)
 - 3.3k people saw that we hosted this live on Facebook
 - 226 people liked, commented, shared, clicked on Facebook
- **St Helena DEI Community Forum was hosted on October 8th.**
 - 55 people joined live on zoom
 - 103 people watched the forum on Facebook (live or recorded)
 - 198 people saw that we hosted this live on Facebook
 - 6 people liked, commented, shared, clicked on Facebook
- **Chalk for Justice Events** – Our Rainbow Action Network work is all done through the NAEYC’s anti-bias framework. Goals 3 and 4 are about Justice and Activism. RAN partnered with People’s Collective for Change – the organization leading Black Lives Matters protests in Napa – to host Chalk for Justice events for families with children. These events gave children an opportunity to use their voice and express their feelings through public art and in community with other families.
 - Rainbow Action Network hosted **7** Chalk for Justice and/or Activism Events for Families with young children in 20-21.



- **Virtual Story Time Events** – Rainbow Action Network and First 5 Napa Network leaders collaborated to host several virtual story times to engage families and children with books and activities around diversity, justice, and activism.

- **Rainbow Winter Holiday Celebration** – A bilingual (English/Spanish) event that included LGBTQ elves and a Latine Santa Claus, with videos from families in our community sharing their holiday traditions. Families shared about Christmas (Mexican American and Columbian traditions), Hannukah, Kwanza, Winter Solstice and Diwali.

- We read 3 diverse books aloud, with diverse holiday songs for dancing in between (dance segments were led by a young Black child). The event was emceed by two teens from the Teens Connect program. We shared a bilingual packet that shared information about each holiday, traditions, craft ideas, and recipes submitted by community members.



- **Martin Luther King Jr Day Virtual Story Time**
Rainbow Action Network grown-ups read *We March* by Shane Evans and *Speak Up* by Miranda Paul and encouraged children and their families to create protest signs at home (speaking up about whatever issue resonated with them).



- **Black History Month Event** – Every year, one of the F5NN leaders hosts a Black History Month celebration. In 2021, he partnered with F5NN, Rainbow Action Network, Teens Connect and Mentis (a local mental health organization) to host a virtual event on Saturday, February 20th. The event was held from 11am-7pm with various workshops, including a Rainbow Action Network story time.



- Rainbow Action Network found that families with young children welcomed an opportunity to connect virtually during the COVID-19 pandemic. For each event, we recorded the highest number of zoom participants at each event. We then doubled that number to estimate the total number of participants (however, it is likely that most families had more than 2 people attending). We also estimated the number of children 0-5 based on observation by the facilitators.
 - Average total participants at the virtual RAN events was 64 participants.
 - Average estimated 0-5 participants was 33 children.

Event Name	# Zoom Participants	Estimate total participants (Virtual)	Estimated 0-5 participants
Rainbow Winter Holiday Celebration	46	92	46
MLK Storytime	39	80	40
BHM Storytime	48	96	48
Jazz and Friends Storytime	40	40	25
Consent	29	58	29
Mindful Me!	9	20	10

- Community Members were exposed to 14 diverse children's books through virtual story times. All story time/events (except MLK story time) were conducted in English and Spanish, so several titles that are not published in Spanish were made accessible to Spanish speaking families and children.



COVID-19 Parent/Caregiver Survey

- 102 parent/caregivers completed the Families and COVID-19 Impact Survey in English and 80 completed it in Spanish.
 - The majority of respondents (on both English and Spanish versions) were **Latine** (60% of English language respondents and 100% of Spanish language respondents).
 - The majority (64% of combined English/Spanish sample) of respondents **rent their homes**.
 - The majority (62%) of respondents reported **a loss of employment income** since March 2020 due to the COVID-19 pandemic.
 - 37% of respondents reported it was **somewhat or very difficult for their household to pay for usual household expenses**, including but not limited to food, rent or mortgage, car payments, medical expenses, or student loans.
 - 27% of respondents reported **feeling anxious, nervous, or on edge more than half of the days or nearly every day in the past 2 weeks**.
 - 22% of respondents reported **feeling down, depressed, or hopeless more than half of the days or nearly every day in the past 2 weeks**.
 - 27% of respondents do **not have Broadband internet access at home**. They do have less reliable and fast internet access, either through their cell phone service or DSL.

Collective Capacity/Integrated Systems Outcomes

FIRST 5 NAPA NETWORK

- **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. 16 F5NN cohort 2 members responded to the survey. One member moved near the beginning of the program, so the response rate was 94% (16/17 eligible members).

- There are a few limitations associated with an evaluation of this kind. First, it relies on self-reported data from the members. Second, there are no baseline data to compare change over time; members assess their own relative growth or improvement, but each person had a different starting point, which is not captured in this evaluation. Third, the overall sample size is quite small, which limits statistical comparisons; however, the high response rate gives us confidence in the findings.
- Key Evaluation Questions
 - 1. How and to what extent have F5NN members become stronger leaders with the tools, skillsets, and network to drive systems change?
 - 2. How are F5NN members applying and growing their individual, collaborative, and systems leadership?
 - What are the strengths of F5NN's curriculum and design, and how can the program continue supporting members in the post-cohort period?

