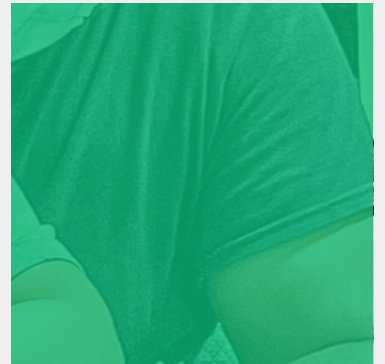
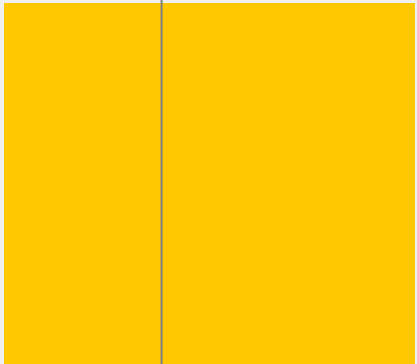


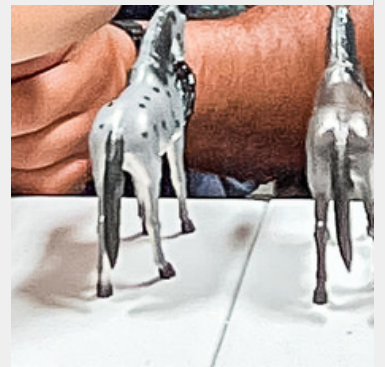
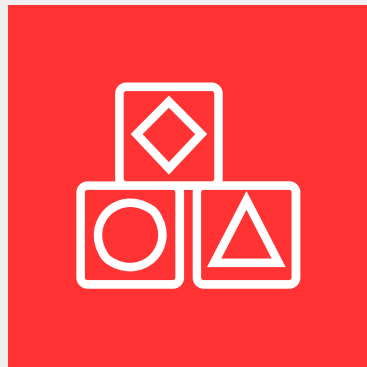


2022

# Annual Report



Explore More



# Dear Friends,

I love my job. It allows me to see and be involved in learning every single day. And this year especially I am seeing the impact of all that learning both in the organization, the child's parents' mastery of support, encouraging and fostering their children's learning and the children themselves.

I want to acknowledge those that have been teaching Learning Home Volunteers as an organization. Collectively they have shown us ways to be more effective, efficient and more impactful. And the lessons have not come from directed instruction, but from supporters and mentors asking great questions – “Why is the parent at the center of your program?” and “As you consider building capacity, how do you know that your framework will withstand the strain and still deliver results? And in this report I will share what we learn.

But my favorite question that has advanced us more than any other has been, “How can I help?”. Our community partners, volunteers, donors, and families, have all surprised us with this question. We can't wait to brag about the help we have gotten which supports us and our community and those things which we have done to support others.

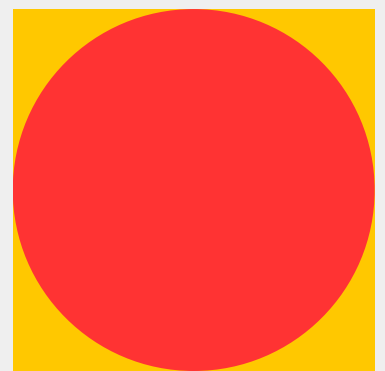
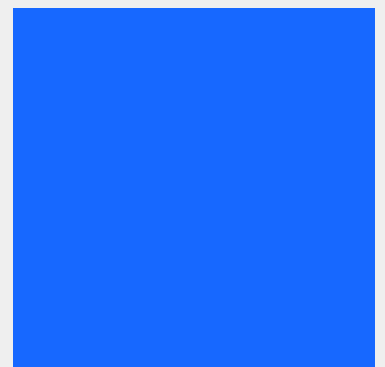
Our parents are amazing and continue to impress us with the knowledge and their use of that knowledge to support the learning of their child. I am in awe of their untiring willingness to learn and try to do whatever is necessary for their child to succeed.

And finally the children, with their innate ability to learn without fear, help me gather the courage to take risks in my learning. To try even knowing that you fail on your first attempts. Try even though it is embarrassing. As one of our little learners said to me, correcting my Spanish, “it is botas not barcos. Don't worry – it is OK, you don't know it **yet**”.

