La Honda-Pescadero Unified School District
Puente de la Costa Sur
Big Lift Proposal

☐ Attachment A: RFP Cover Sheet
☐ Co-Lead Agencies Narrative
☐ Letters of Support
  ○ Puente de la Costa Sur
  ○ Heising-Simons Foundation
  ○ Supervisor Horsley

☐ Attachment B: School District Assurances

☐ First Interim Financial Report Letter from SMCOE- Not yet available
☑ Preschool Program Narrative: Pescadero Preschool
☑ Preschool Program Narrative: La Honda Preschool

☐ Attachment C: Preschool Program Application
☐ Attachment D: Preschool Program Assurances

☐ Attachment E: San Mateo County QRIS Self-Rating Form

☐ Attachment F: Big Lift Funding Calculator

☐ Copy of Facility Licenses
  ○ Pescadero Preschool
  ○ La Honda Preschool

☐ Financial Information
  ○ FY 13/14 operating budget-First Interim Report
  ○ FY 12/13 organizational revenue and expenses- Unaudited actuals
  ○ FY 11/12 organizational revenue and expenses- Unaudited actual
  ○ Most recent audit

☐ Roster of administrative and finance staff and a summary of qualifications

☐ Certification of tax status
Big Lift Attachment A – RFP Cover Sheet

School District Information
Please enter the school district information below. Please specify the individual who will play the lead role for the district in managing and convening for The Big Lift.

School District Name: La Honda-Pescadero Unified School District
Main Contact & Title: Amy Wooliever, Superintendent
Email Address: amyw@lhpusd.com
Street Address: 360 Butano Cutoff
City: Pescadero Zip: 94060
Phone: (650)879-0286 Fax: (650)879-0816

Co-Lead Agency Information
Please enter the co-lead agency information below. Please specify the individual who will play the lead role for managing and convening for The Big Lift at that agency.

Agency Name: Puente de la Costa Sur
Agency Type: Nonprofit Municipality
Public School District, College or University Other:
Main Contact & Title: Kerry Lobel
Email Address: klobel@mypuente.org
Street Address: 620 North Street
City: Pescadero Zip: 94060
Phone: (650)879-1691 Fax: (650)879-0973

Second Co-Lead Agency Information (if applicable)
Agency Name:
Agency Type: Nonprofit Municipality
Public School District, College or University Other:
Main Contact & Title:
Email Address:
Street Address:
City: Zip:
Phone: Fax:

REQUEST FOR PROPOSALS The Big Lift, An Initiative of the Peninsula Partnership Leadership Council
Big Lift Attachment A – RFP Cover Sheet (cont.)

Preschool Program Partner Agencies - Summary

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<th>Agency Name</th>
<th>Number of New Part-Day Spaces</th>
<th>Number of New Full-Day Spaces</th>
<th>Number of Enhanced Part-Day Spaces</th>
<th>Number of Enhanced Full-Day Spaces*</th>
<th>Number of Extended-Year Spaces*</th>
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* Preschools may request prorated funds to extend the number of school days in existing preschool classrooms (e.g. from 165 days to 175 days per year).

Signatures of Leadership From Partner Agencies

We, the undersigned, have read and participated in this application's development, are fully committed to it and will collaboratively support its implementation.

School District Superintendent Name: Amy Wooliever

Signature: [Signature] Date: January 30, 2015

Co-Lead Agency Name: Puente de la Costa Sur

Signature:* [Signature] Date: January 30, 2015

Title: Kerry Lobel, Executive Director

Second Co-Lead Agency Name (if applicable):

Signature:* [Signature] Date:

Title:

* For co-lead agencies, the highest level of leadership should sign the document. For example, for nonprofit lead agencies, the executive director should sign; for cities, the city manager should sign.

Note: As part of the contracting process, communities selected for The Big Lift will be required to submit letters of support and agreement to participate from their school boards and boards of directors.

REQUEST FOR PROPOSALS The Big Lift: An Initiative of the Peninsula Partnership Leadership Council
Co-Lead Agencies Narrative
La Honda-Pescadero Unified School District and Puente de la Costa Sur

1) The planning process utilized to prepare the community's Big Lift proposal, including which stakeholders were part of the planning process and how the community's preschool providers were included.

Our Team: La Honda-Pescadero Unified School District (LHPUSD) and Puente de la Costa Sur (Puente) are partners in support of the children, families and South Coast communities of Pescadero, La Honda, Loma Mar and San Gregorio. LHPUSD serves the academic needs of 350 students spread across approximately 160 square miles, the largest San Mateo County school district geographically simultaneously serving the smallest of student populations. Puente provides a wide array of community-based programs that improve quality of life for residents. Programs support youth employment, education, immigration, advocacy, transportation, and food security, behavioral and physical health. The South Coast is rural and geographically isolated from urban/suburban San Mateo County with many children living on the small farms and ranches where their parents work and fuel the area's agricultural economy.

Partnership Essentials: Our partnership has traditionally been strongest at the leadership level. Superintendent Amy Wooliever and Executive Director Kerry Lobel meet regularly both formally and informally to discuss community, school and agency issues. Our partnership is deep and strategic in the name of our community. Amy and Kerry share resources, personnel, one voice and the vision of the South Coast as a sustainable community.

The South Coast: A significant achievement gap persists with 65% of 3rd graders reading below grade level despite vibrant after-school programming, a lengthened school year, small class sizes, academic and enrichment support before, during and after school. Multiple families share barracks-style housing, trailers, or apartments with no access to licensed child care providers or center-based care for youngsters of working families. South Coast residents lack basic public and retail resources such as parks, playgrounds, libraries, public transportation, supermarkets, and Laundromats. The resulting isolation affects the well-being of children and parents. LHPUSD children of poverty enter preschool and kinder with significant gaps in language (English or Spanish), literacy and numeracy.

The Start of the Initiative: The South Coast Big Lift is a part of a broader effort, the South Coast Early Childhood Initiative (SCECI), which addresses the needs of families of children, aged 0-5 to close the achievement gap before students enter Kindergarten. The strategy of building family capacity and engagement to support early learning from the birth of the child, was identified in 2012 when a group of 15 Puente and LHPUSD leaders, teachers and parents came together to identify critical areas of work for our future. United around the belief that “all children deserve a strong start,” the group recognized that sustainable funding and planning tools were needed to support our teachers and key Puente and community leaders in a partnership that could address the core issues contributing to the gap.

LHPUSD/Puente Big Lift
Co-Lead Narrative
Planning Process: In 2013, Puente and LHPUSD leadership partnered to seek funding for this 0-5 “strong start.” Despite 2 years of quality preschool in LHPUSD and Puente’s work with 0-3 families, a significant achievement gap persists upon entry to Kindergarten. Our Team committed to work as one coordinated collaborative and to provide the collective human and financial resources to achieve our goal of closing this achievement gap. Puente and LHPUSD staff (the Partnership) co-wrote a pivotal, albeit unsuccessful, proposal to First Five to expand child care and early learning opportunities for the South Coast, and our belief in a ‘strong start’ gained momentum. As a result, the Partnership developed action plans for a foundation of center-based care. Our proposal effort refined our vision, but exposed our lack of baseline community data and evidence to support an early learning effort.