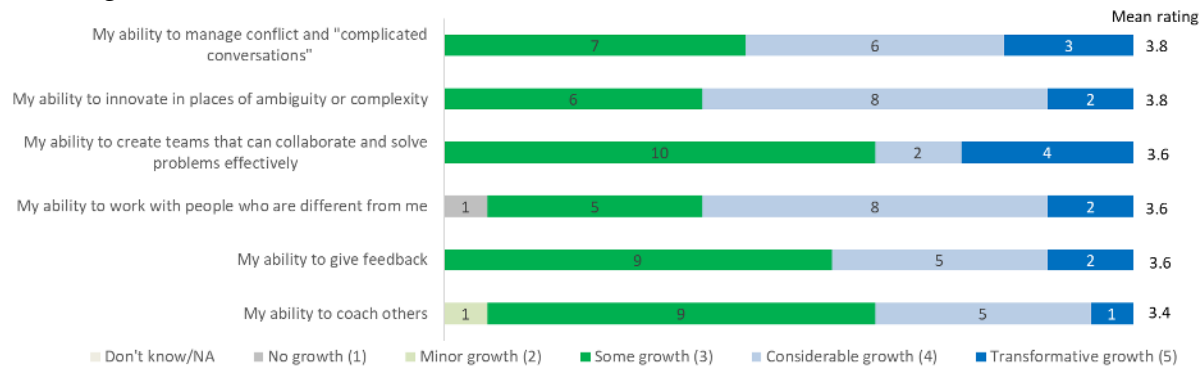
F5NN Outcomes (I)

- **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 between systems thinking and ground-level change; they have a better sense of themselves as leaders; and they are equipped with stronger leadership tools, skills and confidence to tackle complex issues.**

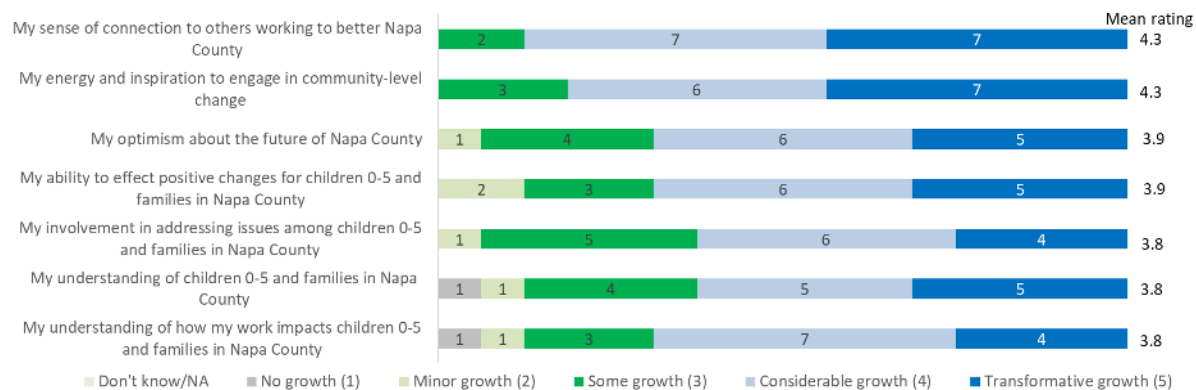


- 69% of network members reported considerable or transformative growth in their ability to work with people who are different from them and their ability to identify and manage issues of power, diversity, and inclusion in their work with others.
- 63% of network members reported considerable or transformative 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.
- There is relatively little variation in mean ratings for the aspects of leadership growth on this and the previous page; nearly all members report some or greater growth across

areas. Where ratings are slightly lower (e.g., coaching others, giving feedback), there are various possible reasons. Some members may have had less room for growth (i.e., they started F5NN with strong skills), or some topics were not as prominent or strong in the program curriculum. Still others may need more time, training or practice to further their growth.



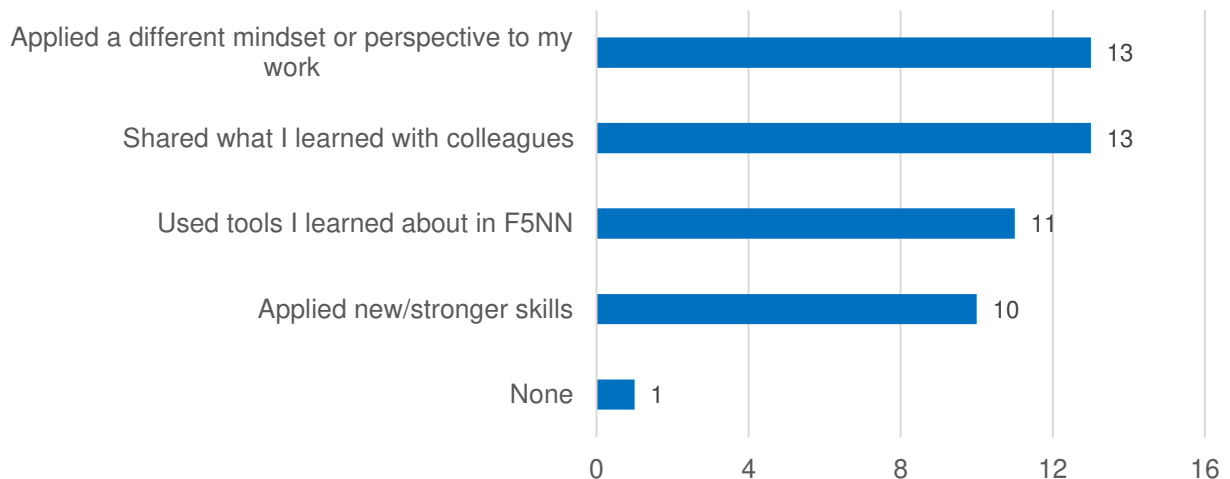
- **Community-Level Leadership: Overall, members have a stronger foundation for engaging in community-level change as a result of joining F5NN. Nearly all have experienced substantial growth in their connections to others and in their energy/inspiration for community change.** Notably, the ratings specific to children 0-5 and families fall somewhat lower on the list, even though F5NN deepened its focus on these issues in cohort 2 after similar trends in cohort 1.



- 88% of network members reported considerable or transformative growth in their sense of connection to others working to better Napa County.
 - 81% of network members reported considerable or transformative growth in their energy and inspiration to engage in community-level change.
 - 69% of network members reported considerable or transformative growth in their ability to effect positive changes for children 0-5 and families in Napa County.
- **Affecting Children 0-5 and Families:** The majority of network members experienced considerable or transformative growth in their ability to effect positive changes for children

0-5 and families in Napa County (69%); their understanding of how their work impacts children 0-5 and families (69%); and their involvement in addressing issues among children 0-5 and families in Napa County (63%).