Thank you teachers and learners everywhere,

**Victoria  
Shoemaker**

CEO - Learning Home Volunteers



# Our Mission

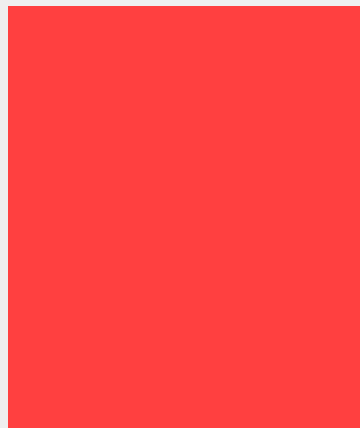


Improve educational outcomes for low-income children through early intervention.

Studies show that for the past 60 years, low-income children have not performed as well as their more affluent peers. At the end of fourth grade, low-income students are two years behind their wealthier, primarily white, peers. By the end of eighth grade this gap is three years, and by twelfth grade, these students are at the level of their white peers in eighth grade. As you can imagine, this leads to lower lifetime earnings, abbreviated job opportunities, and higher risk of poor health. And if this was not enough, “Adults in poverty are three times more likely to be arrested than those who aren’t, and people earning less than 150 percent of the federal poverty level are 15 times more likely to be charged with a felony—which, by definition, carries a longer sentence—than people earning above that threshold.”<sup>1</sup>

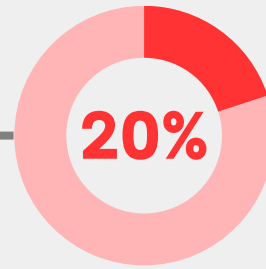
This problem doesn’t originate with our education system because the educational loss happens BEFORE the child enters school. Nationally low-income children enter school 18 months to 24 months more than the rest of the population.

1. Hayes, Tara O’Neill, and Margaret Barnhorst. “Incarceration and Poverty in the United States.” AAF, 30 June 2020, <https://www.americanactionforum.org/research/incarceration-and-poverty-in-the-united-states/>.

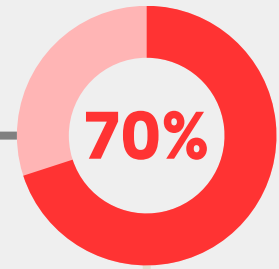


# Why is Early Learning Important?

By 2020, 65% of all U.S. jobs will require post-secondary education and training beyond high school.<sup>1</sup>

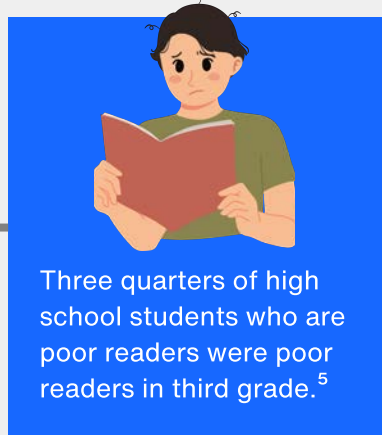
of Americans read below the level needed to earn a living wage.<sup>2</sup>




of state prison inmates are high school dropouts.<sup>3</sup>




By the time children from low income families enter kindergarten, they are 12-14 months below national norms in language and pre-reading skills.<sup>4</sup>



Three quarters of high school students who are poor readers were poor readers in third grade.<sup>5</sup>



Every high school dropout loses a quarter of a million dollars in lifetime earnings.<sup>5</sup>



Nationally, less than half of 3- and 4-year olds are enrolled in a preschool program.<sup>5</sup>

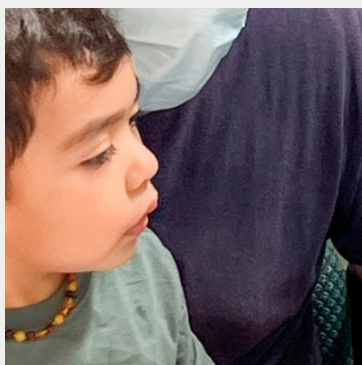


By 18 months of age, toddlers from disadvantaged families are several months behind more advantaged children in language proficiency.<sup>6</sup>

