

**NVV: Early Learning Initiative
Logic Model**

Problem Statement: Napa County has an academic achievement gap.

Goal(s): Close Napa County's academic achievement gap through investment in early education access and quality and strengthening families.

Target Assumption(s): Serve families with **children 3-5 years old** with particular **focus on English language learner families**; serve families near the school site catchment areas & families feeding into school sites; school sites: Shearer, Phillips, Napa Junction & Calistoga.

Initiative Strategies <i>Topline strategy of Initiative</i>	Methods or Activities <i>How is this Initiative Strategy achieved?</i>	Outputs <i>What are the tangible products of our activities?</i>	Intermediate Outcomes <i>What changes do we want to see occur after that?</i>	Long-Term Outcomes <i>What changes do we hope to see over time?</i>
FAMILY- Strengthening (Initiative Component)				
Engage hard to reach families with early learning opportunities.	A1: Community based agencies with significant ties to families within the identified school catchment areas provide family liaisons to conduct outreach and communication to families to connect them with workshops and educational opportunities that provide parent information, parent education, and early education opportunities for preschool age children Focus parent education on children's emerging language and pre-literacy skills.	A1.1: Number of workshops and/or education opportunities provided by agency and by school catchment area. A1.2: Number of parents and the number of children under 6 years old served in workshops and /or education opportunities by agency & by school catchment area. A1.3: The average attendance and duration of participation in workshops/educational opportunities. A1.4: Number and type of outreach efforts conducted (events). A1.5: Number and type of outreach efforts that are beyond attending events (eg. apartment building visits, laundromats, agency waiting rooms, etc.)	A1.1: Increased number of parents/families demonstrating knowledge and behaviors that support their role as their children's first teachers. A1.2: Increased number of families who are connected to supportive networks and needed services. A1.3: Parent stay engaged in workshops/education opportunities. A1.4: Hard to reach families are enrolled in early learning opportunities.	1) Parents of targeted students demonstrate proficiency and involvement in supporting their children's learning at home, improving their own language skills, navigating the public education system, & advocating for their child's education.

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Support families' language learning through ESL classes with free, high quality child care services.	B1: Provide ESL classes for parents at/near school catchment areas that include high quality child care experiences for children while their parents attend class. Classes will provide ESL curriculum and vocabulary that will support adult learners as their own children's first teachers and to aid in the parents working with schools.	B1.1: Number of ESL classes with child care component at/near school catchment areas provided by agency and by school catchment area. B1.2: Number of parents served in ESL classes at/near school catchment areas by agency and by school catchment area. B1.3: Number of children served in child care class with ESL classes at/near school catchment areas provided by agency and by school catchment area. B1.4: The average attendance and duration of participation in ESL classes.	B1.1: Increased number of parents/families demonstrating familiarity with school system & vocabulary to assist them in working with their child's school and teachers. B1.2: Increased number of parents/families demonstrating knowledge and behaviors that support their role as their children's first teachers. B1.3: Parent stay engaged in ESL classes.	
Engage parents of preschoolers in children's early learning & transition to kindergarten.	C 1: Community based agencies with significant ties to families within the identified school catchment areas provide family liaisons to conduct outreach and communication to families to connect them with early childhood education opportunities and assist in the transition to kindergarten.	C1.1: Number of family liaisons in each school catchment area. C1.2: Number and type of outreach efforts conducted (events). C1.3: Number and type of outreach efforts that are beyond attending events (eg. apartment building visits, laundromats, agency waiting rooms, etc.) C1.4: Number of families reached in outreach efforts/activities. C1.5: Number and type of kindergarten transition activities in each school catchment area. C1.6: Number of parents/children attending kinder- transition activities in each school catchment area.	C1.1: Families and children are prepared for kindergarten and have a successful kindergarten transition. C1.2: Participating schools demonstrate openness to working with families.	