The Partnership wrote a second proposal in 2013, this time, by invitation, to the Heising-Simons Foundation, and was awarded one of six Family Engagement Impact Project (FEIP) Planning Grants. A Steering Committee formed, composed of a strong team of parents (monolingual Spanish), PreK teachers, Puente and LHPUSD leadership and staff, community liaisons and ECE specialists. The Steering Committee met and continues to meet quarterly to guide the work. The planning phase from September 2013-May 2014 brought this team together to conduct a needs assessment, map existing services, identify service area gaps, and develop a plan for culturally and linguistically relevant support for families of children from 0-5. The Steering Committee facilitated discussions with community stakeholders, including parents, childcare providers, PreK-3rd grade teachers, and South Coast behavioral health workers. Throughout, the four pillars of The Big Lift served as important framework for the SCECI. A study of 99 families by the John Gardner Center provided additional data and articulated community needs to guide plan development. In Spring 2014, a Phase 2 FEIP grant from Heising-Simons was awarded and celebrated in a town hall meeting attended by over 50 parents, community and partnership members.

Preschool Partners Play a Big Role: LHPUSD is a PreK-12th grade school district. PreK teachers/staff are employees of LHPUSD, key members of this committee, and involved in every aspect of the SCECI.

Results of the Needs Assessment: The needs assessment confirmed significant gaps in services for low income, immigrant, Spanish speaking families. It also demonstrated the need for stronger coordination of existing services and resources to better serve the unique needs of South Coast children and families. Specifically, families: (1) overwhelmingly care about their children’s learning and development, (2) are desperate to secure safe, affordable all-day preschool and child care to improve early childhood literacy, and (3) generally know about and utilize community, public and nonprofit services available to them, like the Bookmobile, Puente services and ESL classes. Families are also generally positive about their schools. The needs assessment identified challenges: (1) a lack of alignment between the early learning programs parents seek and those generally offered; (2) poor childcare provider communication across home and school settings; (3) loose coordination and lack of commonly understood benchmarks among providers, educator and families around school readiness; and (4) language and cultural barriers between educators and families resulting in low parent engagement in schools. Parents, educators, in-home child care providers, community behavioral health professionals and ECE experts were unanimous in their support of strengthening existing services and expanding support for families of young children through increased caregiver training, educator training, full-day preschool and center-based care. From these identified needs, a vision for early childhood learning was developed.
Vision: Puente and LHPUSD work together in a public way to collect data, define the vision, co-lead the Steering Committee and hold public sessions. Behind the scenes, throughout 2013-2014 work began to orchestrate a shift in thinking with our Boards and staff to ensure a strong start for ‘the students of tomorrow’ into our daily thinking and mission.

The South Coast Early Childhood Initiative imagines a South Coast community where:

- Working families have access to safe, quality child care.
- Providers are highly trained and meet regularly to share new ideas.
- Trusting and supportive home to school relationships flourish as teachers have the resources they need to build strong family partnerships and families feel comfortable advocating for their children.
- All families share books together, everyday to read and count.
- Three and four year olds regularly attend two years of all-day preschool.
- All children enter preschool ready to learn, participate, make friends and leave 3rd grade reading at or above grade-level.
- All families create safe, happy home environments where children can succeed.

2) How the collaborative will function as a collective impact body to implement The Big Lift vision for achieving third grade reading success.

A Collaborative Past: The LHPUSD/Puente partnership has collaborated on many activities and programs over the years. Working on a variety of school and community programs, we are adept at establishing roles, developing action plans and abiding by MOU’s and agreements with efficiency and ease. Though LHPUSD and Puente are independent agencies, we are increasingly interdependent as we refine our mission and goals. As the South Coast is an under-resourced community, both LHPUSD and Puente have demonstrated through other initiatives the importance of coordination to meet the many needs of the community.

Collective Impact: The SCECI has a profound impact on both organizations and the Heising-Simons Foundation funding has further cemented the Puente-LHPUSD partnership and shifted organizational priorities. Puente’s educational focus has adjusted from what had become extensive programming for the adolescent, youth development and college and career readiness to both intensifying existing ‘womb to kinder’ programs and developing new parent engagement programs. LHPUSD embraced the 0-3 population (albeit outside of funding mandates and responsibility) dedicating time and funding as both Amy and Kerry prioritized the work and took active leadership roles in the Initiative. The partnership works as a collective impact body in the following ways:

1. A functional and central Steering Committee, reflective of our target population and organizational structure, is in place to guide the work.
2. The goals and pillars of the Big Lift and SCECI are purposefully aligned.
3. Staff has been hired and dedicated to lead the Steering Committee and direct the SCECI/Big Lift effort.
4. The Steering Committee has plans in place to incorporate the Big Lift into the SCECI.
5. Community needs have been assessed and information disseminated at the parent, community and Board level.
6. The needs assessment drives program planning at both LHPUSD and Puente.
7. Boards have been educated and support LHPUSD and Puente in pursuing this work.
8. Leaders and staff have built capacity for early learning through education of both existing and new staff with the skills and knowledge to lead the SCECI/Big Lift effort.
9. Outside resources are leveraged to support and strengthen literacy and numeracy support for ages 0-8.
10. LHPUSD and Puente provide in-school and out-of-school programs to provide additional support to K-3 students to promote reading and math fluency.

Challenges: With any initiative, challenges persist. The SCECI staff, partners and Steering Committee continue to identify, confront and problem solve obstacles to progress, specifically:

- Delay in hiring due to recruitment and hiring of qualified staff in a rural community.
- Integration and role definition of ‘job alike’ personnel at both organizations.
- Universal participation of our 0-5 families.
- Support for parents with low literacy skills in complying with extensive, sometimes duplicative evaluation requirements.

The entire community marshaled its individual and organizational resources to prevail over these obstacles and pursue its learning goals. Community planning has been conducted, steering committee formed, Boards committed early and staff hired or reassigned to direct the effort. Programs and support are now viewed through the lens of how we can increase family engagement and provide support for families of children 0-5. Puente and LHPUSD are aligned in mission, vision and effort to move this work forward.

3) How districts will implement pre-kindergarten to third grade alignment strategies to ensure that children sustain the benefits of their preschool experience.

LHPUSD operates two preschools under district supervision and leadership to support our three and four year olds. For the past four years, the Preschool staff and K-3rd grade staff have convened each month as a Ready Schools Team with the goal of PreK – 3 Curriculum Alignment. Alignment efforts were weak prior to the establishment of this Ready Schools Teams. Alignment efforts focus on joint programming and activities PreK-3rd. Recent LHPUSD/Puente activities include: Family Literacy Night, Family Science/Technology Night, Family Math Night, Raising a Reader PreK-1st, Dual Language training for PreK/Kinder staff and weekly Community Story Time for 0-5.

