Child Care Resource and Referral (CCR&R) Logic Model

Customers Inputs **Strategies Outputs** Research/Data **Data and Evaluation** • Demographic data **Public Awareness &** Need/usage data Data Collection, Analysis, Academic/field research **Families** and Dissemination Community input **Resources/Materials** Evaluation info **Early Care and Consumer Education Education (ECE)** Standards/Guidelines & Referral and School Age Best Practice (CER) Outreach standards Care (SAC) Statewide guidelines **Programs** Regulatory standards/ compliance **Technical Assistance ECE & SAC** Workshops/Courses **Consumer Demand** (TA) Workforce Families Providers Community Community Counseling/Referrals Funders Stakeholders **Professional Development** Partner Agencies (PD) **Environmental Changes** Consultation/TA Policy/legislative Regulatory

Outcomes

Short-term

- ECE & SAC professionals achieve higher education and implement better practices
- ECE & SAC programs achieve higher quality
- Families select high-quality ECE
 & SAC programs
- Families have improved access to subsidies and other assistance to support their ECE & SAC needs

Mid-range

- More children overall are enrolled in high quality ECE & SAC programs
- More children with high needs(e.g., low-income, special needs, cultural/linguistic minority) are enrolled in high quality ECE & SAC programs
- Children enter kindergarten well-prepared for success

Long-term

- ECE & SAC programs are accessible and support family economic self-sufficiency
 Children succeed in school and
- Ciliaren sacceea in school and

Infrastructure & Resources:

Organizational Capacity

- ✓ Aligned mission
- √ Committed leadership
- √ Strong management/coordination

Sufficient Funding

✓ Diversified

Sufficient Staff

- ✓ Well-educated/trained
- ✓ Experienced
- √ Certified/Endorsed, as appropriate

- ✓ Manuals
- ✓ Database Systems

ACTIVITY LOGIC MODEL: Public Awareness & Data Collection, Analysis, and Dissemination

Inputs

Primary Customers

Activities

Outputs

Outcomes

Research/Data

- Demographic data
- Need data
- Academic/field research
- Community input
- Evaluation info

Standards/Guidelines

- Best Practice standards
- Statewide guidelines
- Regulatory standards/ compliance

Consumer Demand

- Families
- Providers
- Community
- Funders
- Partner Agencies

Environmental Changes

- Policy/legislative
- Regulatory

General Public

Families

ECE & SAC Programs

ECE & SAC Workforce

Partner Service Agencies

Funder Community

Policy-makers

Planners

- Create public awareness and educational materials on early childhood and school age care
- Conduct public awareness activities on early childhood and school age care issues in the community
- Collect, analyze and disseminate data on ECE & SAC demand, supply and utilization
- Collect, analyze and disseminate data on ECE & SAC workforce
- Inform stakeholders and decision-makers of most pressing ECE & SAC issues and service needs

Data

- Information and reports on family and community needs/demand for ECE & SAC
- Information and reports on ECE & SAC supply and utilization
- Information and reports on ECE & SAC workforce

Resources/Materials

- Promotional and educational materials such as brochures, poster, flyers, etc. on early childhood and school age care and development
- On-line promotional and educational materials such as web pages, blogs, social media posts, etc. on early childhood and school age care and development

Outreach

- #, type and location of materials disseminated
- # of information sessions, presentations, and fairs conducted
- # of media activities conducted, including articles, editorials, PSA's, etc.
- # of meetings conducted with policymakers, planners and funders

Short-term

- Families and the ECE & SAC community are aware of and use CCR&R services
- There is increased awareness and support for ECE & SAC issues in the community
- Providers have data to support their business development and family service needs
- Policy-makers, planners and funders have data and information to support decisionmaking
- Information on gaps in ECE & SAC supply spur ECE & SAC capacity-building and qualityimprovement efforts

Mid-range

- Policies, funding, and regulations supporting ECE, SAC, and workforce/PD systems needs are developed
- There is increased capacity in quality ECE & SAC programs
- Star-ratings of ECE & SAC programs are higher

Long-term

- ECE & SAC programs are accessible and support family economic self-sufficiency
- Children succeed in school and life

Process Outcome(s)

 Activities reach a culturally, linguistically and socio-economically diverse population