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CHILD- Access (Initiative Component)				
Increase high quality preschool availability for target population.	D1: Create new preschool classrooms/slots that target the provision of services to low-income English language learners in the four school catchment areas. Classroom/slots provide 1/2 day program for a minimum of 9 months.	D1.1: Number of additional slots in preschool classrooms serving low-income English language learning children going into the school catchment areas (1/2 day programs for minimum of 9 months). D1.2: Number of children that participate in those 1/2 day programs that are going into the school catchment areas. D1.3: Average attendance and duration of participation of children in preschool slots.	D1.1: English language learning children participate in new preschool slots. D1.2: English language learning children make gains both socially and academically in preparation for kindergarten.	1) Targeted students enter kindergarten socially and academically prepared.
Provide high quality summer bridge experience for incoming kindergarteners.	E1: Provide 3-4 week summer programs staffed by kindergarten teachers to support the transition into kindergarten for children with little or no formal preschool experience. Curriculum will include parent participation/education as part of the summer program. Additional resources should be used to support language development with English language learners (children and parents).	E1.1: Number of summer bridge classes offered to children/parents going into school catchment areas. E1.2: Number of parents that attend summer bridge classes. E1.3: Number of children that attend summer bridge classes going into school catchment areas. E1.4: The average attendance and duration of participation in the program for children and parents. E1.5: Number of summer bridge programs that offer additional resources that support language development for English language learners (include what those "additional resources" are).	E1.1: All participating children demonstrate an increase in kindergarten academic readiness skills. E1.2: Parents demonstrate proficiency and involvement in supporting their children's learning at home, navigating the public education system, and advocating for their child's education.	

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PROVIDER- Quality (Initiative Component)				
Support providers to ensure high quality preschool experiences for all children in preschools serving the school catchment areas.	F1: For all preschools and early childhood programs serving a majority of children in the school catchment area, provide coaching and professional development with an emphasis on oral language development, dual language support, and social/emotional development and learning.	F1.1: Number of providers receiving coaching and professional development within each school catchment site. F1.2: Number of dual language support specific trainings provided. F1.3: Number of providers that attend dual language support specific trainings.	F1.1: Increased professional development of teachers and increased competency in working with dual language learners. F1.2: Number of language policies in place that support dual language learners and their families.	1) Early childhood programs serving low-income dual language learning children in target areas are providing high quality preschool experiences.
SYSTEM- Change (Initiative Component)				
Ensure coordination and integration of services for children and families participating in NVV's early learning initiative.	G1: Define specific activities or services to be provided at each of the four participating school communities for eligible families. G2: Establish system for promoting regular communication and collaborative working relationships within each of the four school communities (School Site Teams). G3: Establish system for promoting regular communication and shared learning among the four participating school communities (Catchment Area	G1.1: Number of scopes of work for participating community organizations - or- Requests for Proposals for Initiative Strategy. G1.2: Evaluation plan for Initiative. G1.3: Evaluation plans for individual programs. G2.1: Brief on system of communication and collaborative working relationships. (meeting schedule; agendas). G2.2: School Site Teams created at each school catchment site. G3.1: Brief on system of communication and shared learning. (meeting schedule; agendas)	G1: Scopes of work for participating community organizations -and/or- Requests for Proposals for Initiative Strategy have been developed and align with overall Initiative evaluation. G2, G3 & G4: School Site Teams and Catchment Area Collaborative report that school sites function effectively to support ongoing planning and implementation of the Initiative on their sites. G2 & G3: Participating schools demonstrate openness to working with families.	1) A local system is instituted to support early learning activities for young children and their families in selected communities of Napa County.

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	<p>Collaborative).</p> <p>G4: Establish mechanism for providing regular feedback to all participants about ongoing Initiative progress.</p> <p>G5: Establish system/Collaborative for exchange of initiative information/progress and maintain comprehensive and integrated guidance on initiative. (NVV Initiative Collaborative)</p> <p>G6: Advising NVV about any grantmaking adjustments to the Initiative which might be warranted.</p>	<p>G3.2: Catchment Area Collaborative created. (meeting schedule; agenda)</p> <p>G4: Brief on mechanism for providing Initiative progress feedback to grantees; School Site Teams and Catchment Area Collaborative between meetings.</p> <p>G5: NVV Initiative Collaborative created with key NVV initiative community partners.</p> <p>G6: No output</p>	<p>G5: NVV Initiative Collaborative report engagement in group and an understanding of program implementation to enable group to maintain comprehensive goals of initiative.</p>	