

Jackson County United Way 4Community2 Implementation Grant

Jackson County Successful Schools

IaUW Member

Jackson County United Way

Jackson County 4Community2 Partners

Cummins, Inc.

Greater Seymour Chamber of Commerce

Community Foundation of Jackson County

Jackson County United Way

Fiscal Agent

Jackson County United Way

Amount Requested

\$86,100

Methodology

Early in 2008, the 4Community2 Partners reviewed the previous 4Community Grant and other community needs assessments and identified four potential areas to address: Child Care, Financial Literacy/Financial Education, Public Transportation, and School Readiness. The 4Community2 Partners contracted with Triple Impact, LLC, to conduct a series of focus groups with key community leaders throughout Jackson County to obtain their opinions of these four areas. Five focus groups were held in Brownstown, Crothersville, Medora and Seymour (2 groups).

While all groups felt each of the four issues had merit, School Readiness generated the most interest, could achieve measurable outcomes, and could be sustained after the IaUW grant.

An Implementation Group was established, consisting of representatives from each of the four county school corporations (Brownstown Central Community School Corporation, Crothersville Community Schools, Medora Community School Corporation, Seymour Community Schools), Healthy Families, READ Jackson County, Child Care Network, Centerstone (formerly Quinco), Head Start, WIC, Mental Health America, and the Jackson County Public Library. For the first time, these key stakeholders in early childhood education were meeting together to discuss how to ensure that all Jackson County students are ready to enter Kindergarten. The group reviewed statistics related to early childhood education, program models, and discussed implementation strategies to develop this plan. The result is the establishment of a new initiative – Jackson County Successful Schools.

Jackson County Successful Schools

As the Implementation Group discussed the issue of School Readiness and Early Childhood Education, the idea of an on-going coalition to monitor and sustain such programs met with enthusiastic support. The foundation for “Jackson County Successful Schools” was created. This

group, with the support and leadership of the four school corporations will also involve a wide range of partners and resources including, but not limited to:

- Brownstown Central Community School Corporation
- Catholic Charities
- Centerstone
- Child Care Network, Inc
- Child Care Providers
- Community Foundation of Jackson County
- Community Health Center of Jackson County
- Crothersville Community Schools
- Cummins, Inc.
- Greater Seymour Chamber of Commerce
- Head Start
- Healthy Families (Parents As Teachers)
- Ivy Tech Community College
- Jackson County Public Library
- Jackson County United Way
- La Paz de Cristo
- Medora Community School Corporation
- Mental Health America
- Parents
- Schneck Medical Center
- Seymour Community Schools
- READ Jackson County
- The Villages (Bright from the Start)
- WIC

Community Condition

“Readiness to succeed in school means that children enter Kindergarten developmentally on track in the areas of literacy and in social, emotional and cognitive skills.” *Source: Goals for the Common Good: The United Way Challenge to America.*

There have been a number of studies which show the advantages to early childhood education:

- Studies with Head Start programs throughout the United States have shown that students entering kindergarten and first grade had higher IQ scores and fewer social/behavioral problems. Head Start kids were also more likely to pick up material quickly.
- A longitudinal study of participants in a Chicago public schools program serving Pre-K through third grade students reported that at age 24, program participants had acquired more education and were less likely to commit crimes than those who did not receive the same level of service. *Source: "Effects of a School-Based, Early Childhood Intervention on Adult Health and Well-being" a 19-year follow-up report of an ongoing study of Chicago's Child-Parent Center program, which appeared in the August, 2007 issue of the Archives of Pediatrics and Adolescent Medicine.*
- The High/Scope Educational Research Foundation tracked a group of 123 students from age 3 or 4 through age 27 who were living in poverty at the start of the study. The study showed that, among other things:

- By age 27, more than a third of the children who attended the Perry program owned their own homes, compared with 7 percent of the control group.
- Four times as many Perry students were earning at least \$2,000 a month compared with the control group.
- Two-thirds of the former Perry kids graduated from high school on time, compared with less than half of the control group.
- Only 15 percent of the Perry kids required special-education services, compared with more than a third of the control group.
- The Perry group was also less likely to receive welfare or be arrested for a crime, and the women were five times as likely to be married and less likely to have out-of-wedlock births.
- The Abecedarian Early Childhood Intervention Project began in the 1970s at the FPG Child Development Institute at the University of North Carolina at Chapel Hill. A recent benefit-cost analysis of the long-running research program concluded that taxpayers can expect four dollars in benefits for every dollar spent on high-quality early education programs. Other major findings include:
 - Children who participated in the early intervention program had higher cognitive test scores from the toddler years to age 21.
 - Academic achievement in both reading and math was higher from the primary grades through young adulthood.
 - Intervention children completed more years of education and were more likely to attend a four-year college.
 - Intervention children were older, on average, when their first child was born.
 - Enhanced language development appears to have been instrumental in raising cognitive test scores.
 - Mothers whose children participated in the program achieved higher educational and employment status than mothers whose children were not in the program. These results were especially pronounced for teen mothers.

