

FY 2019 Bright Stars Program **STAFF**

Carol Fox, Program Coordinator
Shakaya Cooper, DSS Specialist

Terri Higgins, Senior Bright Stars Family Coordinator
Sarah Shedd, Senior Bright Stars Family Coordinator
Judy Blakey, Bright Stars Family Coordinator
Sandra Mattos, Bright Stars Family Coordinator
Reuben Montoya, Bright Stars Family Coordinator
Kimberly Rambow, Bright Stars Family Coordinator
Chelsea Rosinski, Bright Stars Family Coordinator
Emily Smith, Bright Stars Family Coordinator
Kimberly Stanton, Bright Stars Family Coordinator
Maria Williams, Bright Stars Family Coordinator

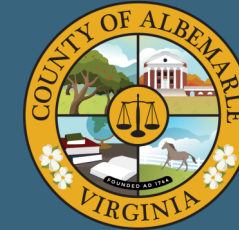
Alison Dwier-Selden, Preschool Lead Coach

Molly Fritz, Bright Stars Classroom Teacher
Geisha Goodman, Bright Stars Classroom Teacher
Kelli Huffman, Bright Stars Classroom Teacher
Shay Shifflett, Bright Stars Classroom Teacher
Sylvia Jenkins, Bright Stars Classroom Teacher
Briana Carel, Bright Stars Classroom Teacher
Yelena Sawyer, Bright Stars Classroom Teacher
Kristina Schwartz, Bright Stars Classroom Teacher
Debbie Shelor, Bright Stars Classroom Teacher
Alison Soubra, Bright Stars Classroom Teacher
Emlen Crocker, Bright Stars Classroom Teacher

Dalia Flores-Amaya, Bright Stars Teaching Assistant
Meyli Barragan, Bright Stars Teaching Assistant
Christy Batten, Bright Stars Teaching Assistant
Tannya Gardner, Bright Stars Teaching Assistant
Andrea Gray, Bright Stars Teaching Assistant
Rica Dussaud, Bright Stars Teaching Assistant
Angela Melton, Bright Stars Teaching Assistant
Ruth Parham, Bright Stars Teaching Assistant
Claudette Patterson, Bright Stars Teaching Assistant
Cheri Morris, Bright Stars Teaching Assistant
Becky Lowry, Bright Stars Teaching Assistant

“Field trips, activities,
resources, curriculum—my
child has learned so much
and grown significantly.”

~Cale Parent



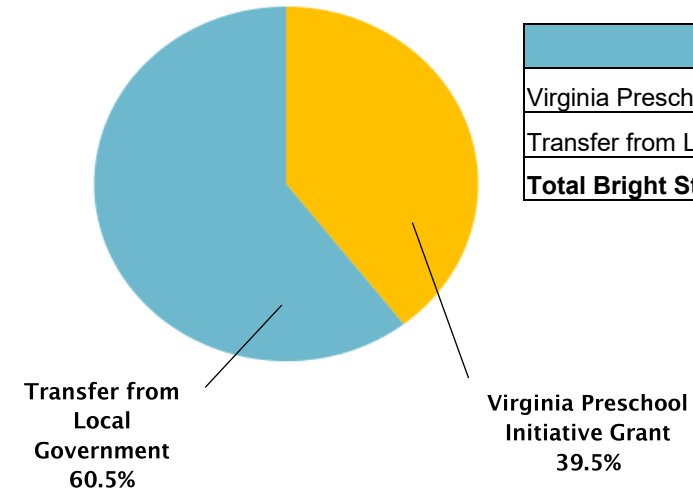
Bright Stars ANNUAL REPORT

FY 19

A PROGRAM OF THE ALBEMARLE COUNTY PRESCHOOL NETWORK

Presented to the Albemarle County Board of Supervisors and the Albemarle County School Board