1. Carnevale, Anthony P., et al. Georgetown University, Washington, DC, 2013, pp. 15-15, Recovery: Job Growth and Education Requirements through 2020.  
 2. "Literacy Statistics." National Literacy, <https://www.thenationalliteracyinstitute.com/literacy-statistics>.  
 3. Bruce Western, Punishment and Inequality in America (New York: Russell Sage Foundation, 2006); Caroline Wolf Harlow, Education and Correctional Populations (Washington, D.C.: Bureau of Justice Statistics, 2003).  
 4. <https://www.elcndm.org/Legislative/downloads/GoodPolicySmartEconomics031310.pdf>  
 5. <https://www.aecf.org/resources/early-warning-why-reading-by-the-end-of-third-grade-matters>  
 6. Fernald A, Marchman VA, Weisleder A. SES differences in language processing skill and vocabulary are evident at 18 months. Dev Sci. 2013 Mar;16(2):234-248. doi: 10.1111/desc.12019. Epub 2012 Dec 8. PMID: 23432833; PMCID: PMC3582035.

# Families + Training + Learning Opportunities = Success

We have a unique approach. Our solution includes the parents. Our parents, with training and support, are preparing their children for school. Their goal for their child is to enter school with all the requisite skills to learn on day 1. And they are doing just that! For our second year in a row, all of our graduates have entered kindergarten ready in all 32 measures!



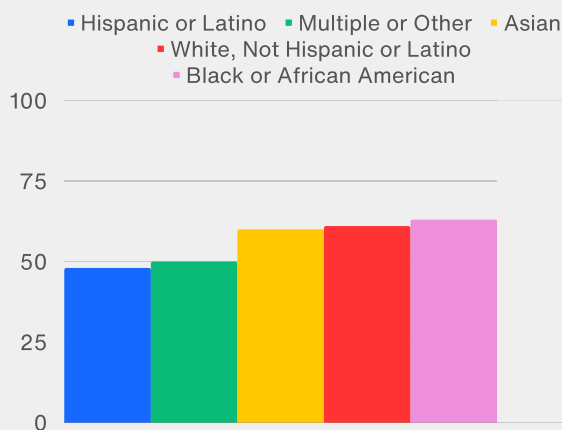
We provide training (both video and in-person) training for the parents. We provide them with the skills needed to support their child’s learning - both academic and emotional skills. At the end of their training they are ready to support: language development, literacy, numeracy, and help the child emotionally with the goal of our graduates who have mastered academic skills and are curious, self-motivated, tenacious learners excited about school.

We support them through the delivery of learning materials to explore every 3 weeks which includes books and custom learning activities for their child. We share what each learning activity is helping the child to learn and ideas for using the materials in videos in the language spoken in the home. They choose the right idea for their child and explore the materials together.

Each family has a personal connection to their family coordinator who throughout their journey and the support of educators to what for and provide any new skills or information to support the child. In addition, they are connected to a private social network with other local families going through the same journey.

### Share of 3- and 4-Year-Olds Enrolled in School, by Race & Ethnicity

Santa Clara and San Mateo Counties, 2021



Data Sources: United States Census Bureau, American Community Survey and Current Population Survey



	Kindergarten Ready	Low Income Kids	LHV Kids	
Know a few letters of the alphabet	✓	✗	✓✓	All 26! And higher! And more!
Count to 10	✓	✗	✓	
Add & Subtract small sets	Maybe	✗	✓	
Recognize own name	✓	✓	✓	
Write name	✓	Maybe	✓	9 or more!
Name 4 colors	✓	Maybe	✓✓	
Gross motor control (balance, hop, jump)	✓	✓	✓	
Fine motor control (scissors, drawing)	✓	✗	✓	
Enjoy books	Maybe	✗	✓	
Persist in problem solving	✓	Maybe	✓✓	
Love learning	Maybe	Maybe	✓✓	

In 2022, we served 59 children and 116 parents. 100% of our participants are low-income. 6% of our learners speak English at home. 92% of our families were referred to us by either health providers or another program participant. 3% of our families who had finished the program and have younger siblings have subsequently enrolled the additional child! 0% of our participants have left before their child entered kindergarten, except those that have moved out of the area.