To strengthen alignment, respond to our needs assessment and ensure children both are ready for, and sustain the benefit of, an enhanced preschool experience, the following program elements are planned or are in place:

A STRONG START 0-3
Raising a Reader for 0-3 (new in 2015)
Parents of young children learn how to use the RaR book bag program through a one-session family training. RaR 0-3 is being added to existing 0-3 activities such as Story Time, Early Head Start home visits and Abriendo Puertas.

Support licensed childcare (new in 2014)
From July 2014-January 2015, 15-17 informal childcare providers enthusiastically participated in eight Provider for Infant, Toddler Care (PITC) trainings held at Puente. Four providers are currently working through the licensing process to become the only licensed childcare providers on the South Coast. All providers have requested additional professional development.

Abriendo Puertas (new in 2015)
Parents attend the 10 session parent engagement program, Abriendo Puertas, an evidenced-based program developed by Latinos for Latinos. The stated mission, “Abriendo Puertas/Opening Doors (AP) supports parents as family leaders and as their child’s first and most important teacher. The LHPUSD/Puente Big Lift
Co-Lead Narrative
two-generation approach builds parent leadership skills and knowledge to promote well-being and positive educational outcomes for children.” (http://ap-od.org/) A team of LHPUSD/Puente staff and parent leaders were trained in November 2014 to begin implementation in March 2015.

Peninsula Family Service partnership (new in 2014)  
SCECI planning for implementation of toddler center-based care.

QUALITY PREK 3-5 YEARS - Expanded day and year for existing program.

Literacy Intervention (planned for 2015-2016): Early intervention for preschool children to receive intensive language support. Services to be provided by existing K-3 Literacy Specialist to strengthen PreK-3rd grade articulation.

Raising A Reader + Family Nights (new in 2014-2015): Evidenced-based practice with child outcomes to increase literacy. Parents attend five sessions of parent workshops to support literacy in the home. Teachers are trained in the program and weekly book bags distributed in preschool, Kinder and 1st grade.

Kickoff to Kinder (existing): Quality ‘hand off’ program from students transitioning from preschool to kindergarten. The incoming kinder teacher teaches a 4-week summer program including Family Nights. Additional orientation activities will be conducted throughout the spring of each year as both preschools and Kindergarten are in close proximity.

Puente to Pie (existing): Farm-based Spanish immersion program for children ages 3-4 uses hands-on experience to build vocabulary and PreK success.

Early Childhood Language Development Initiative (ECLDI): 4-week parent session provides families with strategies for developing culturally meaningful parent-teacher relationships. Teachers attend workshops to deepen their understanding of the importance of home language and culture in order to build meaningful relationships with families.

SUSTAINING THE BENEFIT OF QUALITY PRESCHOOL-KINDER-3rd GRADE

Raising a Reader + Family Nights (new in 2014-2015)  
Program expansion from PreK-1st in 2014-2015 to 2nd grade in 2015-2016 and 3rd grade in 2016-2017

Ready Schools Team (in place)  
- Monthly meeting of district PreK-3rd grade teachers to coordinate and align practice and curriculum.
- Release time for teachers to collaborate and align curriculum.
- Incorporation of Preschool teachers into monthly K-5 professional development and Common Core implementation. Focus on reading, writing and numeracy.

Stanford Math Project (in place 2013 and 2014)  
4 days of intensive professional development for preschool-3rd grade teachers at Stanford, seminars during the year, site visits by Stanford Math staff. Focus on mathematical practice.

CARE Teams (in place)  
Weekly student study process for staff (Preschool-3rd) to collectively analyze student data to develop intervention strategies for focal students performing below grade level.

Homework Club (in place)
Twice-weekly homework club at Puente for children of English-learners provides a supervised space for children to do homework and school-aligned assignments.

Additional work with the Steering Committee and subcommittees is planned to develop and track developmental benchmarks for all 0-5 program participants. Tracking student progress will support the universal effort to monitor and adjust our educational program to support differentiation and ensure that students have the support they need at all levels of the system to achieve 3rd grade reading proficiency. Universal professional development in dual language for all Puente and LHPUSD staff is planned for 2015-16 to provide common language and pedagogy, to provide culturally responsive support for our work with dual language learners and their families.

4) The manner in which communities commit to supporting the four pillars of The Big Lift.

The partnership incorporated the four pillars of The Big Lift into the existing and planned work of the SCECI. Current and planned support is in varying degrees of implementation, as detailed below.

**Pillar 1:** High-quality preschool for 3- and 4-year olds and aligned high-quality learning experiences in K-3rd grade
- Continue two district preschool programs serving eligible 3 and 4 year olds.
- Extend full-day preschool to La Honda Preschool.
- Extend preschool year from 206 days to 246 days.
- Continued Ready Schools coordination at district level to align curriculum and increase coordination with Steering Committee to develop and monitor academic benchmarks 0-8 years old.

**Pillar 2:** Reduced chronic absence in the early grades
- Gather and analyze attendance data for preschool and early grades.
- Research evidenced-based practice to reduce chronic absenteeism.
- Present data to Steering Committee to address for action planning and follow up.
- Utilize existing district and Puente staff to conduct home visits and other interventions identified by Steering Committee and program staff to reduce absenteeism.

**Pillar 3:** Inspiring summer learning opportunities
- Extend preschool program to bridge summer months to support families and early learning.
- Gather and analyze data to monitor summer learning loss and adjust program accordingly
- Continue partnerships with YMCA Camp Jones Gulch to provide summer enrichment.
- Continue existing- 5-6 week academic summer program for K-8 students (Panther Camp).
- Continue existing Kickoff to Kinder summer program.

**Pillar 4:** Meaningful partnerships between families and schools
- Initiate and maintain evidence-based Family Engagement activities- Abriendo Puertas and Raising a Reader + Family Nights for families with children 0-5.
- Continue LHPUSD and Puente implementation of evening parent literacy program (twice weekly) with Homework Center serving 30-40 students.
- Conduct joint dual language training for Puente and LHPUSD staff to provide staff with culturally relevant strategies to support language acquisition and develop meaningful home to school relationships.
- Develop stronger collaboration with ‘job alike’ personnel and integrated data sharing at Puente and LHPUSD to coordinate outreach, intervention and response to family needs.
5) The community’s plan of action to raise matching funds and identify sources of cash and in-kind resources that will be contributed as match to The Big Lift initiative.

The partnership is confident that matching funds are available to support The Big Lift initiative. Resource alignment to support the SCECI is occurring and will continue under the Big Lift Initiative. As the South Coast community seeks an allocation below the minimum Big Lift allocation, matching and in-kind resources are available from general funds as LHPUSD currently operates with a reserve. Already, we have sought and received funding from the Heising-Simons Foundation and both boards have allocated general funds to support the efforts described in this proposal.