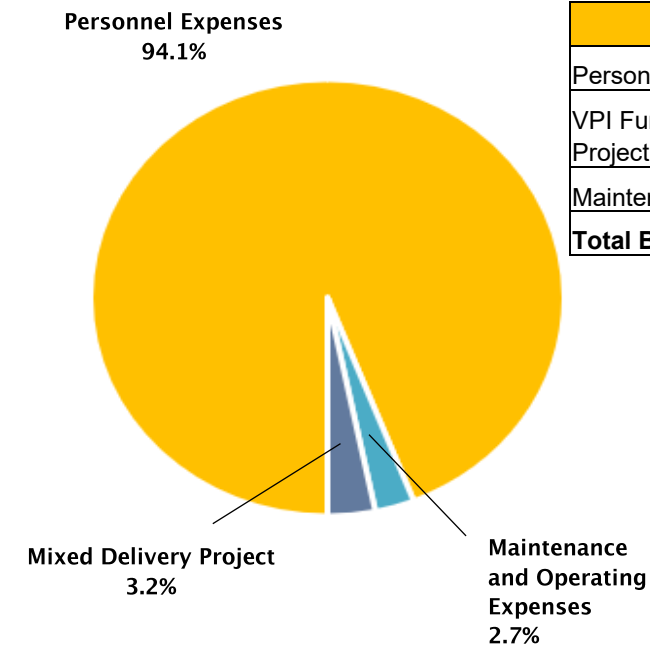
FY 2019 Revenues



Bright Stars Revenues FY2018-2019	
Virginia Preschool Initiative Grant	\$ 604,133
Transfer from Local Government	\$ 924,969
Total Bright Stars Revenues	\$1,529,102

The above Bright Stars Program budget includes 40% of the Bright Stars Family Coordinator positions and the remaining 60% is funded in the Albemarle County Department of Social Services General Fund

FY 2019 Expenditures

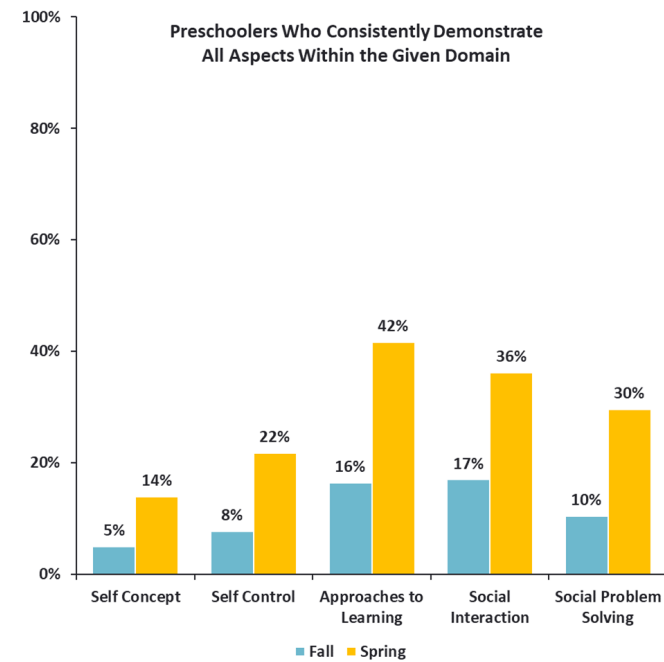


Bright Stars Expenditures FY2018-2019	
Personnel Expenses	\$ 1,437,750
VPI Funding to United Way for Mixed Delivery Pre-School Project	41,119
Maintenance and Operating Expenses	49,609
Total Bright Stars Expenditures	\$1,528,478

Personal and Social-emotional DEVELOPMENT

Early childhood education research demonstrates a positive correlation between children’s mastery of developmentally appropriate personal and social-emotional school-readiness skills and success in kindergarten. Skills such as knowing how to interact and get along with others, to share, to take turns and follow directions, as well as being curious and excited about learning, are fostered in the Bright Stars classrooms. The preschoolers are assessed in the fall and spring on multiple domains of personal and social-emotional development as indicated below. Frequent and regular opportunities to learn and practice developmentally appropriate skills, while engaged in structured and non-structured play contribute toward the significant gains across all domains.

Personal and Social-emotional Developmental Domains and Indicators
Self-concept: <i>Understanding of self and self-reflection</i>
Self-control: <i>Self-direction and responsibility</i>
Approaches to Learning: <i>Eagerness and persistence as a learner</i>
Social Interaction: <i>Ease of interactions with other children and familiar adults</i>
Social Problem Solving: <i>Use of non-physical ways to resolve conflicts</i>



We are pleased to provide the Albemarle County Bright Stars Program Annual Report for the 2019 fiscal year. This is the 24th year of the collaborative model between the Albemarle County Board of Supervisors, the Albemarle County Department of Social Services, and Albemarle County Public Schools. The program outcomes continue to demonstrate the benefits of a high-quality preschool experience coupled with significant family engagement and support for at-risk children in preparing them to be school ready.