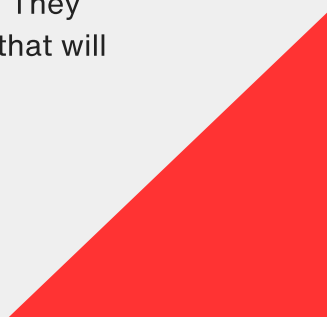
# Building Capacity Requires Helpers



In 2022, to increase our capacity, we have turned to others for help:

- We transitioned from actively looking for families to a referral only program. Most of our referrals come from health care professionals. Ravenswood Health Network and Speech Goals are two of those providers.
- To support the manufacturing of learning activities, we needed more helpers. We turned to the young people of our community through two different organizations: National Charity League and Summit Public Schools and through their help our pool of volunteers has gone from 50 to 500!
- We turned to experts to help us build a strategic plan to double the children we serve, year after year. The Thrive Alliance, an alliance of nonprofit organizations, chose us to participate in their strategic planning training. With the use of Mission Met's software, the training and the ongoing support of the Thrive Alliance, we are the proud owners of a three year strategic plan to increase the number of children we can help.

Speech Goals is the San Mateo provider of early intervention services for children ages 0 to 3 for low-income children. They work with children who have developmental issues with their speech and children with autism. They share our belief that parents are an asset in the changes and learning that will help the child in their language skills.



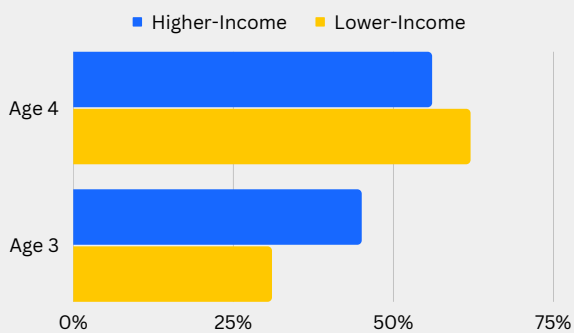


They approached us because of our learning materials and its design. The learning activities are engaging, open ended and are done with their parents – all of which provides rich opportunities for language development.

Ravenswood Health Network is a federally qualified health center serving low-income families in San Mateo County. Their facility provides healthcare, dental care, eye care, social services, and counseling. They serve 7,300 pediatric patients. Their mission is to improve the health of the community by providing culturally sensitive, primary and preventative health care to all, regardless of their ability to pay or immigration status and collaborate with community partners to address the social determinants of health. And it was with the idea of improving educational outcomes that would improve the lives of the youngest patients that a partnership was formed. They introduce parents with children ages 2 to 5 to our program and explain the benefits of entering kindergarten ready. The parent can sign their child up for our service during their well baby visit.

Share of 3- and 4-Year-Olds Enrolled in School, by Household Income Level

Santa Clara & San Mateo Counties, 2021



Data Source: United States Census Bureau, American Community Survey and Current Population

Manufacturing our learning materials is done by volunteers. One of our goals in the learning materials we send into the homes is to use materials that our parents could find in their home. Studies show that parents are more likely to repeat an activity or to extend an activity if the activity was built with things they have access to. So instead of fancy purchased materials, most of our materials are made by volunteers. We have 17 learning sessions a year each with an average of 11 activities, so for 100 families, we have to manufacture 18,700 items each year!



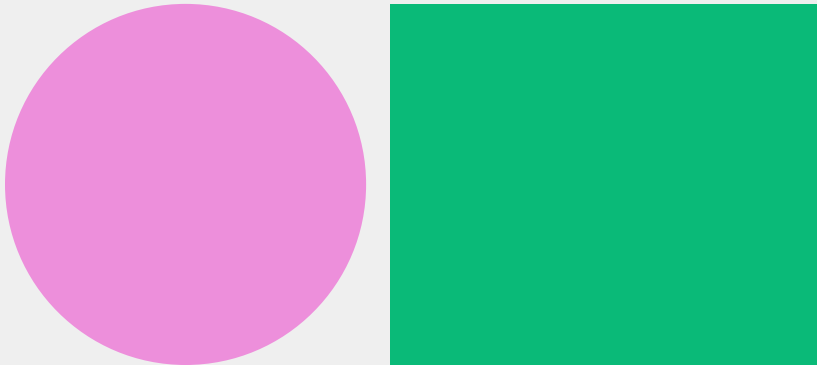
That takes a crew of people and the community has stepped forward and has supported our effort. All of our volunteers come from our community, but many of them are associated with either National Charity League. They are a national organization of mothers and their children 12 - 18 who donate their time to local organizations. Last year nationally they donated 3,000,000 hours nationally to 7,000 charities including us.