Infrastructure & Resources:

Organizational Capacity

- ✓ Aligned mission
- $\checkmark Committed \ leadership$
- ✓ Strong management/coordination

Sufficient Funding

✓ Diversified

Sufficient Staff

- ✓ Well-educated/trained
- ✓ Experienced
- √ Certified/Endorsed, as appropriate

- ✓ Manuals
- ✓ Database Systems

ACTIVITY LOGIC MODEL: Consumer Education & Referral

Inputs

Primary Customers

Activities

Outcomes

Research/Data

- Demographic data on child population, parental workforce participation, family income levels and ECE & SAC need
- Data from DCDEE on ECE & SAC supply
- Data from ECE & SAC providers on available services
- Research on the importance of quality ECE & SAC, parental choice and information needs
- Input from the community on service needs
- Ongoing evaluation data on service delivery and efficacy

Standards/Guidelines

- NACCRRA Quality Assurance standards for Consumer Education & Referral
- NC CCR&R guidelines for Consumer Education & Referral services
- ECE & SAC regulatory and accreditation standards

Consumer Demand

- Families seeking ECE & SAC
- Providers seeking to market services
- Community and funders seeking improvements in family self-sufficiency and child development

Environmental Changes

- parental need and eligibility for ECE & SAC,
- Consumer product health and safety updates and

Families

- With children ages 0-12
- With typically developing children and children with special needs
- Of all incomes. types and family structures
- With varying language needs and cultural backgrounds

- Conduct outreach on the availability of education and referral services in the community
- Provide education, counseling and referrals to families seeking ECE & SAC
- Conduct educational workshops on the ECE & SAC system and ECE & SAC quality in the community
- Collect and maintain data on ECE & SAC programs in the community, including data on capacity, rates, vacancies, and program features
- Track information and educate families on ECE & SAC program regulatory compliance
- Inform TA and PD services of capacity-building and quality improvement needs based on parental demand and data on available ECE & SAC supply

Data/Evaluation

• Information on families' ECE & SAC needs and referral requests

Outputs

- Referral profiles on ECE & SAC programs
- Client satisfaction and outcome data

Resources/Materials

- Consumer education brochures. flyers, slideshows, etc. on choosing quality ECE & SAC
- Online educational and referral content

Outreach

- # of information sessions. presentations, and fairs conducted
- Amount of web-based outreach and advertising conducted

Training

• # of educational workshops on choosing quality ECE & SAC conducted

Counseling/Referrals

- # of families provided with education and referrals by phone or in-person
- # of families provided with education and referrals online
- # of facilitated visits to ECE & SAC programs and interviews with directors/staff (special populations only, dependant on funding)

Short-term

- Families use Quality Indicators in their search for ECE & SAC programs
- Families select 4-5 star ECE & SAC programs
- The average star-rating of care selected by at-risk families is higher than the overall average for children in care
- Increased parental demand for quality ECE & SAC spurs ECE & SAC quality improvement efforts

Mid-range

- More quality ECE & SAC programs exist to meet parental needs (i.e., hours, location, child age, culture, language, special needs, etc.)
- More children are enrolled in high quality ECE & SAC programs

Long-term

- ECE & SAC programs are accessible and support family economic self-sufficiency
- Children succeed in school and life

Process Outcome(s)

• High-performing, culturallycompetent and linguistically appropriate services that are responsive to and meet families' needs

- Policy/legislative or regulatory changes impacting and/or available supply and quality of ECE & SAC options
- alerts

Infrastructure & Resources:

Organizational Capacity

- ✓ Aligned mission
- ✓ Committed leadership
- ✓ Strong management/coordination

Sufficient Funding ✓ Diversified

Sufficient Staff

- √ Well-educated/trained
- ✓ Experienced
- ✓ Certified/Endorsed, as appropriate

- ✓ Manuals
- ✓ Database Systems

ACTIVITY LOGIC MODEL: Professional Development and Training

Inputs

Primary Customers

Activities

Outcomes

Research/Data

- Research on the need for quality training and education
- Demographic data collected on participant registrations, attendance
- Training documentation (credit slips, certificates and transcripts)
- Participants feedback (satisfaction surveys)
- Ongoing evaluation data on service delivery