Using 2000 and 2006 data from the Center for Urban Policy and the Environment's Assets and Needs Data for Indiana (ANDI), Indiana Youth Institute, the Indiana Department of Education, and Child Care Network, the Jackson County 4Community2 Implementation Group found:

- The percent of 10th graders passing the GQE Math Standard decreased from 71% to 57%
- The percent of 10th graders passing the GQE Language Standard decreased from 76% to 62%
- The number of public school dropouts increased from 57 to 80
- There are only two licensed child care centers in the county (both are Head Start programs)
- The number of licensed child care homes decreased from 44 to 30
- The number of licensed child care spaces per 100 children decreased from 21 to 14
- Approximately 35% of Jackson County children ages 3-5 participate in some form of structured day care
- The literacy rate of Jackson County's general population is 47%
- There are a number of existing programs in Jackson County which can address the issue of School Readiness if they can be expanded within a comprehensive approach
- There is a significant willingness of those involved in Early Childhood Education to work together to address this issue as "Jackson County Successful Schools"

Program Components

Jump Start to School Success

Jump Start to School Success, a three-week early childhood education program, will be implemented in each public school district in Jackson County beginning in the summer of 2009.

During the morning program, licensed, experienced teachers will focus on developing school readiness skills (separation from parent, following directions, classroom behavior, etc.) and basic skills (counting, colors, shapes, letters, etc.). When possible, Kindergarten teachers will serve as instructors for the Jump Start program in their own schools, allowing for a smooth transition.

The program will provide social interaction for both children and their parents and will introduce the Kindergarten structure, assisting in the transition to half-day or full-day instruction.

Jump Start to School Success also provides an opportunity to introduce and promote “Family Literacy.” One morning each week, parents and siblings will be encouraged to join their children in activities designed to improve both child and adult literacy. There will also be an ESL (English as a Second Language) component.

While at-risk children will be identified at Kindergarten Round-ups, the programs would be open to all children during the summer before entering Kindergarten, provided there is space available. There will be 25 children per site and the programs will be scheduled to coincide with other summer school programs for better transportation coordination.

Child Care Network will serve as the “lead agency” for Jump Start to School Success and will develop the curriculum and provide the service in the county schools, or will work with schools to implement the program. Child Care Network received Jackson County United Way Impact funds to implement the program in the Crothersville Community Schools for the summer, 2009.

Cost

The cost to operate one Jump Start to School Success site (not including transportation costs) is approximately \$6,320

Teachers (2 x 15 sessions x 4 hours @ \$30 + \$100 mileage + \$100 set up)	\$4,000
Assistant/Bus Monitor	\$675
Classroom Snacks (15 sessions x 25 children @ \$0.75)	\$285
Classroom supplies	\$400
Family Literacy component	\$1,300
Administrative Costs – Personnel (30 hours @ \$25)	\$750
Administrative Costs – Other	\$250
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Total	\$7,660

Expected Measurable Outcomes

- 100% of the children who attend regularly will improve school readiness skills
- 50% of the children who attend regularly will improve their basic skills

Outcome Measurements

- Pre and post evaluations of each child will be recorded by the teachers.
- Kindergarten teachers will be asked to compare (generally) the Class of 2009 to prior classes and comment on their school readiness skills

- Jackson County Kindergarten “Power Standards” will be used as a measurement in the future

Sustainability

School corporations will be asked to cover some costs in the first year and more costs in the second year in order to work toward maintaining the program in subsequent years. School corporations can use Title 1 funds for at-risk students and, as positive results are demonstrated, it will become easier for school districts to allocate funding for this program. Classroom and furniture costs will be provided in kind by each corporation. Transportation might be provided by school corporations if the programs are scheduled in conjunction with other summer school programs.

Standards for Kindergarten Readiness

This program component includes both the establishment of county-wide standards for Kindergarten readiness as well as the communication of these standards to parents, caregivers and child care providers so that everyone in the county knows the skills pre-schoolers need in order to succeed in school.