Share of Third Graders Meeting or Exceeding the English Language Arts Standard, by Race & Ethnicity and Economic Status

Santa Clara & San Mateo Counties, 2021-22

	Asian	Multiple Races	Filipino	White	Native Hawaiian or Pacific Islander	Black or African American	Hispanic or Latino	All
Economically Disadvantaged	59%	45.7%	45%	42.6%	31.9%	26.7%	20.8%	28.9%
Not Economically Disadvantaged	83.1%	77.6%	65.9%	74.1%	40.9%	45.5%	42.8%	70.7%

We have also teamed up with Summit Public Schools to be one of their expedition experiences for their high school juniors and seniors. They come to our site 3 times during the school year for a total of 240 hours per child. They have helped us with manufacturing, marketing, social media, and outreach events.



In the second half of 2022, we were selected to be part of a 20 member cohort to be trained and mentored on how to build a strategic plan by the Thrive Alliance. As part of the offering we were provided training, one on one consulting, software specifically designed to build strategic plans for non profits and one-on-one ongoing support over the 3 years. Our board, key volunteers and staff have been using the software to hit our key objectives for this year

## What's in store for 2023?

1

Double the impact from last year by doubling our enrollment to 100+ learners enrolled

2

Design and implement measures to track parent efficacy changes and program engagement

3

Double the impact from last year by doubling our enrollment to 100+ learners enrolled

4

Design and implement measures to track parent efficacy changes and program engagement



## Increasing our enrollment

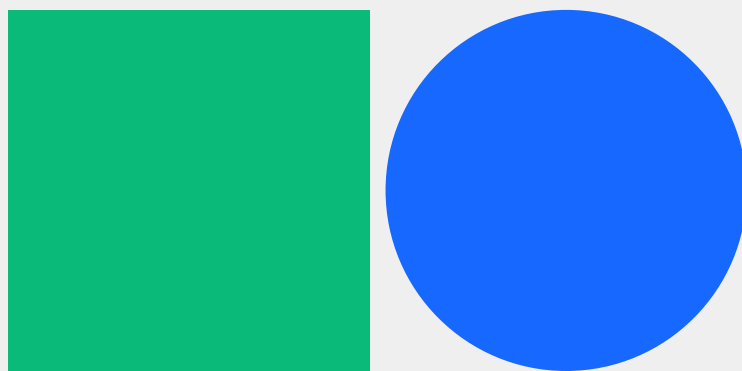
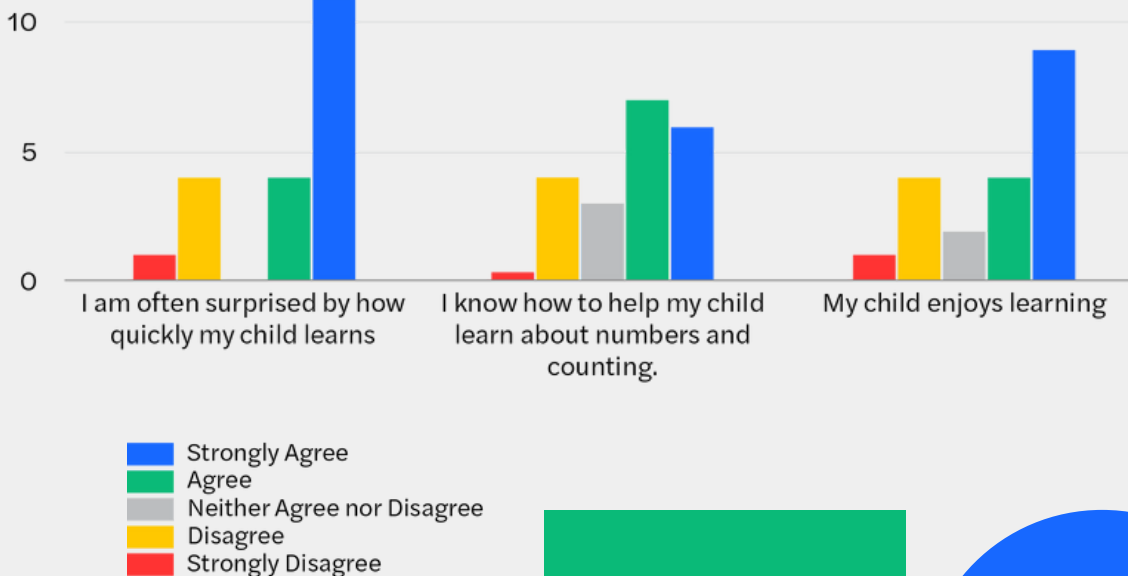
By the end of April, we will have 75 children enrolled. The families have already finished the video training and have committed to a date for in-person training. Excluding these families, we have 73 families currently working on completing their video training, so I am confident that we will meet and/or exceed our enrollment goals. We have found that this group of children that have completed their enrollment forms have a higher rate of developmental issues. In fact, 33% of them indicate their child has developmental delays and/or learning differences.