This is an exciting time for early childhood education as discussions at the local, state, and federal levels remain focused on the benefits of providing high-quality preschool experiences. The Preschool Development Grant and the Mixed Delivery Project have significantly increased the commitment toward meeting this goal. Locally, the collaborative partnership between the Albemarle County Department of Social Services, United Way of Greater Charlottesville, and ReadyKids allowed us to meet the needs of 13 families by placing children in private providers, in addition to the children served in Albemarle County Public Schools and the Bright Stars Family Coordinators.

Albemarle County continues to highlight the importance of early childhood education through the opportunities provided by the Virginia Preschool Initiative. Substantial financial support and “in-kind” contributions, on behalf of the school division and local government, enabled 199 children to participate in The Bright Stars Program. This represents 55% of all at-risk four-year-olds living in the county. The program operates in 11 classrooms at seven County elementary schools.

The quantitative data again demonstrates the benefits for children who participate in The Bright Stars Program. As anticipated, in Fall 2018, 73% of the students who enrolled in Bright Stars did not meet the standards of the Phonological Awareness Literacy Screening (PALS). However, after a year of intentional and engaging teaching and learning, 76% of the students met the PALS Pre-K benchmark in the spring of 2019.

The Bright Stars program remains committed to providing a comprehensive experience to support the development of the whole child. In addition to the core academic components, the children engage in daily opportunities to develop critical socio-emotional and personal skills necessary to be successful in school and after high school graduation. To support the development of children across all domains, an effective family service component is a hallmark of the program. Family coordinators partner with the preschoolers’ families to access community services and resources to ensure safe and stable families.

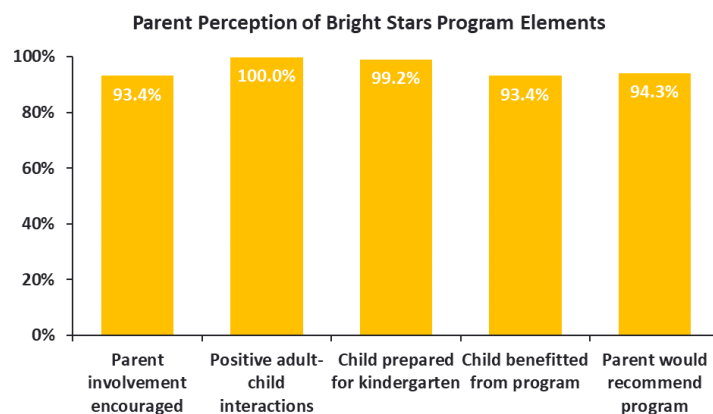
Parent engagement is an important component in fostering children’s success in school. Parents consistently report a high degree of satisfaction with the program and share many positive anecdotes about their children’s experiences. These early and positive experiences in a child’s school career will continue to benefit them as they work toward successfully graduating from high school to seek post-secondary education or employment within the workforce. The results achieved by the partnership of committed and dedicated people, including the children and their families, teachers and teaching assistants, and the family coordinators, are cause for celebrating this unique and successful collaboration for the benefit of young children in Albemarle County.

Phyllis C. Savides
Director, ACDSS

Dr. Matthew Haas
Superintendent, ACPS

Parent SATISFACTION

Parents’ satisfaction with the Bright Stars Program remains above 93%. Parents reported significant growth in their child’s development across the 6 domains identified below. 99% of parents reported that their child is better prepared to enter kindergarten. 93% reported that their child benefitted from participating in Bright Stars. Parents reported positive relationships with the Bright Stars staff and that their participation in their child’s preschool program was encouraged. 94% of parents would recommend the program to others.



