

# PROJECT IMPACT

**SUMMARY OF INITIATIVES + ACCOMPLISHMENTS  
2016 - 2020**

## 2016-2017

- Launched first initiatives funded by Project Impact during the 2016-2017 school year
- Established pre-K focus and served 105 children in six of the district's highest need schools
- Began Pathway to K - a 3-week summer program for children to develop kindergarten readiness
- Demonstrated significant gains in letter-naming, book orientation, self-selected activities, grip and manipulation, and object counting
- Supported Winston-Salem/Forsyth County School summer schools

**Invested: \$1,777,170.00**

## 2017-2018

- Continued previous programming from 2016-17
- Hired program manager to facilitate Project Impact initiatives
- Expanded pre-K access by adding eight additional classrooms to serve 222 students and continue to validate the relationship between pre-K learning and third grade literacy
- Continued Pathway to K - granting 400+ of our youngest learners to attend this innovative program
- Supported Leadership Development Programs for teachers and administrators
- Established Winston-Salem/Forsyth County Schools Office of Early Learning and hired a director
- Sponsored summer programs at Cook Literacy Model School impacting 74+ children
- Funded Early Steps reading interventionist programming providing a reading interventionist for every elementary school in WS/FCS
- Hired early learning evaluation specialist
- Issued 2018 Report to the Community to detail progress to date

**Invested: \$3,588,042.92**

## 2018-2019

- Continued previous programming from 2017-18
- Hired Kelley Bendheim as Executive Director to lead Project Impact in August 2019. Kelley was interim director from January – August 2019
- Added eight additional pre-K classrooms
- Transported 4-year-old children on school buses for the first time in school history so students could attend summer programs
- Began Pathway to One – summer program for rising first grade students
- Provided data that demonstrated Pathway to K students begin developmentally behind their same age peers and are economically at risk yet they end at or above their economically at risk peers thus closing the developmental gap
- Funded pre-K social/emotional Safety First response training attended by 141 pre-K educators
- Hired three Early Learning Partners to support kindergarten teachers in half of the elementary schools in the district
- Hired a Transitions Coordinator to support families of children transitioning to kindergarten
- Continued after school programming at Cook Literacy Model School
- Initiated Reading Research to Classroom Practice training for half of our kindergarten teachers in the district. Data shows that teacher knowledge increased by 26.3 percentage points from beginning of course to end of course
- Provided half day professional development opportunities for 367 kindergarten teachers and assistants. For 90%+ of assistants, this was the first professional development they had received to support them in understanding reading instruction
- Purchased, implemented and trained teachers on Heggerty Phonemic Awareness curriculum to be used in all kindergarten classrooms
- Started transitions programming like Ready Freddy with pre-K parents, students and community partners such as Imprint Cares

**Invested \$4,227,412.60**

## 2019-2020

- Continued previous programming from 2018-19
- Added three additional pre-K classrooms
- Continued pre-K literacy training
- Continued summer learning opportunities for rising kindergarteners and 1st graders in 2019. Since their inception, Pathway to K and Pathway to One have served 1,475 children across the district
- Added three early learning partners to bring the total to six. This enables all kindergarten and 1st grade teachers in all elementary schools to receive support
- Sponsored the district's first-ever Early Learning Conference. This convened 400+ kindergarten and 1st grade teachers from across the district
- Used two additional pre-K coaches to enhance pre-K learning support for teachers
- Continued transitions programming to include playgroups for 4-year-olds on pre-K waiting list and caregivers currently not in public pre-K (curtailed by COVID-19)
- Identified pre-K licensure classrooms
- Hired strategic communications firm, Vela Agency to reimagine our brand and update our logo, website (projectimpact.ws), and publish our 2019-2020 annual report.
- Continued training remaining kindergarten teachers and half of first grade teachers in Reading Research to Classroom Practice prior to COVID-19 shut down for a total of 194 educators trained thus far
- Purchased, implemented, and trained teachers on Heggerty Phonemic Awareness curriculum to be used in all 1st and 2nd grade classrooms
- Launched online Ready, Set, K resources for at-home support in response to COVID-19
- Implemented virtual Pathway to One summer programming for 300+ students in 2020
- Provided Early Learning at Home web resources supporting classroom teachers and families learning from home
- Allocated \$1.7 million to purchase new English language arts textbooks (print and digital formats) for 12,000 students in kindergarten through grade 3
- Issued 2019-2020 annual report

**Invested \$7,764,915.14 prior to \$1.7 million for a total of \$9,464,915.14**

## TOTAL INVESTMENT OF ALL YEARS

**\$19,057,540.70**

## PRE-K EXPANSION

School Year	Total Pre-K Classrooms*	DCDEE Licensed Classrooms	Project Impact Funded Classrooms	Full PI Funding	Partial PI Funding
2019-2020	51	34	21	4	17
2018-2019	48	26	18	13	5
2017-2018	48	22	18	18	0
2016-2017	36	20	6	6	0