## Add Parent Efficacy Measures

Such a big part of our program is dependent on the parent’s ability to engage and support their child. We have begun capturing parent efficacy the following measures:

- Parental Self-Efficacy upon entrance into the program and exit
- Annual Parent Satisfaction

Here are some of the initial intake results:



## Add additional development assess for the children

We believe parents are great observers of change in their children. They are the perfect observer to report how their child is doing against CDC milestones. We are introducing them to the milestones, why they are important, and what to do if their child is not meeting expectations. We will then have the parent assess and report around their child's 3 and 4 birthday on the milestones for that year.

## Add a development officer

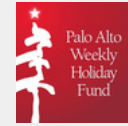
To ensure our ability to build our financial capacity to support the impact we want in the community, we will hire a full-time development officer. They will assist in raising funds from foundations and individual donors and will provide a stable stream of income as we continue to add more children to the program.

# Supporters

## Foundations



Easter Cross Association



## Corporations



Congregation Beth Am



## Individuals

Abi Karlin-Resnick  
 Alan Kushnir  
 Alison Cormack  
 Alvin Zimmerman  
 Amy Dornbusch  
 Amy Guimond  
 Anahita Mukherji  
 Andrew Lipton  
 Andrianna Pellini  
 Andy Cheng  
 Angela Weiden  
 Ann DeHovitz  
 Anne Fox  
 Barbara Persin  
 Barry Richter  
 Benita Tugia  
 Bev Friedman  
 Beverley Freidman  
 Bobbie Andreini  
 Bryce Carter  
 Cal Donsky

Camille Ehnisz  
 Carol Fischer  
 Carol Saal  
 Carol Sontag  
 Carolyn Huberman Yackowitz  
 Catherine and Mark Stern  
 Chaehyun Baek  
 Cherie Half  
 Cheryl Gold  
 Chris Witzel  
 Christopher Jones  
 Corey Martin  
 Dalia Orr  
 Darsha Davidoff  
 David Becht  
 David Elward  
 David Falconer  
 Deborah DeFilippo  
 Dennis DiMarco  
 Diane Frankle  
 Diane Stadlen