Parent Report of Child Improvement in Growth Domains		
Domain	Indicators	Improvement
Language	Understanding and using oral speech	95%
Social	Getting along with other children and adults	95%
Self-care	Meeting own needs related to feeding, toileting, dressing, etc.	95%
Motor	Moving and using large and small muscles	95%
Pre-Academic	Recognizing colors, letters, numbers, songs, etc.	93%
Problem-Solving	Cooperating with others, asking for help, etc.	88%

Bright Stars Program HIGHLIGHTS

The Bright Stars Program enjoyed another successful year, the 24th year since the program began in 1995. Using braided funding from the Virginia Preschool Initiative (VPI), the United Way-Greater Charlottesville Area, Early Childhood Special Education (ECSE), and Title I, 199 at-risk four-year-old children participated in a high-quality preschool experience.

186 students attended preschool within Albemarle County Public Schools. Agnor-Hurt Elementary served four-year-old children in two classrooms, one of which was The Bright Stars Program's most braided funding classroom, receiving financial support from the VPI grant, Early Childhood Special Education, and Title I. Cale Elementary, Greer Elementary, and Woodbrook Elementary each served children in two VPI funded classrooms. Scottsville Elementary and Stone-Robinson Elementary served children in a VPI funded classroom in each school. Red Hill Elementary served children in a VPI funded classroom, supported by Title 1 funding.

To serve an additional 13 at-risk four-year-old children and meet the needs of families for after-school care, The Bright Stars Program collaborated with United Way-Greater Charlottesville Area and ReadyKids. These students attended preschool in private placements at The International School of Charlottesville and the Jefferson Area Board for Aging (JABA) Shining Star Preschool.

During the 2019 fiscal year, there continues to be an increased need in the total number of graduates from The Bright Stars Program, "Alumni," who were eligible to be served by the family coordinators.

“Each child’s needs are addressed and incorporated into the program to get them ready for the next step.”

~Scottsville Parent

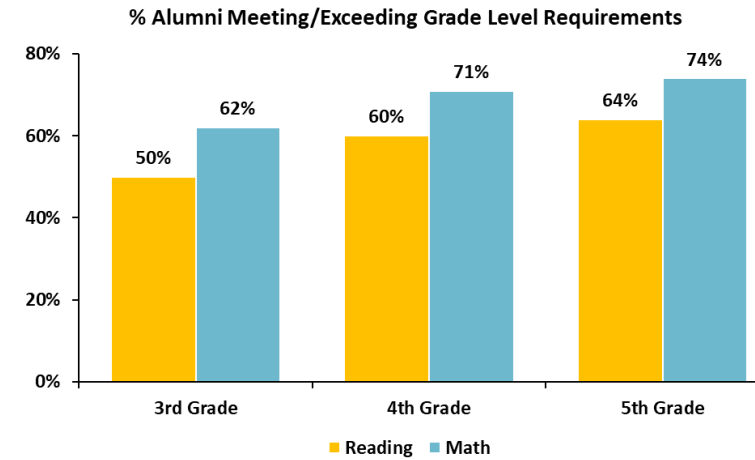
THE BIG PICTURE



Virginia Early Childhood Foundation

Long Term Academic BENEFITS

The academic benefits of participating in The Bright Stars Program can be seen in alumni throughout their elementary school experience.



Family ENGAGEMENT

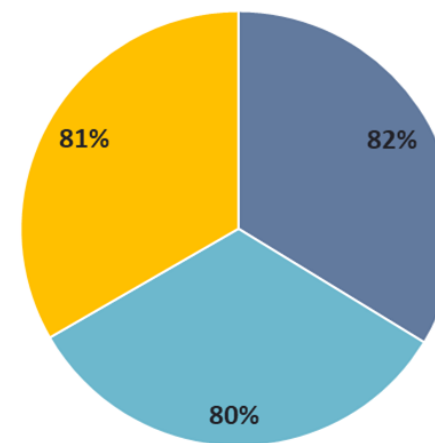
Engaging a child's family in the school community is one of the four key ingredients identified in a high-quality preschool experience and a predictor of long-term success in school. Measures of parent engagement include attendance at parent-teacher conferences, Open House and Back-to-School Night, as well as participation in Bright Stars classrooms, family events and field trips.

Parents play a critical role in the success of the Bright Stars Program. Their active involvement in the classroom and the school community helps strengthen the home-school connection, supporting the work of the school staff.