The South Coast is eager to be identified as a Big Lift community as much to benefit from the collective San Mateo County Big Lift as for financial support to achieve and sustain the vision. The South Coast’s small size and geographic isolation is both a blessing and a curse. We are nimble, able to move quickly, achieve universal results, pilot strategies, and act without burdensome bureaucracy. Community buy-in for the work is established and organizational structure in place. Our successes and failures can benefit partner communities by demonstrating the effectiveness of targeted interventions that address both child and family needs. Our community has developed innovative strategies for addressing the specific needs of low-literacy, monolingual Spanish-speaking families, many without legal status and our community/school partnerships are unparalleled throughout the County. On the other hand, insularity can limit ideas, problem solving and perspective as our world is very small. Collaboration with larger districts, urban and suburban can have dramatic results and provide necessary support and inspiration for our work.

6) The organizational capacity of the co-lead agencies to manage the community collaboratively.

Organizational capacity is in place to manage the collaborative effectively. The Big Lift will be incorporated under the existing SCECI (SCECI-Big Lift) structure and be managed through the Steering Committee and staff already in place. Representation on the Steering Committee will be strengthened to ensure the La Honda community—which has a very different profile—has a strong voice in the Initiative. While La Honda parents and community members participated in the community needs assessment, residents have been less involved in the Steering Committee and trainings. Individuals with ECE experience and interest will be recruited for involvement.

7) Estimated annual costs associated with providing leadership to the Big Lift collaborative, such as meeting facilitation, refreshments and meeting Big Lift reporting requirements.

- Steering Committee meetings costs include translation, extra hours for teachers, refreshments and childcare for parents as follows:
  - Translation: $35/hour @ 2 hours
  - Extra hours for teaching staff: $35/hour @ 2 hours @3 teachers (2 preK + Reading specialist)
  - Refreshments: $100
  - Childcare: $15 hour @ 2 hours
- Total: $410/meeting

Big Lift to add an additional 4 Steering Committee meetings in Year 1 = $1,540

Part-time clerical staff is necessary to support Big Lift reporting requirements @ .3FTE= $13,500

LHPUSD/Puente Big Lift
Co-Lead Narrative
Preschool Narrative - Pescadero Preschool

1) The program's organizational capacity to meet the data collection, evaluation and reporting requirements of The Big Lift.

The Pescadero Preschool has the organizational capacity to meet the data collection, evaluation and reporting requirements of the Big Lift. Pescadero Preschool operates under the leadership and direction of the La Honda-Pescadero Unified School District (LHPUSD).

Organizational Capacity - Data Collection:

Pescadero Preschool demographic, attendance and performance data are collected and maintained in an electronic California Student Information System (CSIS) allowing LHPUSD to collect and analyze required data under a central system. The CSIS is flexible and can be modified to generate initiative-specific reports as necessary. To support data collection and analysis, LHPUSD employs an Assessment Specialist to inform and coordinate program outcome data. This part-time position increases the capacity of the district to monitor state, preschool and grant specific data collection and reporting items.

Organizational Capacity - Evaluation:

Program evaluation and accountability will be monitored on two levels. At the Initiative level, the Steering Committee, composed of parents (monolingual Spanish), PreK teachers, Puente and LHPUSD leadership and staff, community liaisons and ECE specialists will evaluate progress towards the program goal of successful 3rd grade readers. The Steering Committee meets quarterly to guide this work and reflects a unique working group of LHPUSD and Puente leadership and staff, ECE experts and parents of our target population-low income monolingual Spanish. The Steering Committee is a functional, respectful team committed to increasing family engagement and academic outcomes. The Steering Committee will engage in the work of developmental benchmarking for children ages 0-5 which will matriculate into the Kinder-3rd grade benchmarking already in place for young readers with the goal of earlier identification and intervention of children working below age level.

On the program level, the Preschool Director, Superintendent and Assessment Specialist will evaluate progress towards established program quality goals to strengthen academic outcomes. The Preschool Director maintains primary responsibility for classroom-based evaluation. All three have Administrative Services Credentials and experience in program evaluation. Results of program evaluation will be brought to the Steering Committee for further discussion and determination of next steps.

Organizational Capacity - Reporting

Required reporting will be conducted by a district team composed of the Preschool Director, Superintendent and Business Officer. As needed, the Steering Committee will convene to gather and discuss community data reporting requirements. The Superintendent and Business Officer regularly work to report on district and grant programs both together and with additional team members dependent on the grant or program requirements. LHPUSD has successfully managed a state-funded preschool program and contract for many years and adjusted program and financial despite fluctuating preschool numbers year to year.

LHPUSD/Big Lift: Pescadero Preschool Narrative
2) The program’s fiscal capacity to manage The Big Lift funds, including federal Social Innovation Fund dollars, and monitor a budget in accordance with approved expenditures.

Pescadero Preschool funds, budgets, hiring and program management are conducted by LHPUSD. The LHPUSD budget exceeds $5 million yearly and LHPUSD holds a reserve for economic uncertainties and future program development. Superintendent Amy Wooliever has extensive experience managing complex state, private and federal programs. Most notably and similar to this effort, the district is in the fourth year of a State Improvement Grant aligned with federal Race to the Top regulations. The district was awarded this highly competitive grant from 2010-2013 and was selected for a second round for 2014-2017. Reporting, budget management, program requirements are rigorous and include on-site program audits in addition to Federal Single Audit submissions yearly. Other large multi-year grants managed by current leadership include California Department of Education Safe and Drug Free Schools, California Department of Education Specialized Secondary Program, and numerous private grants including a current Silicon Valley Community Foundation Common Core Math Demonstration Site Initiative. Business Officer, Sandra Stent, is highly qualified and works closely with the superintendent to plan, monitor, regulate and report progress towards program goals. LHPUSD conducts a yearly independent audit in accordance with state and federal regulations. The yearly audit has revealed no reportable audit exceptions since 2011.

3) Anticipated needs and costs associated with dedicated staff time to ensure compliance with Big Lift reporting, accounting, data, evaluation and criminal background check requirements.

The Big Lift compliance requirements will require additional staff time. Part-time clerical staffing to support income and program eligibility, data support for program evaluation, hiring requirements, transportation coordination and program compliance will be sufficient. As the preschool experience is embedded into the existing SCECI effort, existing LHPUSD and SCECI staff has sufficient existing infrastructure to provide high level program planning and service delivery to ensure alignment with Initiative goals.

4) How the program will participate in and contribute to the larger community vision to achieve third grade reading success, articulation and alignment across systems.

South Coast children enter preschool significantly below age-level in literacy, language acquisition and numeracy. Factors working against the community vision of reading success at the third grade include poverty, lack of stable and high quality childcare, low parent literacy, family trauma and shared housing in which multiple families share small quarters or trailers.