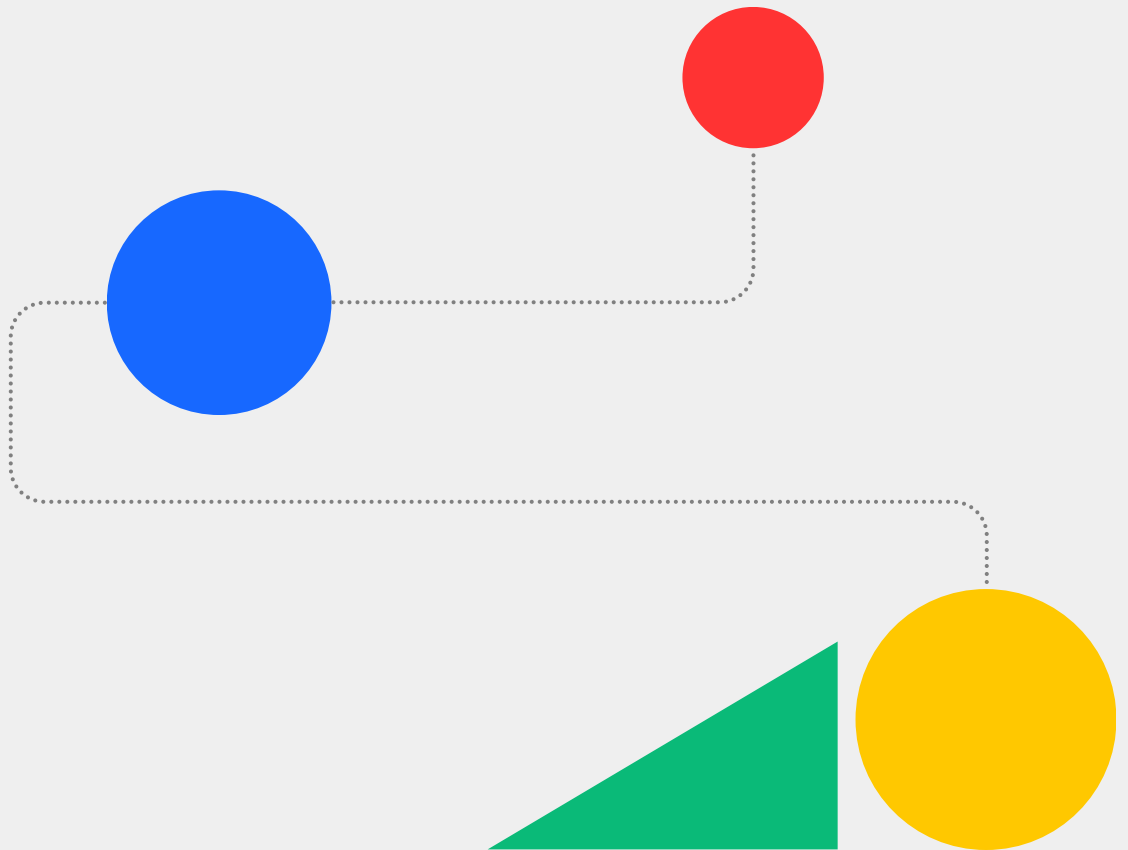
Don Drumwright  
 Donald Drumright  
 Elayne Weissler-Martello  
 Elizabeth Tyree-Taylor  
 Emily Engelking-Rappeport  
 Emily King  
 Emily Wu  
 Erica Wilson  
 Florence Steinberg  
 Gary Schaffer  
 Gayle Donsky  
 Gerald & Leona Slaton  
 Gerald Conlon  
 Geri Wilson  
 Gloria Marler  
 Gwendolyn Stritter  
 Harvey Josephson  
 Helen Bobrove  
 Helen Dornbusch  
 Hilary Chen  
 Ilene Simon