- Nearly all members are applying and sharing what they have learned, often in multiple ways. Members are actively bringing F5NN-informed perspectives, tools and skills to their colleagues and to their own work and collaborations. The F5NN learnings of greatest value include the following:
 - Anti-racist concepts and centering racial justice/equity (e.g., white fragility, “fight systems, not people”)
 - Being more inclusive and making space/taking space
 - Deeper listening
 - Gatekeeper exercise and coaching others
 - Human-centered design
 - Navigating difficult conversations
 - Personal leadership development tools
 - Self-reflection and self-awareness
 - Slowing down and not rushing to solutions/action
 - Vulnerability as leaders



*Members had the option of marking multiple responses

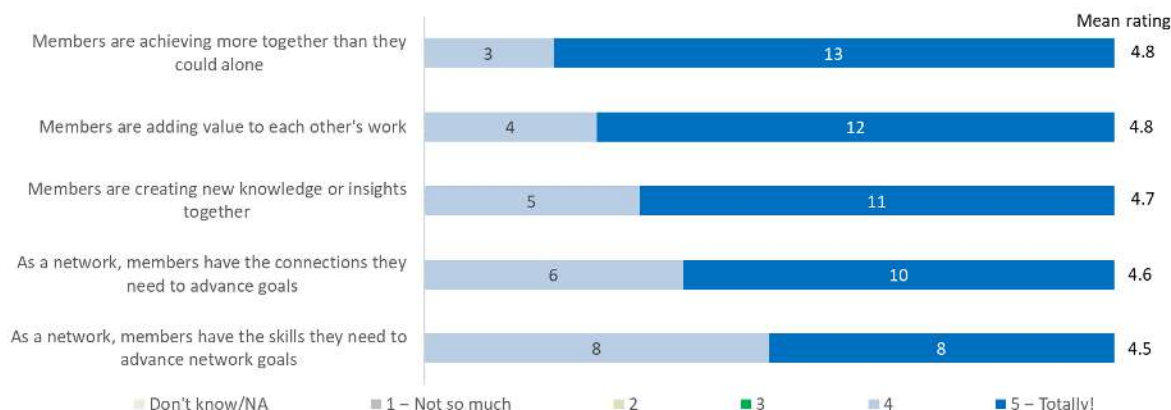
- F5NN has spurred members’ professional growth and community leadership including taking on new roles (commonly those furthering equity/justice and the response to community crises) as well as professional changes/development reflecting their aspirations and values.



- For example,
 - Three members joined or deepened involvement in NAPA COAD.
 - One member reported participating in the City Council “racism is a health crisis” declaration, “pride is a protest” demonstration, Interfaith Council demonstration for racial justice and other community campaigns.
 - One member is leading local policy advocacy efforts and collaborative projects for the Together Apart campaign, equity plan at the school district, equity work with the City of Napa and more.
 - Another member obtained a new position in the Napa community and is co-created the Napa Strong Enough campaign to address racial/social inequities.
 - Another member launched and leads a local art and mental health program for teens with help from F5NN collaborators.
 - One member is now a board member for Aldea Children and Family Services and is completing Cultivating Compassion Training.
 - One member moved from independent practice to a new law firm to expand practice areas (e.g., minors charged with crimes) and influence.
 - Another member was recently appointed Chief Probation Officer for Napa County.

F5NN Outcomes: WE

- Members rate the entire F5NN network (across both cohorts) very highly for its **collective achievements, value and insights** so far. Members also say the network is **poised to advance their collective goals**. All average ratings are near 5 on a 5-point scale.



*Questions and scale excerpted from the [Network Health Scorecard](#).

- The network has **catalyzed connections and collaborations** within and outside of F5NN, and it has frequently yielded additional resources for members work. The network has also prompted changes in some members' and organizations' processes, effectiveness and efficiency. According to one member,
 - *"The strength of the connections made with incredible members of the community and the depth of self-knowledge and discovery gained through the experience were transformational."*



- Members reported several personal and professional benefits of the F5NN relationships they have developed, including:
 - Many members say they have cultivated more expansive networks and deeper, more trusting connections. F5NN relationships have sparked greater awareness of interconnections—and opportunities for partnership—across sectors, disciplines and traditional silos or divides (e.g., public and private, “typical LGBTQ and/or early childhood circles”).
 - Members are sharing knowledge, perspectives, insights and assistance to help one another solve problems, identify resources, further their leadership development and

- strengthen their work. A couple of members specifically mention that F5NN relationships have helped them hone their EDI focus.
- Finally, the F5NN relationships are providing support, inspiration and encouragement, which has been priceless in a year marked by the pandemic, fires and other crises.
 - Some qualitative quotes from F5NN members include:
 - “F5NN introduced me to people in various fields and occupations throughout the Napa Valley whose work intersects with my own and helps to build a more cohesive community that can act progressively and decidedly to improve the health and welfare of children and families. It has also motivated and enabled me and other cohort members to inculcate an ethos and practice of diversity, inclusion, equity and racial/social justice.”
 - “These relationships have very much formed a core of local community engagement for me. They have supported my leadership growth personally and professionally. When I am facing a question or need help, I know that I can reach out any time to anyone in this network. I also often think in situations, ‘what would [a given F5NN member] do?’ and it helps calm and guide me.”
 - “I continue to be fed by the positivity and energy of my F5NN peers.... The relationships I've built are the most valuable piece of this whole experience! Who knows what the COVID experience would have been like without my cohort?!?”

