

The i3 We Are A Village Initiative in a Nutshell

We Are A Village Overview (see reverse for logic model.)

In January, 2013 the *We Are A Village* grant was issued to the Central Falls, Rhode Island school district by the U.S. Department of Education as an i3 development grant of \$3 million.

We Are A Village focuses on improving school readiness and academic achievement of children, from preschool to third grade, by implementing the Head Start Parent, Family, and Community Engagement Framework, as well as embedding the evidence-based *Incredible Years (IY) Teacher Classroom Management* and *Parenting Programs* within the project's schools. The grant is a collaboration with the Central Falls School District; Children's Friend, a local nonprofit; Bradley Early Childhood Clinical Research Center, a clinical service and professional training agency; and the Annenberg Institute for School Reform, a national policy research and reform support organization at Brown University.

Five schools participate in the initiative, including 1) a Head Start center housed in a social service agency, 2) a pre-school housed in a trusted community institution focused on serving Latino families, 3) a district-operated

pre-Kindergarten, 4) a district-operated Kindergarten, and 5) a district-operated elementary school serving students in grades 1-4.

Central Falls, RI Context

The city of Central Falls is only one square mile with a population of approximately 19,000.

- 73% of the population speaks a language aside from English in the home.
- 43% were born outside of the U.S.
- 67% emigrated from Latin America; other regions include North America (North America (12%), Europe (12%), Africa (8%), and Asia (1%)).

The school district has an enrollment of approximately 2,800 students.

- 81% of the district's students qualify for free or reduced priced lunch.
- The student body is 73% Latino, 12% Black, 13% White, and 2% other races.

Evaluation

Quantitative

To measure student outcomes:

- Pre-post scores on literacy (PALS/DRA) and behavioral (PKBS/SSIS) assessments
- Student attendance

To track fidelity:

- Parent participation in coffee hours, workshops, parent rooms, volunteering, and IY parent groups; and interactions with Collaborators
- Teacher participation in IY classroom management program

For descriptive purposes:

- Teacher-parent trust scale (Adams & Christenson, 2000)
- Parent self-efficacy scale (Harvard Survey Monkey tool)

Qualitative

- Focus groups in Spanish and English with parents at four time points (1) Fall 2013, (2) Spring 2014, (3) Fall 2014, (4) Spring 2015
- Periodic focus groups and interviews with parent leaders, teachers, Collaborators, school leaders, and implementation team staff
- Observations of parent coffee hours, PTO meetings, and various teacher/staff meetings
- Document analysis of meeting agendas, meeting notes, open-ended survey questions, brochures, pictures

Questions or comments?

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