Family coordinators partner with parents to support them in working toward self-identified goals. Historically, parents have indicated a desire to set a goal to further their own education related to finances or other areas, which may lead to finding employment, finding more rewarding employment and supporting increased self-sufficiency. Often, parents with limited or no English will endeavor to enroll in English language courses. A frequent goal identified by parents is to learn positive parenting and discipline strategies. Additionally, spending more time reading with their child or engaging with the school is an important goal families have identified.

Family engagement with The Bright Stars Program is a central tenet of the family coordinators' work as they support the family in articulating strategies and connecting them with resources to achieve their goals. Directly working with the families has a lasting effect on student achievement across all domains.

Parent Engagement



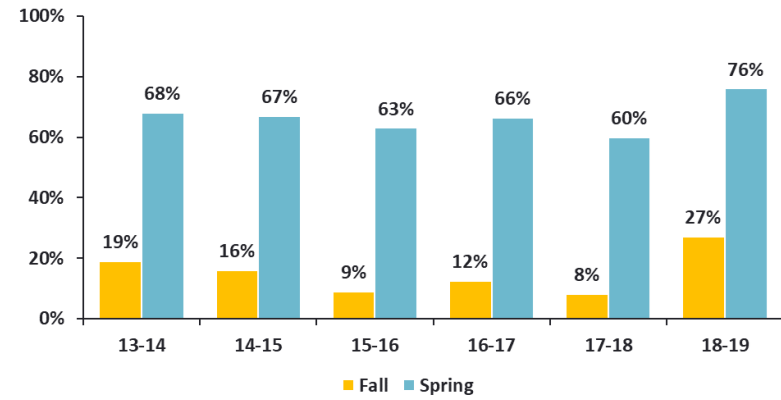
- Attended 4+ program/school functions
- Attended fall/spring parent-teacher conferences
- Made progress on self-identified goals

Literacy SKILLS

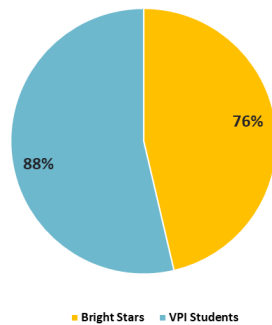
Classroom teachers administer the Phonological Awareness Literacy Screening (PALS-PreK) in the fall and spring. This assessment includes questions about alphabet knowledge and recognition, letter and beginning sound awareness, rhyme awareness, nursery rhyme awareness and the children’s understanding of how pictures and words work together in a story.

The Bright Stars preschoolers show substantial improvement over the course of the year as they work to master the basic skills for reading readiness as demonstrated by 76% of the students meeting the standard, successfully passing 6 out of 8 subtests on the spring assessment.

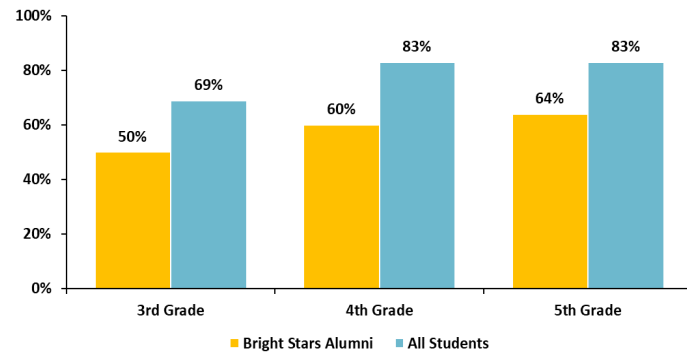
Bright Stars Preschoolers Meeting/Exceeding PreK PALS Benchmark



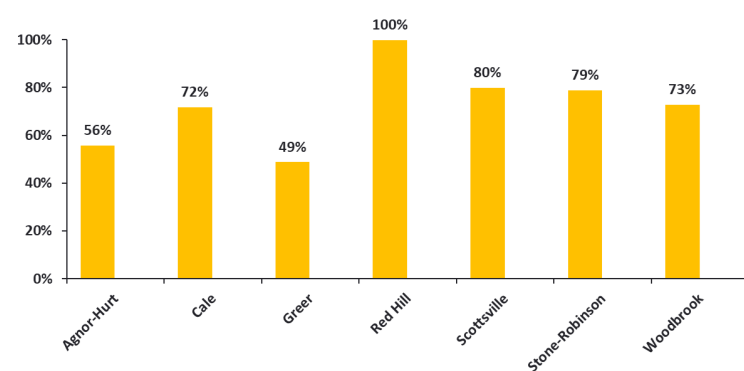
% Bright Stars Meeting/Exceeding Spring PreK-PALS Benchmark Compared to All VPI Students