Summary of F5NN Cohort 2 I/We Findings

- **All cohort 2 members demonstrated growth in their leadership and capacity for effecting change (“I”).** Members are better equipped with the connections, inspiration, self- and systems-awareness and tools to further their work in the community. While F5NN is centered on improving outcomes among children 0-5 and families in Napa County, this framing is rather implicit in members’ survey responses. These change agents may need to be rallied by First 5 or others around causes specific to children and families.
- **The F5NN cross-cohort network is diverse and robust, built on trusting, supportive relationships (“We”).** Members are adding value to each other’s work—such as sharing insights and leveraging resources—and they are accomplishing more together than they could alone. Because of F5NN, most members have increased their engagement in collaborations, and several have taken on new community roles, especially around equity and pandemic/crisis response. Members are poised to advance community change (“It”). As the network evolves, members suggest additional connections with private sector leaders, youth and people of color, among other groups.
- **The majority of members rate the program as exceptional and remaining members say it is very good or good.** The high ratings for F5NN’s curriculum and effectiveness are no small feat given the considerable challenges and pivots during the COVID-19 pandemic (e.g., virtual engagement, resequencing program elements). Most members have already applied and shared a variety of valuable F5NN tools and approaches (e.g., listening, human-

centered design, self-reflection). The anti-racist work has been especially potent, spurring nearly all members to get more involved in anti-racist activities in the community.

- **There is an overwhelming interest in continued connections, collaboration and engagement with F5NN.** Given ongoing constraints during the pandemic, some members' participation is paused or reduced. When conditions improve, F5NN could reconvene the cross-cohort network to reinforce connections as well as determine specific opportunities for collective engagement and action.

Did Cohort 2 F5NN Outcomes suffer due to COVID-19?

Below are comparisons between F5NN cohorts 1 and 2—as well between F5NN and other programs of this kind (i.e., Irvine New Leadership Network and First 5 Association Leadership Network)—where quantitative data are directly comparable. Please refer to the attached Excel spreadsheet for the comparative data displays.

- Overall, C2 reports greater “I”-level individual/team leadership growth, particularly for competencies aligned with pandemic challenges and the movement for racial justice. For example: navigating between systems thinking and managing change on the ground; understanding tools to apply and the ability to innovate in ambiguity/complexity; and managing conflict/difficult conversations. However, the average C2 rating is considerably lower than C1 for the ability to work with people who are different from the member. Though still on the lower end, C2's average individual/team ratings are more in line with the ratings for other programs, whereas C1's average was quite a bit lower than other programs.
- **Average “I”-level systems leadership growth is nearly identical for C2 (3.96) and C1 (3.94)**, though there are some differences for individual items (e.g., C2 has a greater average rating for understanding how their work impacts local children and families). We updated some of these questions in C2 to get better information specifically about children and families, so two of the items are not directly comparable with C1.
- **C2 members boast more “I”-level professional changes than C1 (this may be due to the extended program period for C2 and more time for changes to occur).** C2 members were much more likely to assume new roles/influence in the community and change jobs, though they less commonly realigned their job responsibilities compared to C1. Professional changes are variable across programs.
- **Average network health “We” ratings are equivalent for C2 (4.68) and C1 (4.69) with minimal variation between cohorts for each survey item.** F5NN's network health ratings exceed those from other programs, sometimes by a considerable margin.
- **Curriculum ratings are slightly higher, on average, for C2 (4.43) compared to C1 (4.33).** Gatekeeping, games and movement and systems mapping earned higher ratings from C2, though some of the design/team elements shined more brightly in C1 (in quantitative and qualitative feedback).
- **Ratings of the overall program experience are slightly lower for C2 (4.4), but on par with C1 (4.6) and the other leadership programs.** The quantitative and qualitative responses indicate that C2 members honestly and positively rated the program they got,

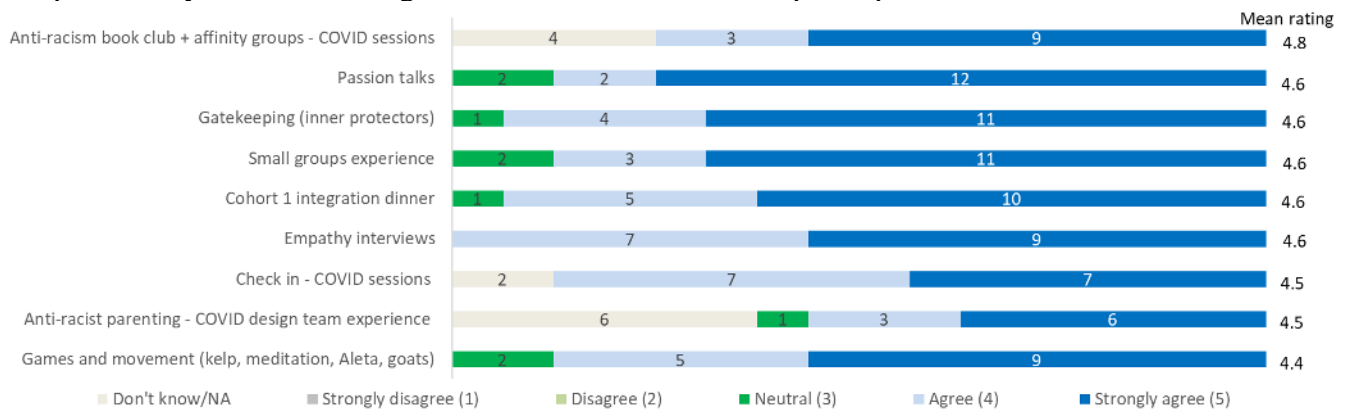
not the one they were supposed to get in the absence of a pandemic, and not in relation to the experience their C1 peers had.

- **On the whole, these results point to a high-quality and impactful C2 experience, despite the severe disruptions caused by the pandemic, and likely because of F5NN's skillful pivots and responsiveness to key issues of this time. C2 ratings are comparable to, and sometimes more favorable than, C1 ratings.**
- On another note of comparison, those in C2 without positional power have consistently (and often significantly) higher average ratings than those with positional power for: individual/team and systems-level leadership, network health, curriculum effectiveness and overall F5NN experience. The composition of C2 and C1 in terms of positional power (we did not ask about this in C1) may be a factor in comparing and interpreting the findings.

