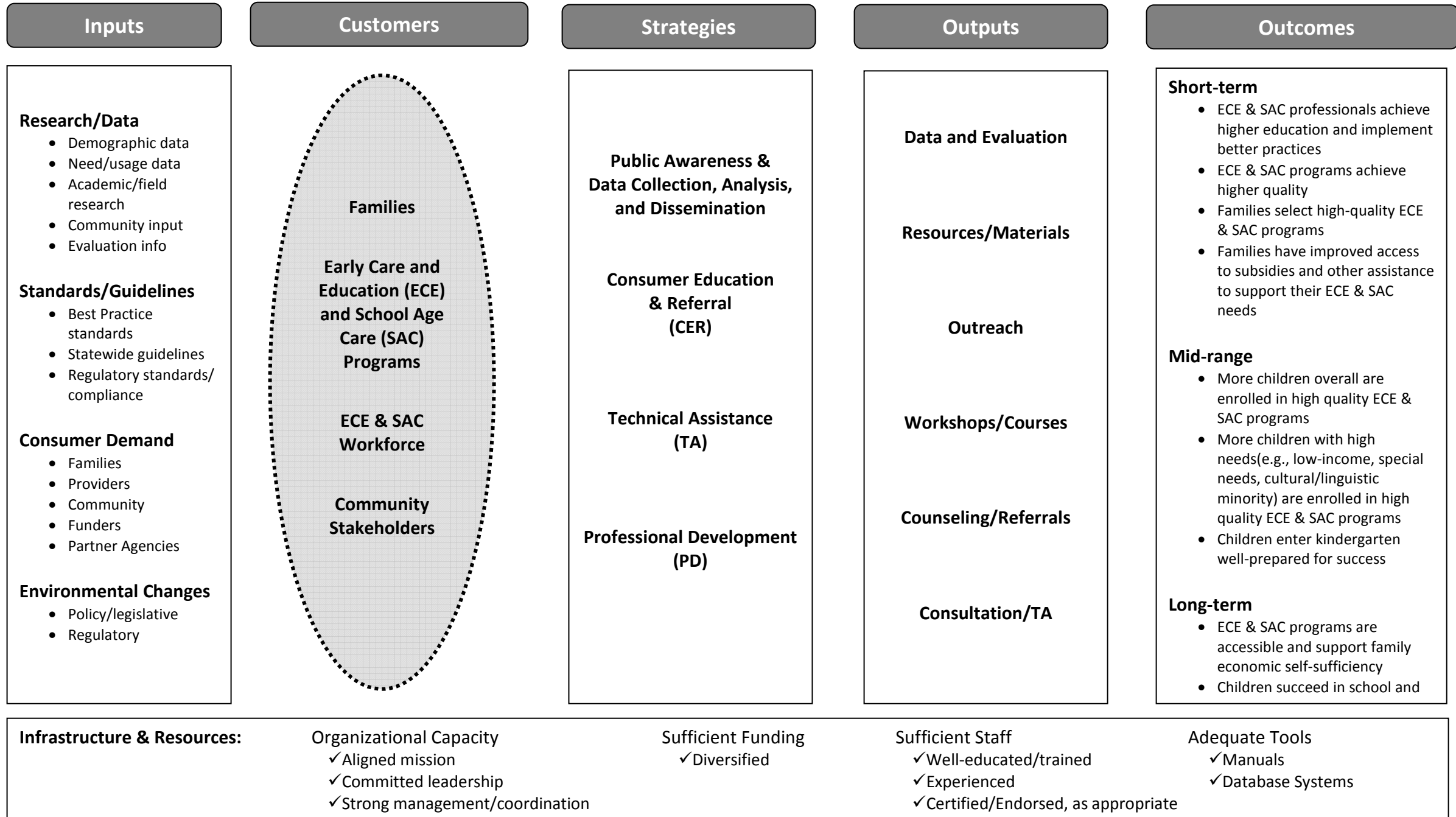