% Students Meeting/Exceeding Grade Level Requirements for Reading



% Alumni Meeting/Exceeding Fall K-PALS Benchmarks



Bright Stars Program PARTICIPANTS

Bright Stars classrooms tend to be more ethnically and linguistically diverse than the overall student body in the same schools. 7.5% more students in the Bright Stars classrooms are African American or Hispanic/Latino. English was not the primary language of 6.7% more students in Bright Stars classrooms in comparison to the overall student body.

The percentage of dual language learners enrolled in Bright Stars remained consistent with the previous year at approximately 40%. These students demonstrated marked English language acquisition during their preschool year when comparing the fall PALS Pre-K assessment scores to the spring assessment scores. Suggested activities are offered to the families to do outside of school to support further language development. The families are asked to engage with their child to identify English letters and numbers in the world around them.

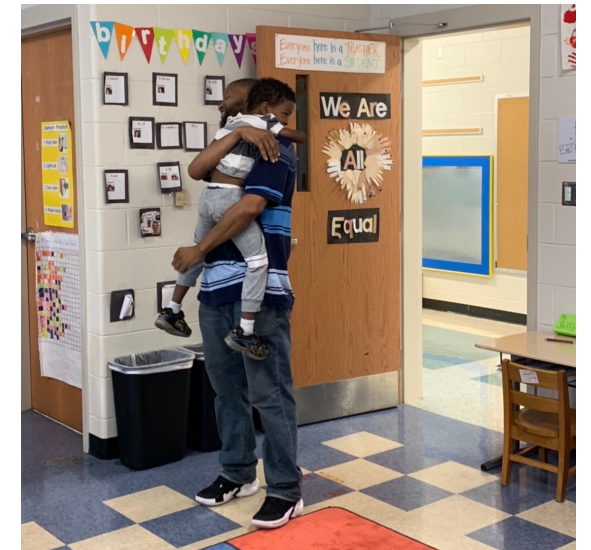
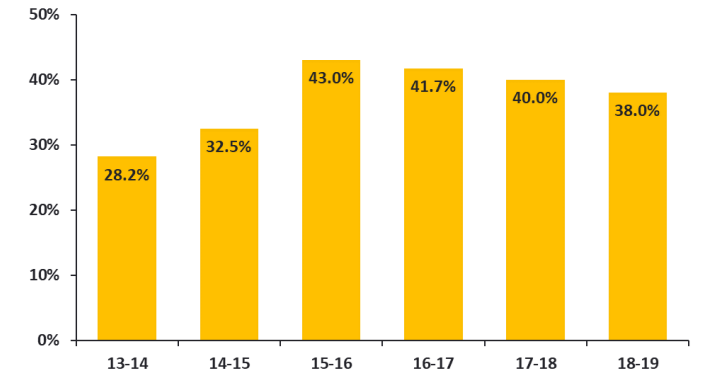
Children enrolled in The Bright Stars Program are selected based on individual or family factors that a significant body of research indicates may negatively impact a child’s ability to be successful in school. Bright Stars students may experience risk factors such as low family income, parents with limited education or illiteracy, homelessness, the need for special education services, single-parent homes, parental unemployment, witnessing domestic violence, parental incarceration, involvement with child protective services or foster care, parental substance use and/or family members with mental health concerns.

Of the 199 preschoolers who participated in Bright Stars, 77% lived with at least one biological parent. 35% of those families were single-parent households. 89% of the students were eligible to receive free or reduced-priced meals.