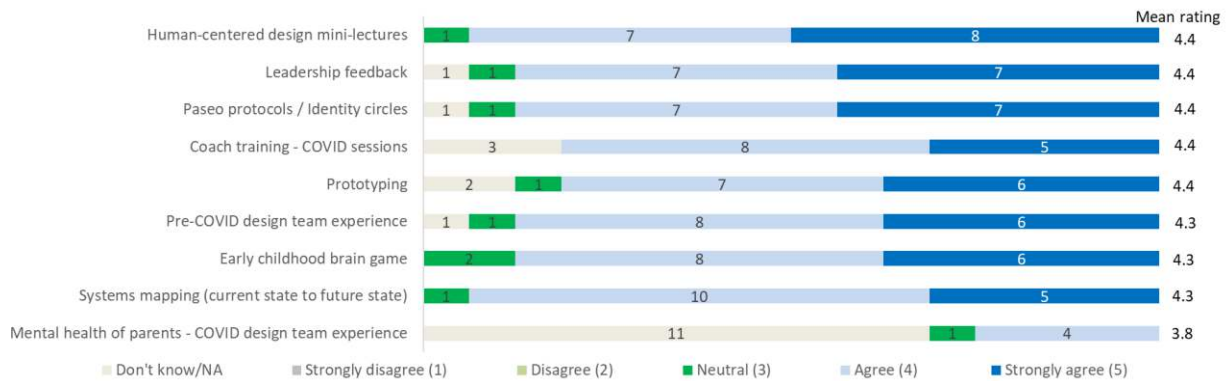
Outcomes: IT (Cohort Design and Design Team Projects across all cohorts)

Effectiveness of the F5NN's Cohort Design

- Nearly all members rate F5NN elements highly for strengthening their leadership and ability to effect change. Both COVID sessions and pre-COVID elements show up among the top ratings, which indicates that the curriculum offered continued value and effectiveness in spite of significant disruptions to the program, work and life. The anti-racism activities stood out as particularly effective among the sub-set of members who participated.



- Ratings are still quite positive for the remaining elements of the F5NN curriculum. Only the mental health of parents COVID design team experience falls below an average rating of 4 on a 5-point scale.



Ratings of the Overall F5NN Experience



Because of the rich relationships, learning, skilled facilitator support and “actionable work to do together,” members rate the F5NN experience highly. More than half say F5NN is exceptional; the remaining members say it is very good or good. Several members note that the pandemic was the main/only limitation on their own or others’ participation and the overall experience. One reflects, “COVID-19 was the only thing that could stop our momentum!”

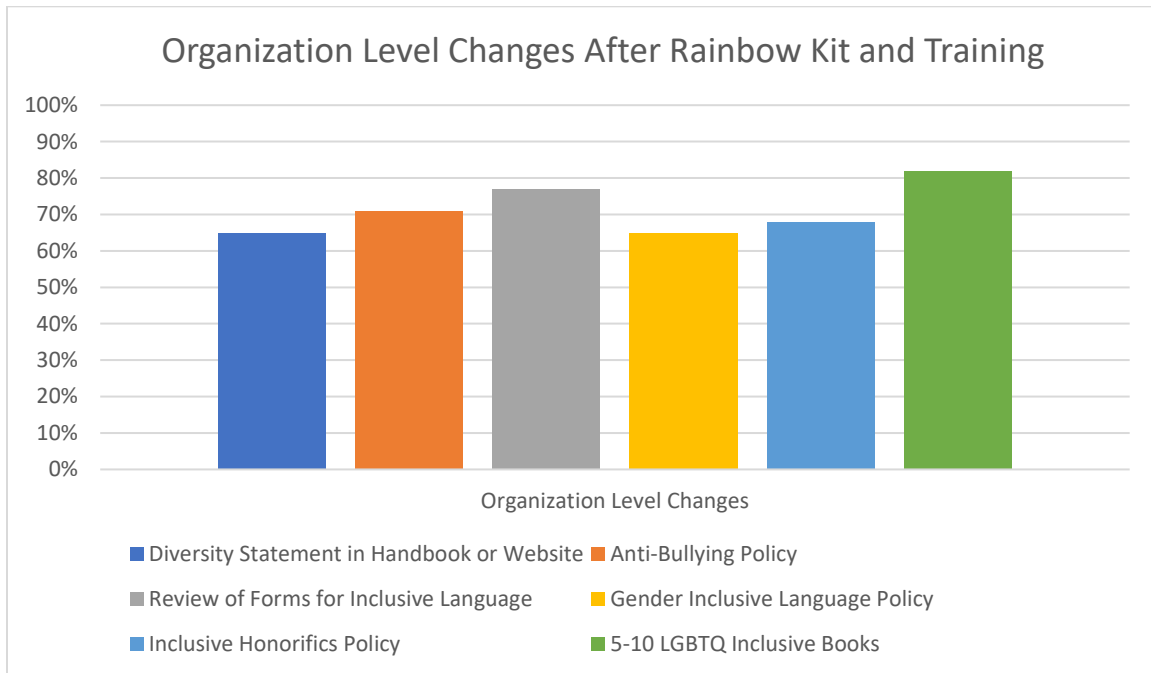
RAINBOW ACTION NETWORK

Rainbow Kit Outcomes

34 providers completed the end of the year Rainbow Kit Feedback survey.

- 100% of the providers who responded to the survey were ***mostly or very satisfied with the Rainbow Kit materials***, including the LGBTQ inclusive books, lessons, toys, toy invitations, craft materials, gender inclusive language magnet, and educator resources.
- 5 out of 6 providers (83%) reported ***increased confidence*** in implementing LGBTQ and Gender Inclusive practices into their program because of the Rainbow Kits.
- 4 out of 5 providers (80%) reported that ***children were engaged and interested*** in Rainbow Kit materials.
- 100% of providers reported that because of the Rainbow Kits and training they ***sometimes or always***:
 - Honoring pronouns of students, teachers, and families
 - Grouping students in ways besides gender
 - Using inclusive family language
 - Displaying a Rainbow Flag in their classroom
 - Utilizing toys in Rainbow Kits
- The majority of providers reported ***partially or fully implementing the following organization level recommendations*** in the Rainbow Kit:

- Diversity statement in handbook or website (65%)
- Anti-bullying/harassment policy (71%)
- Reviewed and revised forms to be inclusive of gender and diverse families (77%)
- “Use of Gender Inclusive Language” policy (65%)
- Inclusive Honorifics policy (68%)
- 5-10 LGBTQ/Gender Inclusive books in the library (82%)



Rainbow Kit Training Outcomes

Following each training, providers were asked to complete a **Rainbow Kit Training feedback survey**. 72 providers completed the survey.