While there are state-mandated academic standards for school readiness, these standards are not easy for parents or child care providers to understand. Kindergarten teachers from the four school districts involved in Jackson County Successful Schools will work together to establish “power standards” for Kindergarten readiness. This effort will be facilitated by a member of Jackson County Successful Schools.

Child Care Network and Healthy Families will partner in leading this effort in collaboration with the four corporations in Jackson County.

A formal marketing plan will be developed in order to fully communicate the Kindergarten standards. This marketing plan will be developed by Jackson County Successful Schools in with the assistance of a marketing consultant.

Kindergarten standards will be communicated to:

- Parents
- Child Care Providers
 - Home Care Providers (licensed and non-licensed)
 - Licensed centers
 - Preschools
 - Child Care ministries
- Family/Friend caregivers

Methods of communicating Kindergarten standards will include:

- Open communication meetings between kindergarten teachers, preschool teachers and child care providers to share information and recognize the role each plays in Early Childhood Education
- A video about the standards which can be played in waiting rooms (i.e. doctor’s offices, Community Health Center, WIC, Healthy Families) and at events
- Printed materials
- Participation in various community events where parents and children regularly gather such as Kid Fest
- Parents as Teachers (PAT)

- PAT is a national program that focuses on book sharing and parent-child activities at each visit. Parents are also instructed on brain development and encouraging early learning opportunities for children. Healthy Families currently has five parent educators trained in the Birth-3 year old curriculum. The existing program would be expanded by training staff in the 3 year to K program. The cost would include training, travel, and curriculum expenses for those staff. The Villages would pay staff salaries for the week they are in training plus take on responsibility for their annual recertification fees while they are employed with The Villages.
- Jackson County Successful Schools would contract with the Healthy Family Parent Educators to conduct:
 - four group meetings per year for parents of pre-schoolers (plus the costs of supplies/materials)
 - four visits per year to 15 child care providers to train them on activities they can do to prepare pre-schoolers in their care for Kindergarten (plus the costs of supplies/materials)
- Bright from the Start
 - The mission of New Directions Institute for Infant Brain Development (NDI) is to provide parents and caregivers with training and tools to help every infant, toddler and pre-schooler in Arizona develop a healthy brain and enter school ready to learn. The Villages has a staff member who has been trained by NDI in the Bright from the Start principles and could conduct training for parents and child care providers on a contractual basis. We will work with PTO's, and civic and professional groups to cover costs of presentations.
- Countdown to Kindergarten, Success by 6
 - Use components of these two programs to create materials, website, etc. for parents to help them prepare their children for Kindergarten

Cost

Selecting key “power standards” for Kindergarten – facilitator	\$2,500
Selecting key “power standards” for Kindergarten – teacher stipends	\$2,000
Marketing Communication Plan (consultant, video, printed materials, website, banner, etc.)	\$10,000
PAT Parent Educator Training – 4 @ \$775	\$3,100
PAT Training – Child Care Providers (2 staff x 30 15 providers @ \$20 x 4/year)	\$2,400
PAT Training - Group activities for Parents (2 staff x 3 hrs @ \$20 x 4/year)	\$480
PAT Incentives	\$5,000
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Total	\$25,480

Expected Measurable Outcomes

- Kindergarten “power standards” are developed
- PAT Parent Educators are trained

- Parents can identify 75% of the “power standards”
- Child care providers can identify 90% of the “power standards”

Outcome Measurements

- Kindergarten “power standards” are adopted by all Kindergarten teachers in the four districts
- PAT parent educators provide training to 15 child care providers four times per year; pre- and post- test indicate increased knowledge
- Self-reporting by child care providers using the materials provided by PAT parent educators
- PAT parent educators provide training to 10 parents at four sessions each year; pre- and post-test indicate increased knowledge
- Self-reporting by parents using the materials/incentives provide by PAT parent educators

Sustainability

- Establishing Kindergarten “power standards” does not involve costs outside of staff time which would be covered by school corporations
- Establishment of a Marketing Plan, creating the video, and purchasing a Jackson County Successful Schools banner would be one-time expenses covered by the grant
- Printed material and incentives would be annual expenses which would need to be covered by Jackson County Successful Schools’ partners. We will seek sponsorships and grants for incentives. Printed materials would initially be paid for through the 4Community2 grant but reprinting of materials would be covered by the partners. For instance, Kindergarten readiness standards would be incorporated into existing printed materials used by the Jackson County Successful Schools partners (i.e. Jackson County Public Library, Child Care Network, READ Jackson County).
- Training of PAT Parent Educators is one time expense which would be covered by the 4Community2 grant. Ongoing recertification would be covered by Healthy Families/The Villages. Although if attrition occurs, Healthy Families is aware of the need to budget an appropriate amount of training expense to maintain program standards but acknowledges this can only be done within the parameters of their grant funding as allowed.