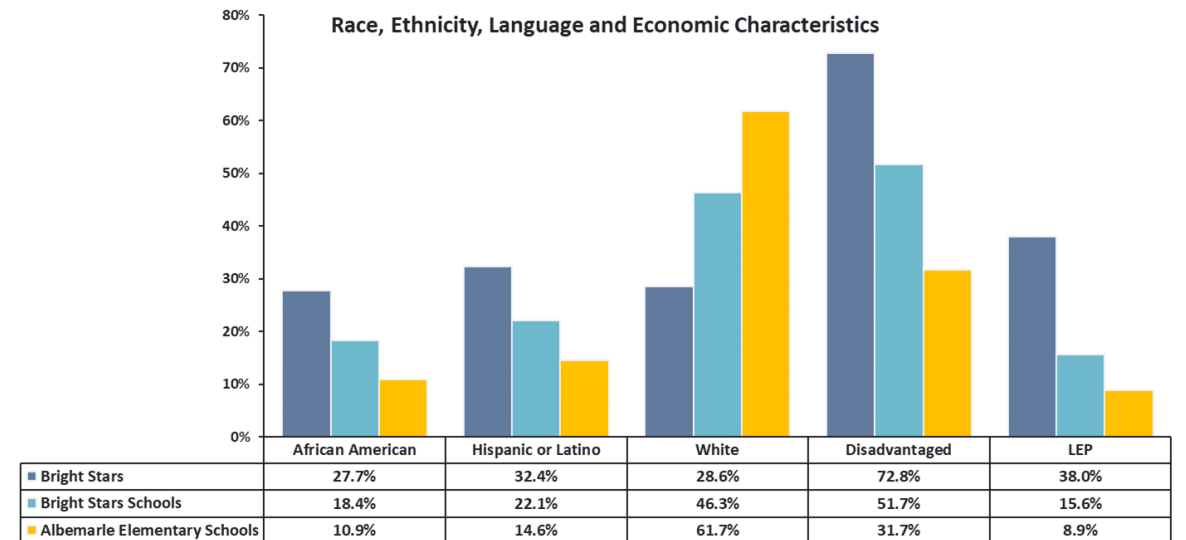
Bright Stars children were from families with at least one parent/guardian who:

- * Was unemployed – 8%
- * Has a high school diploma or GED – 86%
- * Has an associate or bachelor’s degree – 17.5%
- * Did not complete high school – 60.5%

Bright Stars with Limited English Proficiency



Race, Ethnicity, Language and Economic Characteristics



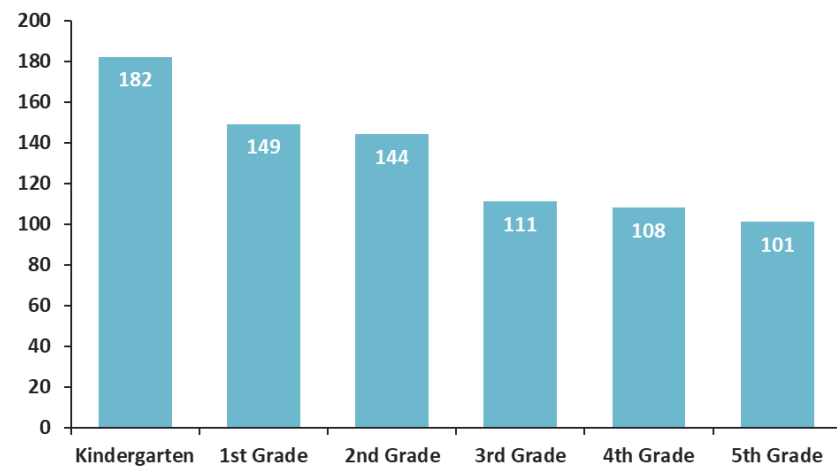
Bright Stars Program **ACTIVITIES**

The Bright Stars Program is a comprehensive preschool experience that focuses on all aspects of family well-being. Families are supported to ensure that their children receive adequate health and dental care. Family coordinators assist in making appointments and providing transportation, when necessary. A donation from Sentara Martha Jefferson Hospital's Community Benefit Program provides children with access to pediatric dental care. For many of the children needing dental care, this may be their first visit to a dentist. The financial support from Sentara MJH allows dental care supplies to be purchased for the preschoolers to use in the classroom and at home.



To encourage the children's natural curiosity and extend their learning beyond the classroom, the Bright Stars classes travel to interesting and exciting local venues. Children engage in hands-on, active learning to support their development to think critically, explore and solve problems, communicate with others and to be creative. They enjoy visits to apple orchards, farms, the Charlottesville-Albemarle SPCA, local firehouses, the Virginia Discovery Museum, the Jefferson Madison Regional Library, local restaurants and The Paramount Theatre. In addition to chaperoning field trips, parents are encouraged to volunteer in the classroom and join their children at special times throughout the school year.