- 99% of providers reported that the training was *relevant to their needs*.
- 97% of providers reported that the *information provided in the training was helpful*.
- 97% of providers reported that the *content was well organized*.
- 96% of providers reported that the training was *appropriate for their level of knowledge and experience in this subject matter*.

Providers shared many things they liked about the training:

- “I am very honest when I say that these two hours have by far be the best two hours of training I have had. I had lots of different trainings. Don't change anything.”
- “The no-judgement atmosphere that made the group feel safe and open.”
- “It is challenging and I have a clear way of incorporating the information in the curriculum.”

- “Everything about it was wonderful. I love that the information was presented in a tone that communicated the importance in a non-negotiable way while also holding plenty of space for concepts that may feel new or uncomfortable and showing that it's okay to not always know exactly how to say the exact right thing.”
- “It was so down to earth training! Clearly and simply conducted.”

Pride Month Rainbow Play Date Outcomes

- 60 people (12 families) attended the Pride Month Rainbow Play Date in June 2021. One person from each family completed a feedback survey following the event. Below is a summary of the results:
 - 42% of parent/caregiver survey respondents identified as LGBTQ.
 - 25% of parent/caregivers reported having an LGBTQ or gender expansive child.
 - 58% of parent/caregivers reported that their family identifies as a BIPOC family, multi-racial family, or family formed by adoption.
 - All but one of the parent/caregivers had attended a RAN event (Rainbow Play Date or Virtual Story Time) before.
 - 67% of parent/caregivers reported *feeling more connected to LGBTQ families* in Napa Valley after attending the Rainbow Play Date.
 - 75% of parent/caregivers reported *feeling more connected to diverse families* in Napa Valley after attending the Rainbow Play Date.
 - 67% of parent/caregivers reported *feeling more supported by the Napa Valley community*.
 - 67% of parent/caregivers reported *feeling more civically engaged* because of their participation in Rainbow Action Network (RAN) events.
 - 58% of parent/caregivers reported that they *have connected with a new friend/family* that they met through RAN activities.
 - 100% of parent/caregivers reported that their participation in Rainbow Action Network efforts has *impacted their families' efforts to be LGBTQ inclusive*.

Rainbow Family League and Racial Justice Efforts

Rainbow Family League only just began in June 2021, so we will provide outcomes for RFL in the Annual Evaluation Report 21-22. We also anticipate collecting data to provide outcomes for the Napa Strong Enough campaign in 21-22.

Goal: Quality Early Learning

<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 FY 20-21:</i>	\$290,288

The Quality Counts Napa County Consortium, coaches, and staff continue to support and provide training and technical assistance to early education settings and strengthen partnerships with individuals and agencies who serve children and their families.

Strategies:

- ❖ Enhance early care and education of young children ages 0-5 years through Quality Counts.
- ❖ Support professional development and quality improvement of early learning and care providers (birth to 5 years) through professional learning communities, trainings, technical assistance, and education.
- ❖ Develop and strengthen community partnerships with community agencies who serve children and their families.

The Consortium was awarded funding to support Quality Counts efforts for an additional 3 years beginning in FY 20-21. Through the combined Local Consortia and Partnerships Grant Application (including IMPACT 2020 and Quality Counts California Block Grant), several new goals for FY 20-21 through FY 22-23 were identified:

- ❖ Expand partnerships with individuals and organizations representing and/or serving children with early education needs that are not currently being addressed and who are not currently benefitting from Quality Counts.
- ❖ Continued commitment to anti-bias and equity training for both Consortium partners and Quality Counts participants, including Family, Friend and Neighbor caregivers.
- ❖ Incorporate a whole child approach and family engagement by coordinating services between Quality Counts coaches, home visiting agencies, and school districts to connect child, family, and program support.
- ❖ Increase outreach to and engagement with Family, Friend and Neighbor (FFN) Providers.
- ❖ Encourage all partners to participate in the Quality Counts Consortium regularly.

Funded Agencies & Details

Agency	Program	FY 20-21 Funds
Community Resources for Children	Facilitation Project to Implement IMPACT Action Plan 2020-2021 (Proposition 10)	\$60,000
	IMPACT (First 5 California)	\$114,814
	QCC Block Grant (California Department of Education)	\$33,524
	Regional HUB (First 5 California)	\$14,331
First 5 Napa	IMPACT 2020 (First 5 California)	\$40,325
	QCC Block Grant (California Department of Education)	\$11,223
	Region 1 HUB (First 5 California)	\$15,946
Napa County Office of Education	Region 1 HUB (First 5 California)	\$125
Total Funding for Quality Early Learning:		\$290,288

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 from 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.

Supported by the leadership of the county-wide Consortium, Quality Counts is a coordinated initiative between First 5 Napa County, Community Resources for Children (CRC), and Napa



County Office of Education (NCOE). Quality Counts uses a relationship based coaching model to work with providers to enhance the quality of care and education provided at all types of childcare settings (center-based, home-based, family friend and neighbor, etc.). 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-emotional development.

Quality Counts coaches meet with providers to create quality improvement plans (QIP), which may include curriculum support, observations, and implementation of reliable, research-based tools such as *CLASS* or the *Ages and Stages Questionnaire (ASQ)*. Coaches work with providers and meet them where they are to create a QIP that meets the needs of individual providers and programs.