Early Learning Trails

Early Learning Trails are an easy-to-install and easy-to-use set of fun, physical learning activities where parents or other caregivers can play with young children at any outdoor setting. The trails create opportunities for parents to teach their children shapes, letters, colors and numbers while they play. Trails will be installed during the Jackson County United Way’s 2009 Day of Caring in Seymour Park & Recreation Department and other local park facilities and at each elementary school playground in the county which requests one. Other possible locations include Head Start and larger day care locations. Trails will provide a stronger connection to early learning and would increase the use of local parks.

Cost

The majority of the costs of installing signage for the early Learning Trails will be covered by Jackson County United Way and the Day of Caring project. \$2,970 will be allocated from this grant to support trails not sponsored by local groups.

Expected Measurable Outcomes

- Knowing letters in the alphabet
- Counting 1-10
- Knowing basic shapes
- Parents learn how to play and educate their children, through every day play.

Outcome Measurements

- Trail locations will monitor activity and report to Jackson County Successful Schools

Sustainability

Once Early Learning Trails are installed at locations throughout the county, maintenance of the trails will be covered by the individual locations and through corporate sponsorships and future Day of Caring projects. We anticipate the trails will need maintenance after three to five years.

Family Preschool

Family Preschool was established at Brown Elementary (Seymour Community Schools) as a result of the initial 4Community grant. The program operates three days per week for three hours per day during the school year. The maximum enrollment is 15 and for the 2008-09 there is a sizeable waiting list (for the first time).

Cost to parents is \$20 per week but can be reduced to \$10 per week (if financially eligible) and even lowered to \$5 per week (if a family member volunteers at the preschool). Financial eligibility is determined by “mirror programs” such as eligibility for WIC or Hoosier Healthwise

Family Preschool currently provides English as a Second Language (ESL) classes during preschool time.

Child Care Network operates this program through a three-year grant from Jackson County United Way’s Impact Program. Family Preschool at Brown Elementary is in the second year (2008-09 school year) of a three year grant. Funds from this 4C2 grant will be used to expand the program to Jackson Elementary School.

Cost

Teacher – 95 sessions / 4 hours per session @ \$25 per hour + \$250 (registration and 4 family events)	\$9,750
Classroom Assistant – 95 sessions / 3 hours per session @ \$8 per hour	\$2,280
Bilingual Assistant – 34 sessions / 3 hours per session @ \$12 per hour / \$125 (registration night and 4 family events)	\$1,350
Classroom Supplies / snacks	\$800
Family Event Supplies – \$100 per event	\$400
Admin, Personnel – 180 hours / program development, supervision, collecting fees, writing reports, etc.	\$4,500
Admin, Other – Insurance, admin supplies, advertisement, background checks, etc.	\$450
Income (parent fees)	-\$2,500
<hr/> Total	<hr/> \$17,030

Expected Measurable Outcomes

- 100% of the parents whose child attends 30 days or more will attend one Family Preschool Family Event.
- 100% of the children who attend more than 30 days will improve their school readiness skills and classroom behavior.
- 90% of the parents whose child attends 45 days or more will value the services of Family Preschool.
- At least one Spanish-speaking child who attends Family Preschool will be capable of entering kindergarten without attending ESL classes at Jackson School.

Outcome Measurements

- Family Event Attendance (2007-08 Results)
 - 95% of the parents whose child attended 30 days or more attended at least one Family Event; the parent of a child who attended three months did not attend a Family Event due to his work schedule.
 - Six of the eleven children's parents (who attended from September through May) attended all Family Events
 - Parents of all students attending in May attended the May Family Event.
- School Readiness Skills
 - The increase of basic skills knowledge is determined by pre and post- test results
 - The children's social skills/classroom behavior improvement is by observations of the preschool staff and Brown School personnel.
- Parents value Family Preschool services (2007-08 Results)
 - As some parents were unable to read, a written survey was not distributed. However, two parents volunteered to assist in the Family Preschool classroom during 2008-09 as they expressed (repeatedly) their appreciation of the program. One parent employed by Cummins in Columbus designated his United Way pledge to Child Care Network, Inc. to support Family Preschool.
- Language Skills (2007-08 Results)
 - Two Spanish-speaking children attending Family Preschool were evaluated capable of understanding/speaking English well enough to attend a traditional kindergarten class. However, Seymour Community Schools elected to provide ESL services at Brown Elementary School. Therefore, all Spanish-speaking children were directed into an ESL program (2 at Jackson or 2 at Brown Elementary School).