Standards/Guidelines

- NC CCR&R guidelines for Professional Development Training
- Training curriculum and trainer guidelines
- IACET standards
- NC Early Learning and Development standards

Consumer Demand

- Workforce professionals seeking to improve education, knowledge and skills
- Community and funders seeking improvements in ECE & SAC quality

Environmental Changes

 Policy/legislative or regulatory changes impacting ECE & SAC and the ECE/SAC workforce

ECE & SAC Workforce

- Directors
- Family ECE & SAC home providers
- Teachers
- Support staff: floaters, substitutes, meal service staff, drivers
- Professional trainers/instructors
- Technical assistance providers

Partner Service Agencies

Regularly assess learning needs of ECE/SAC professionals

- Develop training content that incorporates current research and development in ECE & SAC and aligns with NC Early Learning and other content standards
- Make available workshops, courses, learning events, and institutes that address topic areas relevant to ECE & SAC and are accessible to participants (i.e., location, hours, language, and technology)
- Present content-rich workshops/courses for ECE professionals to receive continuing education units (CEU) that meet IACET standards
- Facilitate access to other professional development services and resources, such as higher education, PD counseling, development of individualized PD plans, scholarships, orientation training, support groups and professional associations, resource libraries, computer labs, etc.
- Facilitate and/or support ECE & SAC "communities of practice"
- Inform professionals of new research, opportunities, issues, standards, and resources related to ECE, SAC, and professional development

Data/Evaluation

 Needs, workforce and program data collected and reports generated

Outputs

 Training participant satisfaction and outcome data

Resources/Materials

- Professional development training calendar
- Information sheets/flyers on other PD events and resources
- Provider/professional newsletters
- Content-specific materials, such as articles, books, tip sheets, etc., on ECE & SAC topics

Outreach

- # of information sessions
- # of presentations

Training

- # of optional or mandated educational workshops providing in-service credit hours for licensure requirements
- # of courses providing continuing education units for ECE & SAC educators

Counseling

of individualized, interpersonal PD consultations by phone, in-person and in groups

Short-term

- ECE & SAC professionals increase knowledge about developmentally appropriate practices in ECE & SAC setting in areas of health, safety, child development and administration
- ECE & SAC facility regulatory compliance is improved as violations are reduced and eliminated.
- ECE & SAC professionals renew their certification by completing required number of CEUs
- Programs are recruited for Technical Assistance services

Mid-range

- More quality ECE & SAC programs exist with increased teacher education and training
- ECE & SAC providers are more informed about appropriate practices and classroom instruction
- Star-ratings of ECE & SAC programs are increased

Long-term

- ECE & SAC programs are accessible and support family economic self-sufficiency
- Children succeed in school and life

Process Outcome(s)

- High quality, culturally-competent and linguistically appropriate training that is responsive to and meets professionals' needs
- A high-quality PD system that is responsive to the needs of the workforce and the ECE & SAC system as a whole

Infrastructure & Resources:

Organizational Capacity

- ✓ Aligned mission
- √Committed leadership
- ✓ Strong management/coordination

Sufficient Funding ✓Diversified

Sufficient Staff

- √Well-educated/trained
- ✓ Experienced
- ✓ Certified/Endorsed, as appropriate

- ✓ Manuals
- ✓ Database Systems

ACTIVITY LOGIC MODEL: Technical Assistance

Inputs

Primary Customers

Activities

Outcomes

Research/Data

- Data on ECE & SAC workforce, DCDEE data on ECE & SAC programs
- Research on the importance and impact of quality ECE & SAC on school readiness.
- Research on how TA supports quality
- Input from providers
- Ongoing evaluation data on service delivery and efficacy

Standards/Guidelines

- Best practices in TA, mentoring and coaching
- Environmental Rating Scales
- NC CCR&R guidelines for Technical Assistance
- Regulatory standards/compliance
- Research-based quality assessment scales
- Voluntary accreditation standards

Consumer Demand

- ECE & SAC providers seeking to start up programs or improve program quality
- Community and funders seeking improvements in ECE & SAC quality

Environmental Changes

 Policy/legislative or regulatory changes impacting ECE & SAC regulation and services

