REL West Sacramento County Partnership for Joyful Literacy in PreK-First Grade Logic Model

Long-Term **Partnership Needs** Partnership **Partnership** Short-Term **Medium-Term** and Purpose Activities Outcomes **Outcomes Outcomes** Training and coaching This partnership concentrates Training and coaching around ──► Increased LEA and Sustained engagement LEA and school materials (for example, on reducing underperformance evidence-based early literacy school staff knowledge among SCOE staff in staff implement in third grade literacy among tools, inquiry cycles, and slide decks, handouts, and understanding of supporting LEAs in comprehensive, facilitators' guides) for students of color, among English continuous improvement comprehensive, evidencecontinuous improvement evidence-based, SCOE to replicate an learner (EL) students, and among based, and culturally efforts focused on and culturally established continuous economically disadvantaged stuearly literacy systems sustaining early sustaining early dents in a group of local educaimprovement process literacy instructional, and practices literacy instructional, to help LEAs implement, tion agencies (LEAs) collaboratleadership, and family leadership, and family scale, and sustain practices ing with the Sacramento County engagement practices engagement practices Office of Education (SCOE) in Sustained engagement California. Recent California among LEA staff state test scores show significant across Sacramento Toolkit with resources Develop and pilot a toolkit Increased LEA and achievement gaps in third grade. County in continuous for formative feedback (including instructional school staff capacity In addition, recent statewide Enimprovement efforts materials, videos, web and refinement in early to use the evidenceglish language proficiency assessfocused on early literacy literacy instruction content, templates, based materials in the ment results show that over half systems and practices and family engagement toolkit to improve early (54 percent) of SCUSD's 5,500 materials) that SCOE can literacy instructional, Improved student EL-identified students are not literacy performance, as use to support LEAs and leadership, and family making progress toward English engagement practices measured by local LEA schools to successfully language proficiency. early literacy assessments implement evidencebased early literacy Improved English ►Increased understanding instructional, leadership, language development **Inputs** among SCOE partners and family engagement performance among and participating LEAs practices third grade EL students of how to implement • SCOE staff expertise, on the English Language evidence-based early contextual knowledge, **Proficiency Assessments** Infographics, blog Dissemination of new resources literacy instructional, and buy-in for California (ELPAC) on comprehensive, evidenceseries, webinars, and leadership, and family • SCOE program resources: based early literacy practices, conference presentations engagement practices Sacramento Consortium the teaching and learning cycle, for SCOE and REL West to and how to support **Empowering Early Educators** partnership activities, the disseminate findings from their implementation (SacE3, a grant-funded group), toolkit, and other resources partnership activities and **Early Literacy Support** the finalized toolkit Block (ELSB) Grant funding, **Early Education Teacher Development Grant funding** • SCOE investments in educator professional learning and

support for administratorsREL West expertise in

professional learning,

applied research, and dissemination

language and literacy content,

curriculum design, training, coaching, technical support,



RELWest