Sustainability

Child Care Network is currently developing a business plan to sustain Family Preschool past the 2009-10 school year. This could include developing one or more income-generating preschools which would sustain one or more sliding fee preschools.

Child Care

Increasing the quality of child care services in Jackson County will support the School Readiness programs of Jackson County Successful Schools. There are currently only two licensed child care centers in Jackson County, both Head Start programs with significant waiting lists. Establishing a licensed child care facility which does not have income limitations would affect the county's economic development as well as provide a safe, affordable and convenient

location for high school students who have children. Currently, the Jackson County Education Center has 48 students in the alternative school; five are pregnant and six have children under age 3. There are other high school age parents who are not completing their education due to lack of child care services.

The community’s long-term goal is to establish a licensed child care center in partnership with the Jackson County Education Center and Schneck Medical Center, and operated by a contracted licensed child care center. This would provide child care for faculty, staff and students of the school corporations, and hospital employees and medical staff. In order to provide equitable services to all areas of the county, a licensed child care center established in Seymour would be available to faculty, staff and students in other school corporations in the county.

Because the establishment of a licensed day care center with the current grant funds available is not practical at this point, we plan to implement a “pilot project” which would help us gauge community need and plan for the future. This pilot project would be located at the Jackson County Education Center (JCEC) and would be available to any student enrolled in a JCEC program. Five slots would be available – 2 for Seymour Community Schools and one each for the Brownstown, Crothersville and Medora corporations. A feasibility study would then be conducted to determine the community need, potential partners, financing and fund raising, and to create a business plan for long-term sustainability.

Cost

Start-up equipment for Certified Child Care Center at JCEC	\$8,000
Feasibility study for licensed child care center	\$6,220
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Total	\$14,220

Expected Measurable Outcomes

- Children of five JCEC students enrolled in child care
- Enrolled high school students complete their GED or receive diploma
- Feasibility study/business plan completed

Outcome Measurements

- Track weekly enrollment
- Track graduation/GED completion
- Submission of feasibility study/business plan to Jackson County Successful Schools

Sustainability

The feasibility study would determine the sustainability of a certified or licensed child care center.

Jackson County Successful Schools Budget

2009 Jump Start to School Success (\$7,660 x 10 schools)	\$76,600
Kindergarten Power Standards (Establishment and Communication)	\$25,480
Early Learning Trails	\$2,970
Family Preschool	\$17,030
Child Care	\$14,220
2010 Jump Start to School Success	\$35,900
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Total	\$172,200

4community2 Logic Model Worksheet

___ Resource Development Plan OR X Community Initiative Plan

United Way Name: Jackson County United Way

<p>Inputs Money, Staff, Volunteers, Equipment, Supplies</p>	<p>Activities Training, Education, Mentoring, Classes Prepared</p>	<p>Outputs Classes taught, Materials distributed, Hours of service, Participants served</p>	<p>Outcomes* New knowledge, Increased skills, Changed attitudes or values, Modified behavior</p>
<p>Jump Start to School Success Three week program in 10 elementary schools for children entering Kindergarten. Two teachers and one assistant per site. Snacks and classroom supplies. Family Literacy component provided by READ Jackson County.</p>	<p>Education to develop school readiness (i.e. separation from parent, following directions, classroom behavior) and basic (i.e. counting, colors, shapes, letters) skills.</p>	<p>10 programs x 3 hours per day x 3 days per week x 3 weeks = 270 hours of service 10 programs x 25 children per program = 250 children served</p>	<p>I – 100% of the children who attend regularly will improve school readiness skills I – 50% of the children who attend regularly will improve basic skills Pre and post evaluations of each child will be recorded by the teachers. Kindergarten teachers will be asked to compare (generally) the Class of 2009-10 to prior classes and comment on their school readiness skills</p>
<p>Kindergarten Power Standards Kindergarten teachers from each of the four school corporations with a facilitator to lead the process.</p>	<p>Gather existing state and individual school standards. Meet to discuss existing standards and agree upon county-wide “power standards.”</p>	<p>One facilitator, 19 Kindergarten teachers = 20 hours of service.</p>	<p>I – 100% of public schools in county adopt the key “power standards” LT – An increased and continuing collaboration among public schools in the county on common issues.</p>
<p>Kindergarten teachers, preschool teachers and child care providers</p>	<p>Open communication meetings to share information and</p>	<p>One meeting per year, 19 Kindergarten teachers, 5</p>	<p>I – Kindergarten teachers, preschool teachers and child</p>