- 64% of Pescadero Elementary and Middle School parents have not earned a high school diploma
- 71% of K-5 children have parents who have not earned a high school diploma
- No licensed childcare providers available in Pescadero yet 17 woman provide care for friends/family/neighbors without licensing or regulation
- 74% English Learners in K-5
- 35% proficient in English Language Arts in 3rd grade in 2013
- 70% of children live in ranch and/or shared housing

LHPUSD/Big Lift: Pescadero Preschool Narrative
• 97% of current Pescadero preschool children qualify for state subsidized preschool spaces
• 83% of current preschool and Kindergarten children are English Learners

A Big Lift is critical to our community’s future. LHPUSD has invested in a longer school year for the past 4 years, offering 216 school days (a normal year is 180 days). Despite this additional time, data indicate that the children remain behind their peers at 3rd grade academic measures.

In addition to adding time to the day and to the year, planning time for preschool teachers and K-3 teachers shall be intensified. Time set aside for preschool teachers to observe each other as well as their colleagues in K-3 will strengthen the alignment and outcomes for 3rd grade readers. Incorporation of preschool teachers into K-3 staff development beyond Ready Schools planning will include preschool teachers in the ongoing K-3 discussions. Expected outcomes of such work together include, development of common goals for student learning, dedicated time at regularly scheduled intervals during the year for examining student work and progress, development and use of common agreed upon language across the grade levels and agreed upon and use consistent common assessments (three times per year).

Providing universal year-round, full-day preschool for 3 and 4 year old children contributes to the vision of the SCECI as articulated by the Pescadero community:

• Early language, literacy and numeracy intervention before students enter Kindergarten.
• Safe, reliable care for children to lower family stress.
• Alignment and coordination with the SCECI programs in place at the 0-3 year old level and LHPUSD programs K-3.
• Parent education to support learning in the home.

5) How the program currently supports staff to engage in continuous program quality improvement, including staff development, training, planning and leadership support.

Pescadero Preschool staff collaborates with outside agencies to ensure continuous improvement for both teaching staff and leaders:

• The San Mateo County Office of Education provides regular meetings and trainings for teachers and Preschool Director. SMCOE staff provides strong support for managing state contracts, program and student evaluation, staff development and reporting requirements.

• Early Childhood Language Development Institute (ECLDI) provides support for staff and parents to support dual language acquisition. Soodie Ansari and Sannie Yu conduct classroom observations and debrief with teachers. A four-week parent session provides families with strategies for developing culturally meaningful parent-teacher relationships. Teachers attend workshops to deepen their understanding of the importance of home language and culture in order to build meaningful relationships with families.

• Stanford University School of Education: Promoting Effective Math Instruction for Young Children: PreK-3rd grade teams attend a four-day summer institute with four days of follow-up instruction during the school year. Stanford University staff conducts site visits throughout the year to observe classroom practice and provide feedback and support for teachers.
• **Bridges to Success-Ready Schools Team:** PreK-3rd grade team meet monthly to discuss vertical alignment goals and strategies.

6) **How the program engages and partners with families.**

Pescadero Preschool partners with families to support children. Preschool families are invited and encouraged to participate in wider Pescadero Elementary school-wide governance structures such as PTA and ELAC as well as participating in all school activities. The Pescadero Preschool teacher opens her door to parents and strongly encourages parents to visit and help in the classroom. Pescadero Preschool parents have the following opportunities for engagement:

- Raising a Reader +Family Nights- Early Literacy
- ECLDI- Dual Language and Family Engagement
- Home visiting- Family Engagement through State Improvement Grant (not universal)
- Adult ESL- Partnership with Puente and LHPUSD

Opportunities for in class and out of class engagement are available but difficult for working parents to access. The SCECI needs assessment revealed that parents are positive about their schools, but lack access due to language and culture to some teachers and programs. The Steering Committee selected two strategies/programs to build stronger home-school relationships.

1. **Abriendo Puertas (AP)**- Newly implemented Abriendo Puertas (10-week family engagement program) for families with children 0-3 places an emphasis on parent as the child’s first teacher, promotes parent leadership and advocacy in the schools. The children of the first cohort of parents will enter the preschool program in 2015-2016. The Pescadero preschool staff also participated with Puente staff in a three-day training program to learn the AP curriculum to deliver workshop material in the workshop sessions. Staff will participate in the parent sessions and provide the bridge between the program teachings and the preschool/K-8 program.

2. **ECLDI**- Preschool teachers, directors and Kinder teachers were trained by ECLDI and Soodie Ansari in the Fall 2014 to support dual language acquisition through the principles of ECLDI. Teaching parents to advocate for their children and supporting teachers to understand, respect and support a families first language and culture, lays the groundwork for stronger relationships.

The district visions that,

> "Trusting and supportive home to school relationships flourish as teachers have the resources they need to build strong family partnerships and families feel comfortable advocating for their children."

Embedding Abriendo Puertas and ECLDI teachings into South Coast programming authentically and universally supports the community to achieve this vision.

7) **How the program will meet the needs of working families.**

Data from the South Coast Early Childhood Initiative (SCECI) needs assessment conducted in 2013-2014 indicate that half-day preschool does not meet the needs of working families. Agricultural jobs, the primary industry for Pescadero parents, begin at 7 am causing three separate transitions for young children while parents are at work:

LHPUSD/Big Lift: Pescadero Preschool Narrative 4
1. Before preschool care (6:45-8:30)
2. Delivery to preschool (3.5 hours)
3. After preschool care (either morning or afternoon)

Families participating in the SCECI needs assessment and facilitated discussions overwhelmingly reported that this schedule caused family stress and strain on family relationships and resources with some opting out of preschool due to logistical and safety issues instead, leaving their children in the care of neighbors or family. To maximize the number of students served, LHPUSD has operated a half-day program for many years. Preschool staff also struggles with the morning/afternoon program which results in a quick midday transition between classes and a fast pace of the day.

The proposed program expands preschool to full-day and extends the year from 175 days to 246. The expanded program requires a combination of new half-day spaces to expand state-eligible half-day student to full-day students, enhanced full-day spaces to support state eligible full-day students, and new full-day spaces to provide support for students now eligible under the Big Lift income eligibility criteria, resulting in full-day, full-year preschool for all three and four year olds.

In June 2014, in response to the real needs of working parents expressed during the SCECI-Big Lift planning process, community commitment to the SCECI vision and anticipation of the Big Lift application process, the LHPUSD Board voted to allocate significant general district funds to support a year-long trial of a full-day program in Pescadero. The need for the extension of the preschool day was at a critical point and the swell of community momentum propelled planning into action. Board and district leadership could not look our children in the eye and say, “It is not your year for a strong start, maybe next year.”