Bright Stars Alumni by Grade Level



Bright Stars "Alumni" **SERVICES**

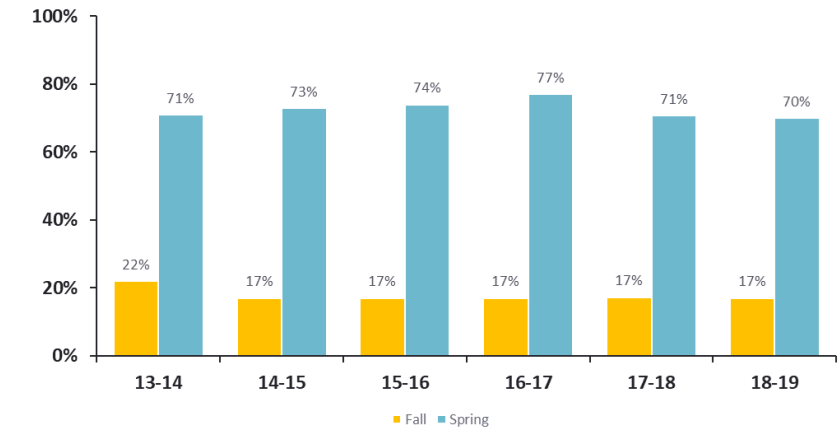
Family coordinators provide ongoing services to families beyond the preschool year on a voluntary basis. Many families continue to receive services as needed throughout their child's elementary school years. Family coordinators work with families to encourage regular and timely school attendance, participation in parent-teacher conferences, engagement in school events and preventive dental and medical health practices. Some parents seek support to improve their educational, housing or employment circumstances. The goal of promoting self-sufficiency for each family is enhanced by connecting families with community resources and continuing to foster the relationship between home and school. The continuity of care and support that is provided by each family coordinator is a key element of the program.

Numeric **SKILLS**

Preschoolers' abilities in identifying numbers, shapes and colors, completing patterns and counting sequentially are assessed in the fall and spring using the Math Quick Screen.

In the spring, 70% of the Bright Stars met the minimum standards for numeracy skills on 7 of the 9 subtests compared to 17% in the fall.

Bright Stars Preschoolers Demonstrating Desired Numeracy Skills



"I think the program is great. This is my 2nd child in the program and I have been more than happy!"

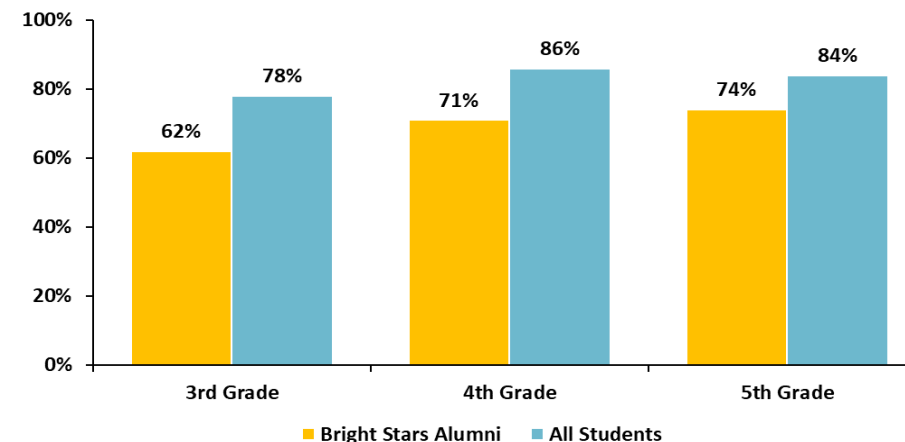
~Agnor-Hurt Parent

"My child greatly benefitted. I feel he is now prepared for kindergarten!"

~Red Hill Parent



% Students Meeting/Exceeding Grade Level Requirements for Math



Performance on the Standards of Learning assessments indicate that students who participate in The Bright Stars Program continue to make progress toward closing the achievement gap throughout their elementary school years.