<p align="center">Inputs</p> <p>Money, Staff, Volunteers, Equipment, Supplies</p>	<p align="center">Activities</p> <p>Training, Education, Mentoring, Classes Prepared</p>	<p align="center">Outputs</p> <p>Classes taught, Materials distributed, Hours of service, Participants served</p>	<p align="center">Outcomes*</p> <p>New knowledge, Increased skills, Changed attitudes or values, Modified behavior</p>
	<p>recognize the role each plays in Early Childhood Education.</p>	<p>preschool teachers, 10 child care providers = 34 hours</p> <p>Skills of children entering Kindergarten are measured against power standards</p>	<p>care providers understand the role each plays in early childhood education</p> <p>In – An understanding and “buy-in” to the key “power standards” by all involved.</p> <p>LT – All children entering Kindergarten will be prepared for learning</p> <p>LT – An increased and continuing collaboration among early childhood educators in the county on common issues.</p> <p>LT – Reliable data which proves the benefit of early childhood education.</p>
<p>All Jackson County Successful Schools’ partners</p>	<p>Printed materials, video, participation in local community events</p>	<p>Video – located at five agencies (i.e. Community Health Center, WIC, Healthy Families) for viewing by clients awaiting services</p> <p>Printed materials – available at agencies, schools, day care providers and libraries throughout the county and at community events (i.e. Kids Fest)</p>	<p>In – Parents understand the skills necessary for success in Kindergarten</p> <p>LT – All children entering Kindergarten will be prepared for learning</p>

Inputs Money, Staff, Volunteers, Equipment, Supplies	Activities Training, Education, Mentoring, Classes Prepared	Outputs Classes taught, Materials distributed, Hours of service, Participants served	Outcomes* New knowledge, Increased skills, Changed attitudes or values, Modified behavior
4 Healthy Families staff trained as “Parents as Teachers” parent educators	One week training	4 parent educators x 8 hours x 5 days = 160 hours	I – Parent Educators are trained
Parent Educators	Training for parents/children in “Parents as Teachers” Training/mentoring program for day care providers	10 parents x 3 hours x 4 programs per year = 120 hours 15 providers x 2 hours x 4 programs per year = 120 hours	I – Parents and providers understand the skills necessary for success in Kindergarten and how they can teach children these skills LT – All children entering Kindergarten will be prepared for learning
Early Learning Trails Day of Caring volunteers and Jackson County United Way	Trails built at parks, elementary school playgrounds, Head Start and larger day care locations.	5 trails x 5 volunteers x 8 hours = 200 hours 5 trails x 10 families x 12 months = 600 families	I – Learn the alphabet I – Count 1-10 I – Learn basic shapes LT – Parents learn how to play and educate their children, through every day play.
Family Preschool Preschool teachers and assistants	Preschool education during the school year.	15 children x 3 hours per day x 3 days per week x 33 weeks = 4,455 hours	I - 100% of the parents whose child attends 30 days or more will attend one Family Preschool Family Event. I - 100% of the children who attend more than 30 days will improve their school readiness skills and classroom behavior. I n- 90% of the parents whose child attends 45 days or more will value the services of Family Preschool.

Inputs Money, Staff, Volunteers, Equipment, Supplies	Activities Training, Education, Mentoring, Classes Prepared	Outputs Classes taught, Materials distributed, Hours of service, Participants served	Outcomes* New knowledge, Increased skills, Changed attitudes or values, Modified behavior
			I - At least one Spanish-speaking child who attends Family Preschool will be capable of entering kindergarten without attending ESL classes.
Certified Child Care Facility at JCEC Jackson County Education Center (JCEC) staff Child Care Network Consultant	Professional child care Feasibility study/business plan for licensed child care facility	5 children x 8 hours per day x 5 days per week x 33 weeks = 6,600 hours	I – Child Care services provided to high school students In – Enrolled high school students complete their GED or receive diploma LT – Feasibility study/business plan competed for licensed child care center

***I = Initial**

In = Intermediate

LT = Long-Term