Launching a full-day preschool demonstrates the commitment and responsiveness of the district and Board leadership to meet to the needs of working families. With no sustainable funding in place after 2014-2015 and the highly competitive Big Lift application process not yet in progress, the risk was taken to extend the program using one-time reserve funds so as not to delay a strong start for students of today.

8) How the program will work to prioritize full two-year preschool experiences for a significant percentage of children served.

The SCECI prioritizes the two-year preschool experience for maximum readiness. Past practice prioritized four-year olds when numbers exceeded available slots and three-year olds were placed on waiting lists. However, a dip in birth rates has resulted in fewer preschool eligible children over the past two years, and relief on the issue of prioritizing three or four year olds. To expand to a full-day program, Pescadero Preschool reduces the number of available spaces from 48 to 24. Two half-day programs can maximize and double the recommended enrollment cap of 24.

This reduction of enrollment capacity has been discussed at the Steering Ccommittee level. According to review of birthrate data, current numbers for the next year or two can be accommodated. Discussions and early planning has taken place should the numbers fluctuate and rise beyond capacity.

Work must be done to educate staff, the Steering Committee and community around the importance of a two-year program but in practice, prioritizing a three-year old child to take...
advantage of a two year experience over a new four year old who if wait-listed, might enter Kindergarten with no prior school experience is an untenable decision. The following past practices are in place to accommodate enrollment in excess of available space in Pescadero:

- Provide space and necessary transportation for students to attend the La Honda program.
- If La Honda is at capacity of 16, expand the La Honda program from 16 to 24 (room capacity) to provide space to Pescadero overflow.

Should the Pescadero Preschool program increase beyond historical enrollment trends and need more than 24 spaces long term, the Steering Committee has discussed the option of reconfiguring the existing large classroom and license two smaller spaces. The space is currently licensed for 56 students as it is an extraordinarily large space. While large, it is not recommended to hold classes in excess of 24.
Program Narrative: La Honda Preschool

NOTE: La Honda Preschool and Pescadero Preschool share leadership, professional development and organizational structure. Both programs are managed as part of LHPUSD. As a result, many of the responses to narrative questions are common with the Pescadero Preschool narrative. Responses that are the same as the Pescadero Preschool Narrative are noted.

1) The program’s organizational capacity to meet the data collection, evaluation and reporting requirements of The Big Lift. (Same response as Pescadero Preschool Narrative)

The La Honda Preschool has the organizational capacity to meet the data collection, evaluation and reporting requirements of the Big Lift. La Honda Preschool operates under the leadership and direction of the La Honda-Pescadero Unified School District (LHPUSD).

Organizational Capacity- Data Collection:
La Honda Preschool demographic, attendance and performance data are collected and maintained in an electronic California Student Information System (CSIS) allowing LHPUSD to collect and analyze required data under a central system. The CSIS is flexible and can be modified to generate initiative-specific reports as necessary. To support data collection and analysis, LHPUSD employs an Assessment Specialist to inform and coordinate program outcome data. This part-time position increases the capacity of the district to monitor state, preschool and grant specific data collection and reporting items.

Organizational Capacity- Evaluation:
Program evaluation and accountability will be monitored on two levels. At the initiative level, the Steering Committee, composed of parents (monolingual Spanish), PreK teachers, Puente and LHPUSD leadership and staff, community liaisons and ECE specialists will evaluate progress towards the program goal of successful 3rd grade readers. The Steering Committee meets quarterly to guide this work and reflects a unique working group of LHPUSD and Puente leadership and staff, ECE experts and parents of our target population-low income monolingual Spanish. The Steering Committee is a functional, respectful team committed to increasing family engagement and academic outcomes. The Steering Committee will engage in the work of developmental benchmarking for children ages 0-5 which will matriculate into the Kinder-3rd grade benchmarking already in place for young readers with the goal of earlier identification and intervention of children working below age level.

On the program level, the Preschool Director, Superintendent and Assessment Specialist will evaluate progress towards established program quality goals to strengthen academic outcomes. The Preschool Director will have primary responsibility for classroom-based evaluation. All three have Administrative Services Credentials and experience in program evaluation. Results of program evaluation will be brought to the Steering Committee for further discussion and determination of next steps.

Organizational Capacity- Reporting
Required reporting will be conducted by a district team composed of the Preschool Director, Superintendent and Business Officer. If community data is needed, the Steering Committee will convene to meet reporting requirements. The Superintendent and Business Officer regularly work on reporting together with additional team members dependent on the grant or program requirements. LHPUSD has successfully managed a state-funded preschool program for many years and managed contract despite fluctuating preschool numbers year to year.
2) The program’s fiscal capacity to manage The Big Lift funds, including federal Social Innovation Fund dollars, and monitor a budget in accordance with approved expenditures. (Same response as Pescadero Preschool Narrative)

La Honda Preschool funds, budgets, hiring and program management are conducted by LHPUSD. The LHPUSD budget exceeds $5 million yearly and LHPUSD holds a reserve for economic uncertainties and future program development. Superintendent Amy Wooliever has extensive experience managing complex state, private and federal programs. Most notably and similar to this effort, the district is in the fourth year of a State Improvement Grant aligned with federal Race to the Top regulations. The district was awarded this highly competitive grant from 2010-2013 and was selected for a second round for 2014-2017. Reporting, budget management, program requirements are rigorous and include on-site program audits in addition to Federal Single Audit submissions yearly. Other large multi-year grants managed by current leadership include California Department of Education Safe and Drug Free Schools, California Department of Education Specialized Secondary Program, and numerous private grants including a current Silicon Valley Community Foundation Common Core Math Demonstration Site Initiative. Business Officer, Sandra Stent, is highly qualified and works closely with the superintendent to plan, monitor, regulate and report progress towards program goals. LHPUSD conducts a yearly independent audit in accordance with state and federal regulations. The yearly audit has revealed no reportable audit exceptions since 2011.

3) Anticipated needs and costs associated with dedicated staff time to ensure compliance with Big Lift reporting, accounting, data, evaluation and criminal background check requirements. (Same response as Pescadero Preschool Narrative)

The Big Lift compliance requirements will require additional staff time. Part-time clerical staffing to support income and program eligibility, data support for program evaluation, hiring requirements, transportation coordination and program compliance will be sufficient support. As the preschool experience is embedded into the existing SCECI effort, existing LHPUSD and SCECI staff will provide high level program planning and service delivery to ensure alignment with Initiative goals.

4) How the program will participate in and contribute to the larger community vision to achieve third grade reading success, articulation and alignment across systems.

South Coast children enter preschool significantly below age-level in literacy, language acquisition and numeracy. Factors working against the community vision of reading success at the third grade include poverty, lack of stable and high quality childcare, low parent literacy, family trauma and shared housing in which multiple families share small quarters or trailers.