ECE & SAC Programs ECE & SAC Workforce Community Stakeholders

- Collect demographic data on ECE & SAC programs
- Recruit ECE & SAC programs to participate in services
- Provide the following types of consultation and support by phone, in-person, or on-site to ECE & SAC programs or professionals:
 - o short-term/episodic
 - o long-term
 - o content-specific
 - o emergency
 - o start-up
- Provide T&TA on classroom environments, curriculum, instruction, licensing regulations, quality scales, and program/ business administration
 - Conduct visits and provide on-site consultation to facilitate best practices
 - Collect data on program quality using assessment tools
 - Develop Quality Improvement plans for each program
 - Assist programs with regulatory compliance
 - o Provide feedback and guidance
 - Model best practices on-site in classrooms
- Facilitate and/or support ECE & SAC "communities of practice"
- Facilitate access to other services and resources to support and improve program quality, capacity, and stability, such as grants, awards, scholarships, research, materials, support networks, professional associations, etc.

Data/Evaluation

- Program data
- Quality and environmental assessment data

Outputs

• Program satisfaction and outcome data

Resources/Materials

- # of individualized Quality Improvement Plans based on assessment of program needs developed in collaboration with program staff
- Content-specific TA materials, such as articles, tip sheets, resource lists, etc. on ECE & SAC topics

Outreach

 # and types of recruitment presentations and topical information sessions

Training

 # of on-site training sessions and forcredit trainings

Consultation

- # of programs, classrooms, and/or individuals receiving shortterm/episodic, long-term, contentspecific, emergency and start-up technical assistance
- # of on-site visits
- # of consultations/feedback and guidance sessions

Short-term

- Early childhood educators increase their use of developmentally appropriate practices and their implementation of best practices
- ECE & SAC facility regulatory compliance is improved as violations are reduced and eliminated.

Mid-range

- Increased quality in ECE & SAC programs
- Increased star-ratings and accreditations of ECE & SAC programs

Long-term

- ECE & SAC programs are accessible and support family economic selfsufficiency
- Children succeed in school and life

Process Outcome(s)

 High-performing, culturallycompetent and linguistically appropriate services that are responsive to and meet ECE & SAC programs' needs

Infrastructure & Resources:

Organizational Capacity

- ✓ Aligned mission
- √Committed leadership
- $\checkmark Strong\ management/coordination$

Sufficient Funding ✓ Diversified

Sufficient Staff

- ✓ Well-educated/trained
- ✓ Experienced
- ✓ Certified/Endorsed, as appropriate

- ✓ Manuals
- ✓ Database Systems



SAMPLE Professional Development Activity

Activity Name: PBIS ID: EDU10

PSC: 3105

SAMPLE

Remember to include grants/bonuses and Medicaid related strategies in the Program Elements.

| If this condition exists | For this Population | And we implement these strategies | This many times, for these individuals | We expect this short-term change | And we expect this outcome to impact the overall county |
|--|--|---|---|---|--|
| | | | | | |
| Need Statement Why? | Target Population Who? | Program or Activity Elements What? | Outputs How Many? | Outcomes So What? | How does outcome impact PBIS or other long term goal? |
| What's the overall need for professional development? Of the children enrolled in 1-5 star rated | Would you target lead teachers, assistant teachers, directors or a combination of the three? Which facilities would you target? | A Professional Development Coordinator will offer technical assistance (TA) to providers to: | How many participants would you anticipate for each strategy? a) An estimated child | What outcomes would you expect? | PBIS Criteria (Mandatory): 60% of children will be enrolled in 1-5 star rated child care centers that have at least 5 lead teacher |
| centers, X% (x of y) are enrolled in facilities with less than 5 Lead Teacher EDU Points. This means there is a total | Consider:: - Facilities with high enrollment and close to obtaining 5 Lead Teacher EDU Points - When facilities are up for | a) Create a facility professional development plan and also create professional development plans for | care facilities will complete professional development plans and an estimated lead teachers complete professional | a) Of the teachers completing a Prof. Dev. Plan, X% (x of y) will enroll in a credit bearing course. | education points. Definition of 5 lead teacher education points: All have NC Early Childhood Credential or equivalent and |
| potential target population of children who could be impacted by efforts to increase lead teacher education levels. | re-licensure Which teachers would you target? Use Facility DCD Lead Teacher Education Standards Worksheet as a resource | b) Lead teachers will enroll in credit based | b) lead teachers will enroll in credit bearing courses (min. of 3 credits) and lead teachers will apply for | b) When lead teachers enroll in credit bearing courses, X% (x of y) of will earn at least 3 credit | 75% have 9 SH ECE and are enrolled in 3 add'l SH ECE and have 1 yr exp The percent of children enrolled in 1-5 child care centers with 5 or more Lead |
| In addition, X% (x of y) of facilities have less than 5 Lead Teacher EDU Points | This activity will serve an estimated lead teachers from an estimated facilities with high 0- 5 enrollments and with less than 5 (or 7) Lead Teacher EDU points. | courses and apply for Early Educator Certification if not already certified. c) Provide bonus of \$XXX | Early Educator Certification c) lead teachers will receive a bonus | hours in early childhood or early childhood related courses with a grade of C or better. | Teacher Ed Points will increase from X% (x of y) to X% (x of y). |
| | X% (x of y) of facilities with less | for completion of each | | | |



