

Neighborhood Partnership Project

PROMISING PRACTICES IN K-READINESS

THE CHALLENGE

School readiness is made up of one foundational and three more advanced building blocks (Applied Survey Research, 2015 School Readiness in Alameda County Report).

Only forty-four percent of Alameda County Kindergarteners were strong in all domains of Kindergarten readiness.

Children who did not attend preschool and English learners, were less likely to be ready for school.

ACADEMICS



SELF-REGULATION



READINESS STRENGTHS



SOCIAL EXPRESSION



SELF-CARE AND MOTOR SKILLS



55%

OF ALAMEDA COUNTY CHILDREN ARE NOT READY FOR KINDERGARTEN



DESIRED OUTCOMES

Children are ready for Kindergarten and 3rd grade success

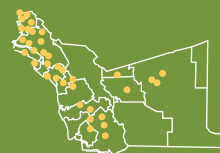
- 1 / Increased access to school readiness services for children 0-5 and their families
- 2 / Increased knowledge and use of best practices in early childhood and parent support at libraries, and park and recreation institutions
- 3 / Increased collaboration between these public institutions, school districts, and community based organizations
- 4 / Increased capacity for and commitment to sustainable early childhood programming at neighborhood based public institutions

THE OPPORTUNITY

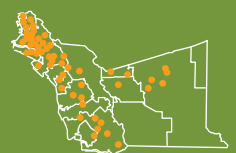
Alameda County kindergarten parents reported that prior to school entry:

- 81% used public parks
- 63% used libraries
- 45% used recreational programs

48 LIBRARY BRANCHES



73 RECREATION CENTERS



THE NEIGHBORHOOD PARTNERSHIP PROJECT

The vision of the Neighborhood Partnership is for every family, especially those whose children do not attend preschool, to have opportunities for joyful, play based, adult-child school readiness activities in their neighborhood. In order to make this vision a reality, First 5 Alameda County invested \$1.98M in capacity building grants and provided extensive training and consultation for 12 library and parks and recreation institutions over 7.5 years. Each institution was able to participate in up to 2 cycles of grant funding and then continue to participate in training and consultation. In all over 100 staff were trained and over 2000 hours of staff training, consultation and coaching was provided. Neighborhood Partner institutions were able to bring Kindergarten Readiness services to 24 underserved communities, increasing access to K-readiness services and use of best practices in early childhood and parent support; and strengthen the institution's capacity for and commitment to sustained early childhood programming.

SNAP SHOT OF FAMILIES SERVED 2015-16

- 599 unduplicated parents and caregivers of children birth to 5 participated in playgroups and/or parent education

Parents/Caregivers surveyed

- 88% report that their child had not been enrolled in licensed child care (including preschool)
- 97% report that the services were respectful of their personal background
- 91% report learning something new about their child's strengths or needs because of their participation
- 87% report knowing more about how to help their child express their emotions in a positive way
- 86% report playing more with their child
- 71% report doing things differently as a family because of their participation, including interacting and communicating more as a family and doing more reading, singing, play, and learning activities.

PARTNER INSTITUTIONS

Alameda County Library • Alameda Free Library • Alameda Recreation and Parks Department • City of Berkeley, Recreation Division • Hayward Area Recreation and Park District • Hayward Public Library • Livermore Area Recreation and Park District • Oakland Parks, Recreation and Youth Development • Oakland Public Library • San Leandro Public Library • San Leandro Recreation and Human Services • Union City Community & Recreation Services

SINCE 2009

678

GROUP CLASSES FOR KIDS

2,834

PARENT-CHILD PLAYGROUP SESSIONS

307

PARENTING EDUCATION CLASSES

780

STORY TIMES

"I love this program. It has greatly improved my child's learning, his social skills, his language skills, his bilingual skills. He is... happier, more confident and more capable of following directions."

"We are taking more responsibility as our son's first teacher to explore nature, games, parks and healthy eating. We are also putting ourselves in my son's shoes when we see he is unhappy and try to understand him better."