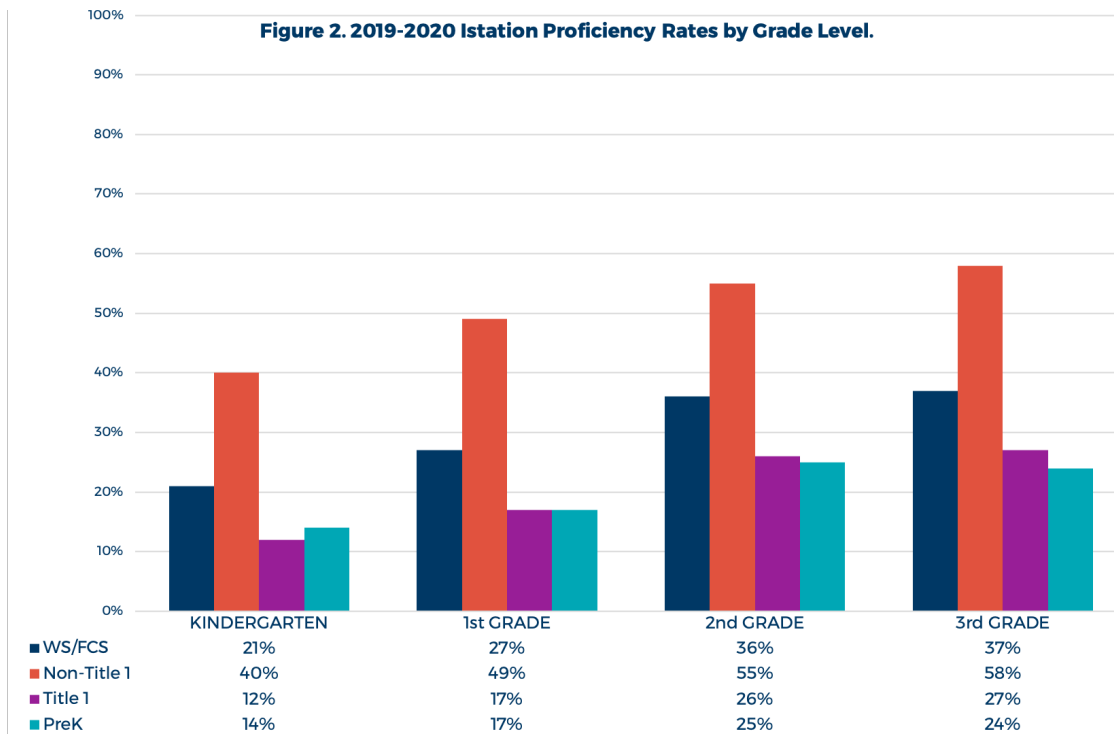
## PRE-K EXPANSION

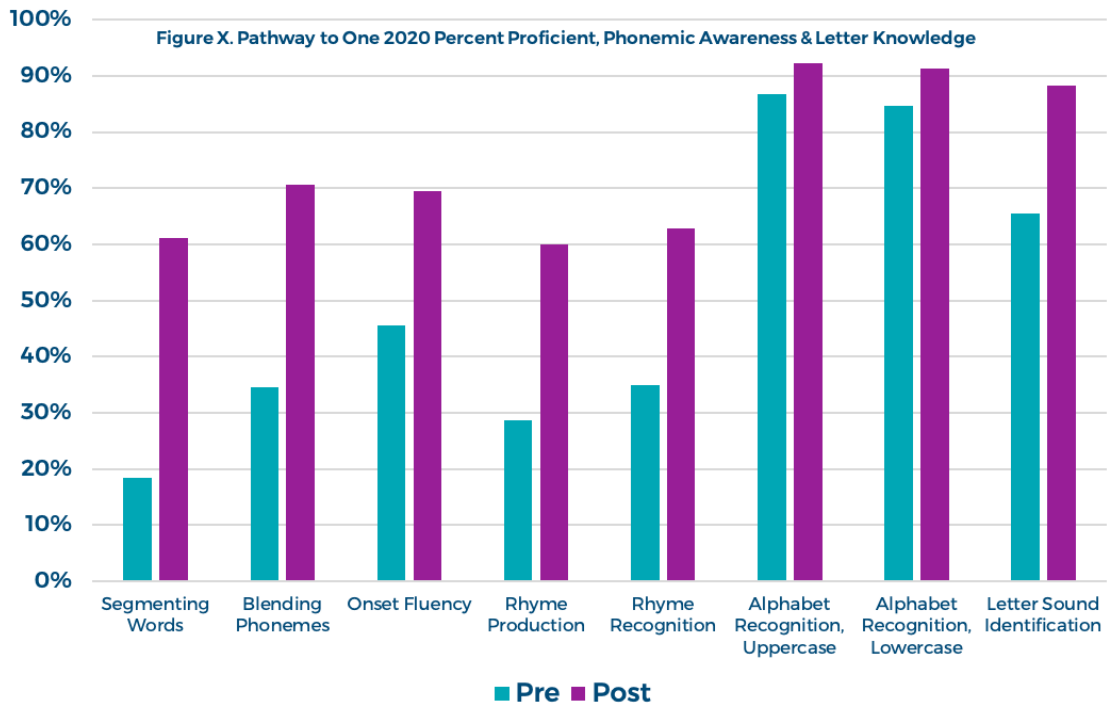
TSGOLD 2018-2019	BOY	MOY	EOY	Δ
Social Emotional	28%	63%	79%	+51%
Physical	36%	73%	80%	+44%
Language	29%	63%	78%	+49%
Cognitive	22%	56%	75%	+53%
Literacy	24%	71%	85%	+61%
Math	11%	54%	71%	+60%