| than 5 (or 7) Lead Teacher EDU Points will be offered professional development support. | 3 credit course with a grade of C or better. | | |
|---|--|--|--|
| X% (x of y) lead teachers will be offered professional development support. | | | |

Staffing

| Job Title | FTE | Minimum Education & Experience Requirements |
|--------------------------|-----|--|
| Professional Development | 1 | MA or BA in Early Childhood Education or Child Development (MA preferred) |
| Coordinator | | At least 2 years of experience working in an early childhood program |
| | | Effective consultation skills and understanding of adult learning concepts |

Community Collaboration

Please describe how this activity will collaborate with the following key community partners:

Community College

CCR&R

TEACH

Quality Enhancement/Quality Maintenance Other Smart Start funded initiatives



SAMPLE Quality Enhancement Activity and related incentives

Partnership: Activity Name: PBIS ID: PSC: 3101

Remember to include grants/bonuses and Medicaid related strategies in the Program Elements.

| If this condition exists | For this Population | And we implement these strategies | This many times, for these individuals | We expect this short-term change | And we expect this outcome to impact the overall county |
|--|--|--|--|--|---|
| Need Statement Why? According to the FY PBIS data, the average star placement is (PLA40) for County. X% (x of y) facilities in County still have less than a 4 star rated license (date, DCD Enrollment & License Component Report) Of the children enrolled in licensed care, are enrolled in facilities with less than a 4 star rated license. (date, DCD Enrollment & License Component Report) Optional: (if working with 4-5 stars) X% (x of y) 4 & 5 star facilities are due for their licensing re- assessment in FY and we need to ensure that they maintain or improve their current star rating(date, DCD Enrollment & License Component Report) | Target Population Who? facilities with < 4 stars If applicable: Technical Assistance will also target 4-5 star* facilities due for re-assessment in FY (*Note: This strategy can be included in the PSC 3101 activity if most of the time & money is spent with 1-3 star facilities. If a large portion of your time & money is focused on assistance to 4-5 stars, you should create a separate PSC 3102, High Quality Maintenance activity.) Priority will be given to facilities with the highest enrollment. | Program or Activity Elements What? The Quality Enhancement Technical Assistance Practitioner (TA) will include the following with participating facilities: Program Focus: a)Orientation meetings with facility staff to review goals & the consultation process b)Program observation and assessment using appropriate tool such as Environment Rating Scales (ERS) c)Individualized meetings with the director/FCCH provider to review the pre-ERS assessment results as well as Program and Education Standards Points in current star rated license to discuss strengths and weaknesses of the facility's quality. d)Facility enhancement plans will be developed to address Program Requirements of the rated license and will include individual classroom quality enhancement (QE) plans that will be developed with FCCH provider or teachers & the director and based on ERS pre- assessment results. e)Quality enhancement grants may be offered to eligible facilities, if funding is available. In general, the grants will be up to \$ per | Outputs How Many? Centers:1-3 star centers If applicable:4-5 star centers total centers FCCHs:1-3 star homes If applicable:4-5 star homestotal homes classrooms (FCCH = 1 classroom) center directorscenter teachersFCCH providerschildren | Outcomes So What? Select those that apply— Program Focus: 1. By June 30, (date), X% (x of y) of the participating classrooms will increase their Average Item Score between the pre- and post-Environment Rating Scale assessments. Education Focus: 2. By June 30, (date), X% (x of y) of the teachers with less than 5 Education Standards Points, will complete at least 3 semester credit hours with at least a 2.0. Quality Enhancement Grants: 3. a. By June 30, (date) X% (x of y) of the participating 1-3 star facilities receiving grants, will apply to DCD | How does outcome impact PBIS or other long term goal? Assuming current licensure and enrollments do not change, we anticipate the following by June 30, date: (consider looking at least 3 years into the future) 1.an increase in the average star placement from x to y. (PLA40) If technical assistance also focuses on Education Standards Points: 2.an increase in the percentage of children in 1-5 star centers with at least 5 Education Standards Points |
| | | classroom with a \$ cap per center. For homes, the cap will be \$ Items purchased will be directly related to needs | | for at least a 1 star level increase. | from X% (x of y) to Y% (x of y). |