- No licensed childcare providers available in La Honda yet 17 woman provide care for friends/family/neighbors without licensing or regulation
- 30% proficient in English Language Arts in 3rd grade in most recent benchmarking
- 40% of current La Honda preschool children qualify for state subsidized preschool spaces
A Big Lift is critical to our community's future. LHPUSD has invested in a longer school year for the past 4 years, offering 216 school days (a normal year is 180 days). While these additional days are funded through a State Improvement Grant (SIG) for Pescadero Elementary and Middle School, La Honda Elementary students are able to attend and focal students (performing below grade level) are targeted and recruited for participation. La Honda student attendance is paid for by the school district, not SIG. Despite this additional time, data indicate that the children are behind their peers at 3rd grade academic measures.

In addition to adding time to the day and to the year, planning time for preschool teachers and K-3 teachers must be intensified. Time set aside for preschool teachers to observe each other as well as their colleagues in K-3 will strengthen the alignment and outcomes for 3rd grade readers. Incorporation of preschool teachers into K-3 staff development beyond Ready Schools planning will allow for the ongoing K-3 discussions to expand to preschool teachers. Expected outcomes of such work together include, development of common goals for student learning, dedicated time at regularly scheduled intervals during the year for examining student work and progress, development and use of common agreed upon language across the grade levels and agreed upon and use consistent common assessments (three times per year).

Providing universal year-round, full-day preschool for 3 and 4 year old children contributes to the vision of the SCECI as articulated by the South Coast community:

- Early language, literacy and numeracy intervention before students enter Kindergarten.
- Safe, reliable care for children to lower family stress.
- Alignment and coordination with the SCECI programs in place at the 0-3 year old level and LHPUSD programs K-3.
- Parent education to support learning in the home.

5) How the program currently supports staff to engage in continuous program quality improvement, including staff development, training, planning and leadership support. (Same as Pescadero Preschool narrative.)

La Honda Preschool staff collaborates with outside agencies to ensure continuous improvement for both teaching staff and leaders:

- **The San Mateo County Office of Education** provides regular meetings and trainings for teachers and Preschool Director. SMCOE staff provides strong support for managing state contracts, program and student evaluation, staff development and reporting requirements.

- **Early Childhood Language Development Institute (ECLDI)** provides support for staff and parents to support dual language acquisition. Sooie Ansari and Sannie Yu conduct classroom observations and debrief with teachers. A four-week parent session provides families with strategies for developing culturally meaningful parent-teacher relationships. Teachers attend workshops to deepen their understanding of the importance of home language and culture in order to build meaningful relationships with families.

- **Stanford University School of Education: Promoting Effective Math Instruction for Young Children**: PreK-3rd grade teams attend a four-day summer institute with four days of follow-up instruction during the school year. Stanford University staff conducts site visits throughout the year to observe classroom practice and provide feedback and support for teachers.
• **Bridges to Success-Ready Schools Team:** PreK-3rd grade team meet monthly to discuss vertical alignment goals and strategies.

6) **How the program engages and partners with families.**

La Honda Preschool partners with families to support children. Preschool families are invited and encouraged to participate in wider La Honda Elementary school-wide governance structures such as La Honda Foundation as well as participating in all school activities. The La Honda Preschool teacher opens her door to parents and strongly encourages parents to visit and help in the classroom. La Honda Preschool parents have the following opportunities for engagement:

- Raising a Reader +Family Nights- Early Literacy
- ECLDI- Dual Language and Family Engagement
- Adult ESL- Partnership with Puente and LHPUSD
- Story-time in La Honda- Reading circle for children and parents

La Honda Preschool has a higher percentage of fee-based families than Pescadero Preschool and more in class parent participation due in part to more English speaking families and fewer families in poverty. Opportunities for in class and out of class engagement are available and families participate.

Both Abriendo Puertas and ECLDI are available to La Honda Preschool families but offered in Pescadero, a 30 minute drive away. Few La Honda families participate. Kickoff to Kinder is also held only in Pescadero and few La Honda children attend.

The district visions that,

> "Tuiting and supportive home to school relationships flourish as teachers have the resources they need to build strong family partnerships and families feel comfortable advocating for their children."

Embedding Abriendo Puertas and ECLDI teachings into South Coast programming authentically and universally will support the community to achieve this vision but serving the tiny community of La Honda has proven more difficult. The isolation of the community, small student enrollment and geographical distance between La Honda and Pescadero makes La Honda access to support services challenging. The longer day proposed would allow the preschool teacher to spend the needed time on outreach and support for families.

7) **How the program will meet the needs of working families.**

Data from the South Coast Early Childhood Initiative (SCECI) needs assessment conducted in 2013-2014 indicate that half-day preschool does not meet the needs of working families. Working La Honda families must leave the home early to travel long distances to work ‘over the hill’. An early start makes the multiple transitions for the young students difficult.

Families participating in the SCECI needs assessment and facilitated discussions overwhelmingly reported that the half-day schedule caused family stress and strain on family relationships and resources with some opting out of preschool due to logistical and safety issues instead, leaving their children in the care of neighbors or family.

The proposed program expands preschool to full-day and extends the year from 175 days to 246. The expanded program requires a combination of new half-day spaces to expand state-eligible half-day student to full-day students, enhanced full-day spaces to support state eligible full-day students, and new full-day spaces to provide support for students now eligible under the Big Lift.
income eligibility criteria, resulting in full-day, full-year preschool for all three and four year olds. Extending the day and year will allow working parents a stable and consistent program for their children while they are at work.

LHPUSD did not extend the preschool day for La Honda Elementary in 2014-2015 due to the high cost of extending a half-day teacher and program (currently am only) in contrast to Pescadero’s restructuring (combining am and pm into a full-day). This has created an inequity between our communities and increases the isolation of La Honda families.

8) How the program will work to prioritize full two-year preschool experiences for a significant percentage of children served.

The SCECI prioritizes the two-year preschool experience for maximum readiness. Past practice prioritized four-year olds when numbers exceeded available slots and three-year olds were placed on waiting lists. However, a dip in birth rates has resulted in fewer preschool eligible children over the past two years, and relief on the issue of prioritizing three or four year olds.

The goal is to provide two-year preschool for all children. Work must be done to educate staff, the Steering Committee and community around the importance of a two-year program but in practice, prioritizing a three-year old child to take advantage of a two year experience over a new four year old who if wait-listed, might enter Kindergarten with no prior school experience is an untenable decision. The following past practices are in place to accommodate enrollment in excess of available space in La Honda:

- Provide space and necessary transportation for students to attend the Pescadero Preschool program.
- If La Honda is at capacity of 16, expand the La Honda program from 16 to 24 (room capacity) to provide space for the excess students.

Should the La Honda and Pescadero Preschool program increase beyond historical enrollment trends and need more spaces long term, the Steering Committee has discussed the option of reconfiguring the existing large classroom in Pescadero and licensing two smaller spaces. The space is currently licensed for 56 students as it is an extraordinarily large space. While large, it is not recommended to hold classes in excess of 24. La Honda students would be able to access these additional spaces as necessary.
January 23, 2015

Silicon Valley Community Foundation Center for Early Learning
2440 West El Camino Real, Suite 300
Mountain View, CA

Dear friends,

On behalf of Puente de la Costa Sur, I am very happy to write this letter in support of the South Coast effort to apply for the Big Lift.