Quality Counts Napa County evaluates program effectiveness and the value of training and professional development opportunities offered through a yearly Provider Survey. Feedback from program participants supports coaches and staff in planning for the next program year and strengthening coaching practices. Resources are leveraged through a variety of funding sources in order to provide robust training and professional development opportunities that are most relevant to Napa County's provider and caregiver community.

FY 2020-2021 Program Update

The COVID-19 pandemic has continued to impact Napa County providers throughout the 20-21 program year. Challenges for early learning programs ranged from lower enrollment to difficulties in hiring qualified staff. Quality Counts coaches and staff have continued to support providers by making sure vacancies are updated in the referral database and helping them understand COVID-19 guidelines so they can safely care for young children. The lack of qualified staff is an issue in the field of early education all over the country and this is proving to be the case in Napa County as well. The COVID-19 pandemic has made it even more difficult to find new qualified teachers.

With some providers struggling to stay open, CRC focused on supporting programs with business related training and technical assistance. CRC offered two business fundamental trainings in 20-21, focusing on marketing and financials. Additionally, CRC distributed cleaning supplies and early learning materials through drive-up pick-up days.

Quality Counts Napa County coaches and staff continued to shift and adapt to changing health recommendations and offered professional development opportunities and coaching sessions virtually and by phone. Providers were able to participate in professional development opportunities and trainings at a higher level than in previous years, especially for family child care providers due to access to trainings (all virtual), time (no travel time to a location), and flexibility (ability to participate where they are).

Members of the Quality Counts Consortium and other community partners collaborated to advocate for relief business grants for providers through the Child Care Stabilization project. CRC spearheaded this work and was able to accept grant applications and process funds to go out to providers. Major funders included Napa County (CARES Act Funds), Napa Valley Community Foundation, First 5 Napa County, Napa Valley Vintners, Kaiser Permanente Northern California Community Benefit Grants Program and Health Federation of Philadelphia (Home Grown).

QUALITY EARLY LEARNING ACTIVITIES AND OUTPUTS

In 2020-2021, Quality Counts focused efforts on supporting and retaining Napa County's early learning settings. Providers (n=61) were enrolled in the Quality Counts program and were offered the following:

- ❖ Access to support and resources regarding COVID-19 health and safety protocols and recommendations.
- ❖ Monthly check-ins with Quality Counts coaches and staff.
- ❖ No-cost virtual trainings and professional development opportunities, including business fundamentals, anti-bias, and trauma-informed practices trainings.
- ❖ A supportive network of coaches, staff, and peers with frequent opportunities to connect.
- ❖ Classroom materials and supplies, including cleaning supplies and PPE.
- ❖ Support around the use of reliable, research-based tools such as the *Ages and Stages Questionnaire (ASQ)* and how to navigate conversations with families and referrals.
- ❖ Development or revision of QIPs with support from Quality Counts coaches.

In 20-21, another area of focus was engagement of Family Friend and Neighbor (FFN) caregivers. The new 3-year funding through the LCPG requires that counties actively outreach to FFN caregivers, creatively building relationships, and providing relevant trainings and resources for this often hard to reach group of caregivers in our communities.

Activities

- 61 agencies were enrolled: 28 were center-based and 26 were family childcare homes.
- 7 total family resource centers and alternative settings were also enrolled.

Number of enrolled sites by type of facility

Facility Type	Number of Sites
Early Learning Center	28
Family Child Care Home	26
Family Resource Centers	4
Other Alternative Sites	3
Total	61

- A total of 8,346 children 0-5 years old were enrolled, or served by sites enrolled, in the Quality Counts program. 2,226 of those children were served at early learning centers or family childcare homes. Of those 2,226 children, 1,448 were preschoolers (36 months to 5 years), 471 were toddlers (18-35 months) and 307 were infants (0-17 months).

- A total of 584 coaching hours were provided to new and returning Quality Counts participants.

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	27	99	845		971
Family Child Care Home	32	56	74		162
Other Alternative Sites ²	248	316	529	6,120	7,213
Total	307	471	1,448	6,120	8,346

Outcomes

- **Outcome: Increase participation in quality supports for early childhood education providers.**
 - 255 people attended the professional development opportunities that were provided in 2020-2021.
 - 24 virtual professional development opportunities were offered including:
 - 10 Early Learning Connections/Child Care Initiative Project Webinars
 - 10 Director's Roundtables
 - 2 3-part series of Trauma Responsive Practices for Early Childhood Providers (offered in English and Spanish)
 - 1 2-part series of Teaching Pyramid for Families
 - 1 2-part series of Anti-Bias Education trainings
- **Outcome: Outreach to Family Friend and Neighbor Caregivers**
 - 37 outreach opportunities were provided for FFN caregivers
 - 11 Early Learning Take Home Activities were distributed and received by 15 FFNs
 - 16 Caregiver Cafes offered with 22 unduplicated attendees participating
 - 5 Virtual Talk Read Sing Do Playgroups
 - 10 Virtual UpValley Playgroup Opportunities were offered with 5 FFNs participating

²These include the home visiting program, family resource centers and other community organizations.



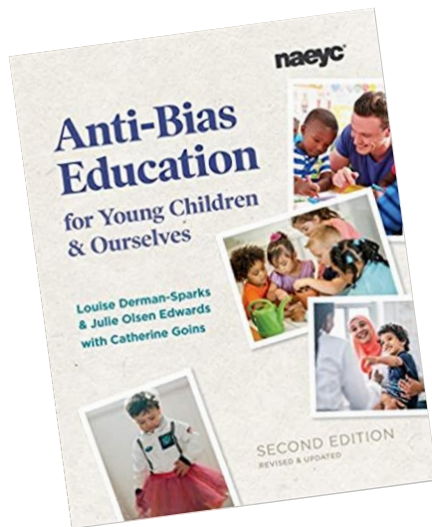
- **Outcome: 3-part bilingual Trauma Responsive Practices for Early Childhood Providers series were provided in June 2021:**
 - 14 providers attended the Spanish training series
 - 17 providers attended the English training series
 - 52% were family childcare providers
 - 32% were center-based providers
 - 13% were community partners
 - Surveys were completed at both sessions. Included here are responses to the prompt “The new things I plan to do are:”
 - Paying close attention to emotions to help the children cope with their reactions.
 - Ejercicio. Respiración, yoga y comunicación y apoyo al niño q nesecite ayuda con trauma. (Exercise. Breathing, yoga and communication and support to the child who needs help with trauma).
 - Bring toys to help them feel safe, secure, and calm.
 - Layer information to teaching staff and parents as a perspective for consideration when supporting children.
 - Tener un lugar para cuando quieran estar solos y también ponerme a su altura ymas cosas. (Have a place for when they want to be alone and also put myself at their height and more things).
 - 100% of reporting participants said that because of the training, they plan to implement new things for the children in their care.
 - 31 participants received materials that relate directly to the training that can be utilized in their classrooms to support trauma responsive and mindfulness practices. Materials included:

- Bilingual Books (that support a trauma responsive environment)
- Gender Inclusive Breathing Cards
- Mindful Kids Card Deck
- Yoga Cards
- Emotions Poster
- Liquid Motion Timers
- Hoberman Sphere
- Stress Balls



- **Outcome: 2 sessions of Anti-Bias Education in ECE were provided on April 17, 2021 and April 24, 2021.**
 - 12 providers attended the training on April 17, 2021
 - 15 providers attended the training on April 24, 2021
 - 56% were family childcare providers
 - 37% were center-based providers
 - 7% were community partners
 - Surveys were completed at both sessions. Included here are responses to the prompt "The new things I plan to do are:"
 - It is not just about equality but about everyone being able to participate. I plan on doing more activities to learn about families and their background. I plan on ensuring that everyone is represented and feels a part of the classroom. I plan on making sure that the children in my care are open-minded and that we celebrate differences.
 - To make sure each child feels included.
 - Read more books to them about diversity, conversations during big circle time so they can express what they know about the topic.
 - In engaging/coaching/teaching: ask the questions: Who is this information benefitting? AND Who may NOT be benefitted by this?

- Voy a seguir enseñando a los niños que necesitamos aceptarnos sin importar que color de piel somos. (I will continue to teach children that we need to accept ourselves no matter what skin color we are.)



- 100% of reporting participants said that because of the training, they plan to or possibly plan to implement new things for the children in their care.
- Participants received a copy of the NAEYC book *Anti-Bias Education for Young Children and Ourselves* by Louise Derman-Sparks and Julie Olsen Edwards.

- **Measure: The Quality Counts Provider Survey** was designed to measure provider experiences in the Quality Counts program at the end of each year. 48 providers completed the survey in 2020-2021.
- **Outcome: Providers are satisfied with coaching/mentoring and professional development/training/technical assistance across multiple focus areas.**
 - Providers were given the option to respond “N/A (Did not Require/Request)” support in this focus area. The following results exclude the N/A responses from the total percentage calculated, so only those receiving the support in those areas are represented.
 - 89% of providers reported being satisfied or very satisfied with support around *teacher-child interactions (CLASS)*.
 - 88% of providers reported being satisfied or very satisfied with support around *child observation and developmental screening (DRDP, ASQ)*.
 - 88% of providers reported being satisfied or very satisfied with support around *parent engagement strategies*.
 - 88% of providers reported being satisfied or very satisfied with support around *workforce registry assistance*.
 - 88% of providers reported being satisfied or very satisfied with support around *curriculum development (lesson planning, circle time, transitions, etc.)*.
 - 87% of providers reported being satisfied or very satisfied with support around *health and safety practices (handwashing, sanitation, nutrition, etc.)*.

- 81% of providers reported being satisfied or very satisfied with support around *COVID-19 related support*.
 - 93% of providers reported that the quality improvement opportunities available through Quality Counts were valuable for their work and 91% felt that the opportunities were valuable for their own professional growth.
- **Outcome: Providers are familiar with elements of QRIS and Quality Counts.**
- 93% of providers were moderately or very familiar with *communication/interaction strategies that connect with and extend children's learning*.
 - 81% of providers were moderately or very familiar with *practices to support and involve parents/families in their programs*.
 - 100% of providers were moderately or very familiar with *stages of developmentally appropriate activities for ages 0 to 5*.
 - 97% of providers were moderately or very familiar with *creating a quality early learning environment*.
- **Aspects of the coaching and/or Quality Counts program that were most helpful to participants (quotes from Provider Survey):**
- “Encouragement and positive feedback.”
 - “Feedback on questions and concerns that I had during a COVID year.”
 - “The professional development topics are especially helpful and relevant for team.”
 - “Hearing ideas that have worked well in other childcare settings.”
 - “My coach [Judy], who checked on us once a month and sometimes twice a month. I also love having group Director check in's.”
 - “The ‘check-ins.’ It made me feel cared for. Although, I didn’t need as much assistance as other providers did, I really appreciate the phone calls to check in to see how I, and my business, was doing!”
 - “I really enjoyed having the personal communication with the Quality Counts staff.”
- **Knowledge gained from trainings/professional development opportunities and implemented into work with young children (quotes from Provider Survey):**
- “How to communicate better with children.”
 - “Creating an inclusive, quality learning environment with support staff.”

- “How to make a more inclusive classroom.”
- “Incorporating IEP into daily routines and curriculum.”
- “All of our team was able to put into practice immediately the Trauma Responsiveness Practices with not one but in three instances at our center this year.”
- “I have done a couple trauma informed care trainings and spoken with families about any changes that covid has brought into the home and or school.”
- “We have better supported dual language, special needs kids and become more culturally sensitive.”
- “I have had assistance with the ASQ and how to navigate conversation with parents when there has been an issue with a child’s assessment.”

Conclusion

Programs funded by First 5 Napa County in fiscal year 2020-21 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. We also believe that the beginning systems level work 2018-2020 laid a foundation that was instrumental in supporting our community in response to the COVID-19 pandemic in 2020 and ongoing.

APPENDIX 1: First 5 Napa Network Logic Model