| If this condition exists | For this Population | And we implement these strategies | This many times, for these individuals | We expect this short-term change | And we expect this outcome to impact the overall county |
|--------------------------|---------------------------|---|--|--|---|
| | | | | | |
| Need Statement Why? | Target Population Who? | Program or Activity Elements What? identified in the QE Plan. | Outputs How Many? | Outcomes So What? b. By June 30, (date) X% | How does outcome impact PBIS or other long term goal? 3.an increase in the |
| | | f) On-going technical assistance related to QE Plan will be offered primarily onsite. Coaching, mentoring and consulting strategies will be used as appropriate to meet the needs of the facility and teachers. Limited assistance by phone may also be provided. g)Post-ERS assessments will be conducted for each classroom and summary discussions will be held with teachers to review classroom level progress and future plans before the official assessment is conducted by the state. h) If applicable - Targeted teachers and directors will be referred to professional development services provided through (enter activity name). | | (x of y) of the participating 4-5 star facilities receiving grants, will apply to DCD for at least their same 4 or 5 star level rating. 4. a. Of the 1-3 star child care facilities that applied for a higher star rating, X% (x/y) will receive at least a one star level increase in their star rating by January 31 following the fiscal year ended June 30, (date). | percentage of children in FCCHs with at least 5 Education Standards Points from X% (x of y) to Y% (x of y). |
| | | If applicable - Education Focus: i) A facility professional development plan will be created for centers with the Director. j) Individual professional development plans will be created with all teachers. k)On-going assistance will be provided to teachers and/or director on an as-needed basis to address any identified barriers. l) Close out/summary meeting will be held with the center director or FCCH provider to review progress of the facility and future plans/needs. | | b. Of the 4-5 star child care facilities that applied to maintain their 4-5 star rating, X% (x of y) will maintain or increase their star level by January 31 following the fiscal year ended June 30, (date). | |



Additional Information

Staffing

Note: See Technical Assistance Practitioner Competencies, Division of Child Development and Early Education, 2013. TA Practitioner Competencies outline the knowledge, skills and dispositions needed by early care and education TA practitioners who work to improve or support developmentally appropriate experiences for young children.

| Job Title | FTE | Minimum Education & Experience Requirements |
|-------------------------------|-----|---|
| Quality Enhancement Technical | | BA/BS in Early Childhood Education (ECE) or Child Development (CD) or related field |
| Assistance Practitioners | | • 3 years of experience in early care and education field |
| | | Computer skills & experience |
| | | Knowledge of TA theory and models |
| | | Understanding of adult learning concepts |
| | | Completed training on Environment Rating Scales |
| | | Knowledge of early care and education systems |

Community Collaboration

Describe how this activity will fit into the continuum of services available to your selected target population.

Note: If an intensive professional development strategy is not part of your Quality Enhancement logic model, please describe how this activity will collaborate with other professional development strategies to focus on Education Standards Points.

Also, if you have the following agencies or services in your community, please describe <u>how</u> this activity will be integrated with technical assistance provided by: (tailor this list as appropriate for your community):

- Child Care Resource & Referral (CCR&R),
- Division of Child Development (DCD) licensing consultants,
- Child Care Health Consultants (CCHCs),
- Community College staff,
- (LP to add others, if appropriate.).