Puente is the main provider of health and wellness, leadership development, advocacy and economic security and education services in the region. Puente provides a wide array of community and school programs that improve the quality of life of community members. These programs support jobs for youth, education, immigration, advocacy, transportation, food security, behavioral and physical health. The South Coast is rural and geographically isolated from the more suburban Bay Area with many children living on the small farms and ranches where their parents work and fuel the area’s agricultural economy.

As you may know, Puente and the La Honda-Pescadero Unified School District have partnered for nearly two decades on a variety of initiatives to benefit the South Coast community. It has been our great pleasure to partner on the South Coast Early Childhood Initiative and, now, to be a co-lead in the Big Lift application.

The Big Lift is part of a broader effort that began in early 2012 when Puente and LHPUSD leaders, along with teachers and parents, came together to identify critical areas of work needed to improve learning opportunities and parent engagement efforts for families with children, ages 0-5.

Together, Puente and LHPUSD submitted an important (although unsuccessful) grant to First 5. This laid the groundwork for a successful application to the Heising-Simons Foundation for a planning grant. The planning process brought together a strong team of local leaders to form a steering committee. The Gardener Center conducted a needs assessment survey and focus groups with parents and care providers.

The community spoke in one voice with their desire to extend the preschool day, develop opportunities for parent engagement, conduct training for home providers; and create a licensed day care center for children, ages 0-3. This unity led to 2-year support from the Heising-Simons Foundation for a Family Engagement Impact Project (FEIP). The FEIP requires rigorous fidelity to evidence based practices for Raising a Reader + Family Nights as well as Abriendo Puertas/Opening Doors, a family engagement model geared toward Latino families.

Puente and LHPUSD have worked closely together in public and private to build community consensus, to collect data, co-lead the Steering Committee, and hold public information sessions. More importantly, we worked within our organizations to shift priorities and bring the needs of children 0-5 to the forefront of
community priorities. Our staffs meet regularly to plan work together and share strategies to improve the quality of life in our community.

I hold the deepest respect and affection for LHPUSD Superintendent Amy Wooliever, and together we have demonstrated that power of speaking in one voice. We have applied for funding together, shared financial and personnel resources, and are often interchangeable representatives at meetings with County staff and funders.

We have every expectation that our work together for the Big Lift will make a significant difference for our isolated community. Resources allocated to our children and families now are the only hope for survival for our agricultural community.

Please do not hesitate to contact me if I can provide additional information about the powerful work that we are doing with LHPUSD.

Yours sincerely,

[Signature]

Kerry Lobel
Executive Director
Silicon Valley Community Foundation Center for Early Learning
2440 West El Camino Real, Suite 300
Mountain View, CA

February 2, 2015

Dear friends,

I am very pleased to support South Coast Early Childhood Initiative proposal to Silicon Valley Community Foundation for the Big Lift.

As you may know, the Heising-Simons Foundation was pleased to be an early supporter of the evidence-based family engagement work of Puente and the La Honda-Pescadero Unified School District. In 2013, the Foundation provided Puente with a planning grant to develop a community partnership and implementation plan that coordinated evidence-based family engagement services for families of young children in San Mateo County's South Coast communities of Pescadero, Loma Mar, San Gregorio and La Honda. Together, Puente and LHPUSD launched a South Coast Early Childhood Initiative with wide participation from parents, school staff, and other community leaders. Through extensive focus groups and surveys conducted by the Gardner Center, a community voice emerged outlining several regional priorities including extending the preschool day to a full day, from half day; creating a childcare space for children, ages 0-3; and building parent capacity to engage in their children's learning.

Following the planning period, Puente was invited to apply for a 2-year implementation grant. Their successful grant application has led to a wonderful and rigorous collaboration with the Foundation and the choice of Raising a Reader + Family Nights as their evidence-based program. They are working diligently on an outcome evaluation with Mathematica to assess both fidelity to the model and effects on children and families.

I continue to be impressed by the spirit of the South Coast Early Childhood Initiative and the commitment of Puente and the School District as the Initiative leaders. I have every confidence that their efforts as outlined in the grant to extend the number of hours each day for preschool students, extend all day preschool to La Honda, and continue to build on parent engagement strategies will be deeply supported by the community and offer much potential for improving the lives of young children and families.

We hope that the review committee will give the proposal every consideration. Please feel free to contact me with any questions.

Sincerely,

Holly Kreider, Ed.D.
Program Officer in Family Engagement
January 27, 2015

Jessica Mihaly
Initiative Officer Pre-K to 3rd Grade
Silicon Valley Community Foundation Center for Early Learning
2440 West El Camino Real, Suite 300
Mountain View, CA 94040

Dear Ms. Mihaly,

I am very pleased to support South Coast Early Childhood Initiative proposal to Silicon Valley Community Foundation for the Big Lift.

I have had the pleasure of knowing Puente de la Costa Sur's work and staff for twenty years, since my time as the County's Sheriff. Puente's work is highly respected in our County. Puente is the only community resource center on the South Coast of San Mateo County and has been providing vital services to low income individuals and families in this rural unincorporated area for 17 years. Puente and the La Honda-Pescadero School District have had a long history of identifying community issues, finding innovative, evidence-based solutions to community problems, and mobilizing parents and other community members to implement these community strengthening solutions.

The majority of children in the La Honda-Pescadero Unified School District are the children of migrant and seasonal farmworkers. As you know, reading results at third grade are an important marker for a student's educational achievement, yet the most recent state reading scores show that just a quarter of English Learners reach this critical benchmark. Early learning is key to later school success. With your support, the School District will extend all-day preschool to La Honda children as well as extend the preschool year from 208 days to 246 days.

Recent studies reveal that although immigrant parents ascribe high value to their children's education, there are numerous barriers to school involvement, including low levels of educational attainment, uncertainty about how to become involved in the schools in which their children were enrolled, and language barriers. The South Coast Early Childhood Initiative Steering Committee has selected two learning programs that specifically address both parent involvement and family literacy. The first program is Raising a Reader, a program that has a long history of bringing books and family literacy nights to our County. The second, Abriendo Puertas/Opening Doors, is a peer-to-peer training program that seeks to improve the outcomes of Latino children by focusing on building the capacity and confidence of parents to be strong and powerful advocates in the lives of their children.

I have witnessed Puente's excellent work firsthand, and I am excited about the very powerful partnership between Puente and the La Honda-Pescadero Unified School District. I have great expectations for the South Coast Early Childhood Initiative and believe this effort will create meaningful success.

Thank you for giving this application your every consideration.

Sincerely,

[Signature]

Supervisor Don Horsley

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