**Table 4. Proportion of Cohort Meeting Expected Growth by TSGOLD Domain\***

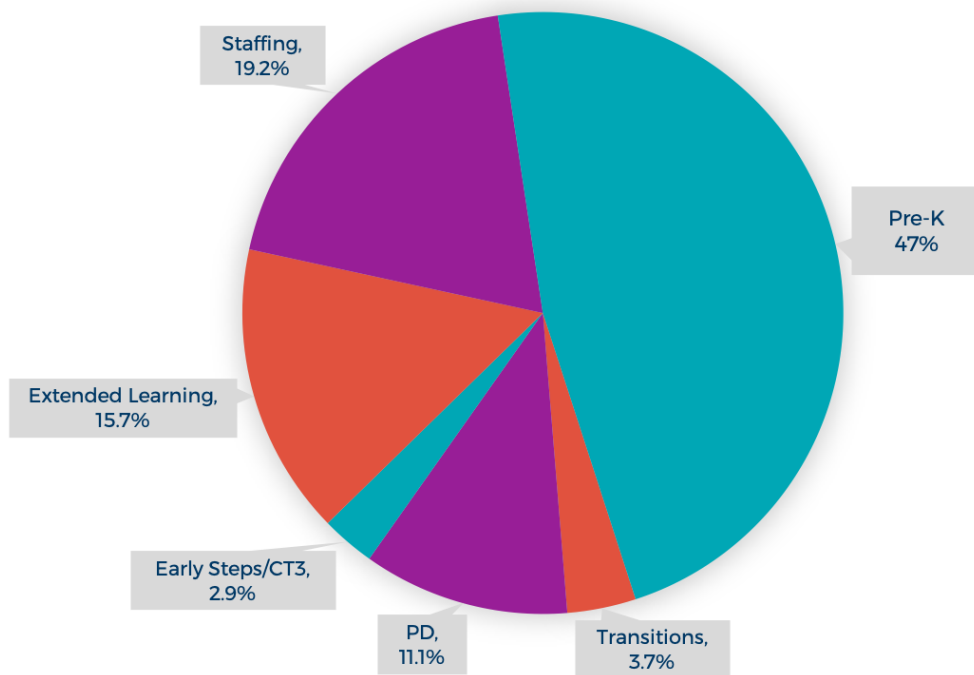
TSGOLD Domain	2019-2020 "Meeting"	2018-2019 "Meeting"	Δ
Social Emotional	88%	82%	+6
Physical	88%	90%	-2
Language	93%	85%	+8
Cognitive	84%	85%	-1
Literacy	96%	88%	+8
Math	90%	90%	0

\*Note: 2019-2020 Growth is from BOY to MOY, 2018-2019 Growth is from BOY to EOY.





## DISTRIBUTION OF TOTAL FUNDS TO DATE



## PROJECT IMPACT TIMELINE

School Year	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
CO 2027	Pre-K	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th
CO 2028		Pre-K	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th
CO 2029			Pre-K	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th
CO 2030				Pre-K	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th
CO 2031				YEAR 1	Pre-K	K	1st	2nd	3rd	4th	5th	6th	7th	8th
CO 2032					YEAR 2	Pre-K	K	1st	2nd	3rd	4th	5th	6th	7th
CO 2033						YEAR 3	Pre-K	K	1st	2nd	3rd	4th	5th	6th
CO 2034					YEAR 4		Pre-K	K	1st	2nd	3rd	4th	5th	
CO 2035						YEAR 5	Pre-K	K	1st	2nd	3rd	4th		
CO 2036					YEAR 6		Pre-K	K	1st	2nd	3rd			
CO 2037										Pre-K	K	1st	2nd	
CO 2038											Pre-K	K	1st	
CO 2039													Pre-K	K