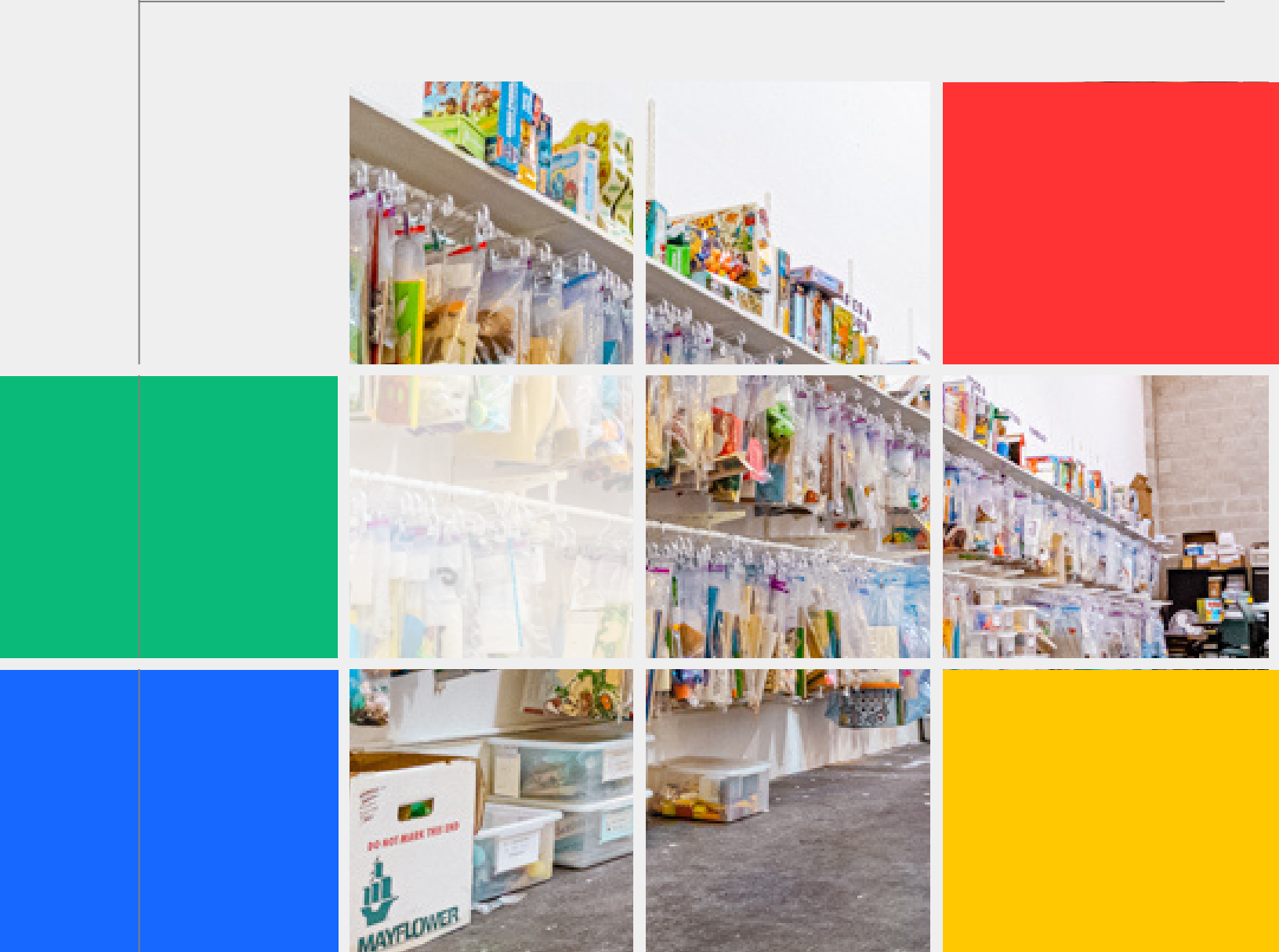


Jacques Distler  
Jami Worthington  
Jan Iltis  
Janet Schachter  
Jean Wolman  
Jeanne Gadol  
Jeff Magil  
Jeff Shore  
Jeffrey Carmel  
Joan and Mark Matteucci  
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Joan Richter  
Joanne Donsky  
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Judy Creek  
Judy Mendelsohn  
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Marlene Levenson  
Maureen Sansbury  
Michelle Glaubert  
Milind Gadekar  
Nancy Epstein  
Orna Morad  
Paz Brill  
Pazit Brill  
Peggy Kemper  
Renee Connor  
Richard Winden  
Rita Williams  
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Sandra and Gerry Moneypenny  
Sandra Korzenny  
Sandy Kraft  
Sara Santos  
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Steve Ruvolo  
Steve Saks  
Susan Block  
Susan Cheng  
Susan Creighton  
Susan Martin  
Terry Oremland  
Tina Rosenblum  
Toby Kaye  
Vidya Setlur  
Viviane Cohen  
Wyatt Anderson  
Wynne Dubuvoy







# Thank You

Want to hear news as it happens? Sign up for our newsletter and you will hear news as they happen: <https://bit.ly/3HyuRzp>

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