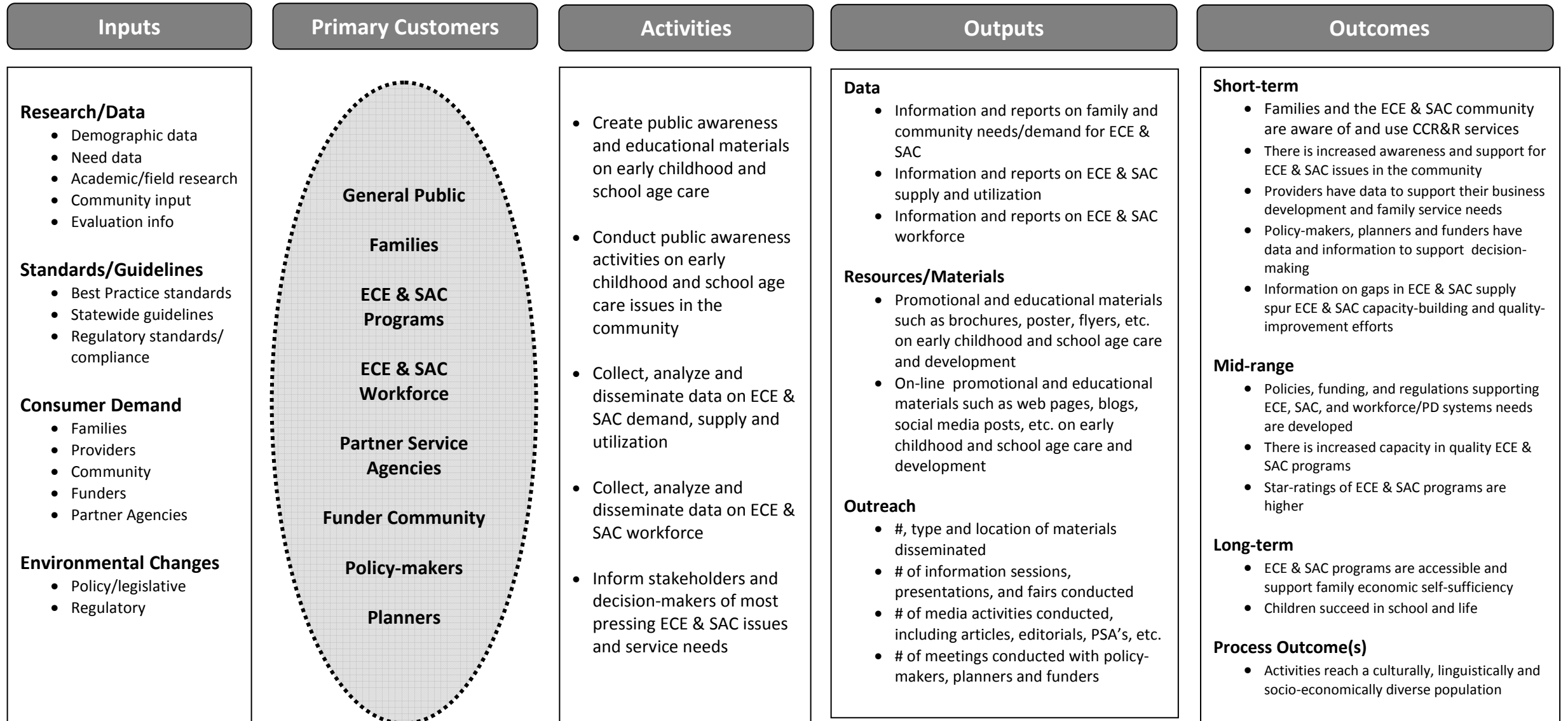


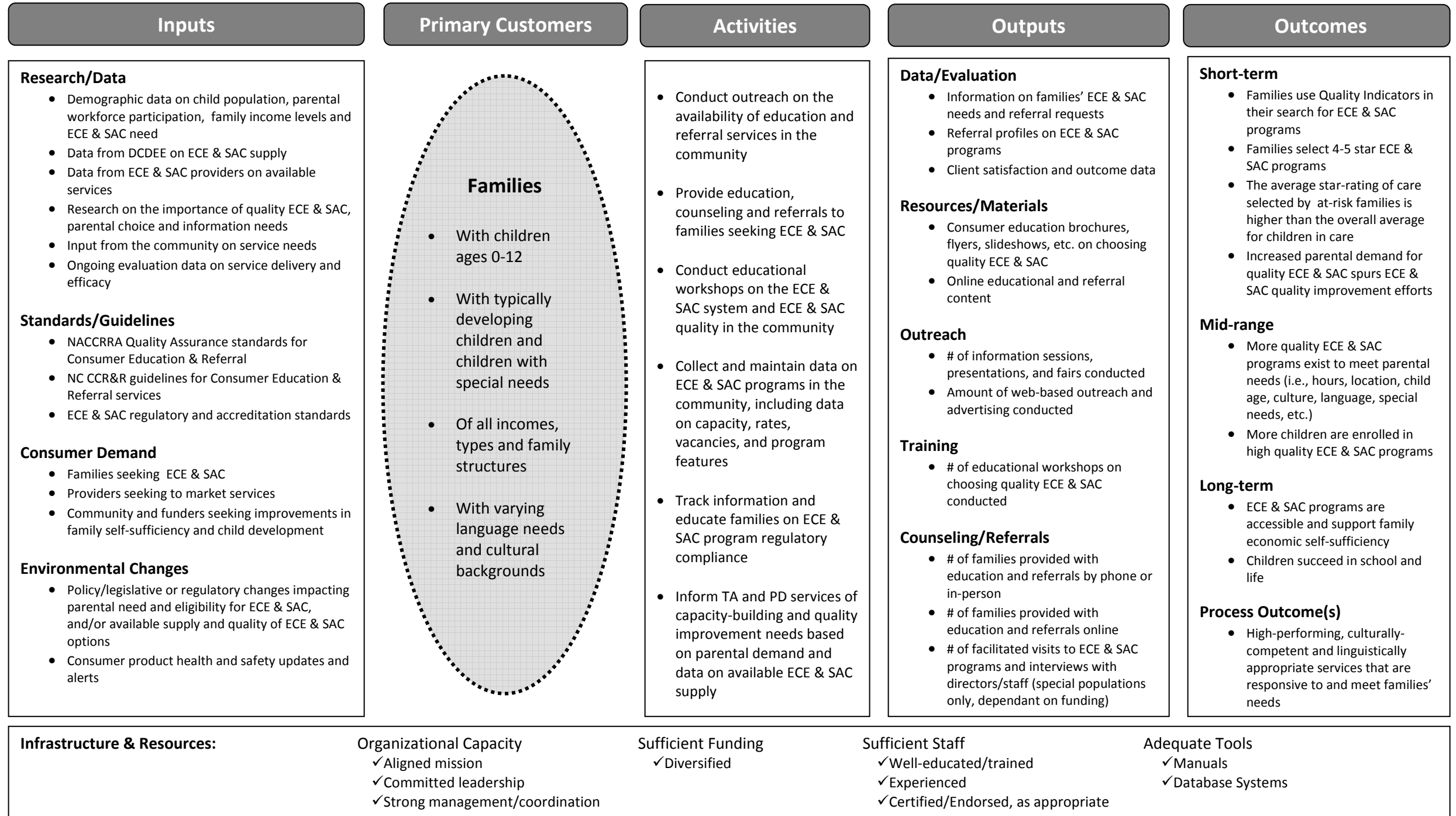
Child Care Resource and Referral (CCR&R) Logic Model



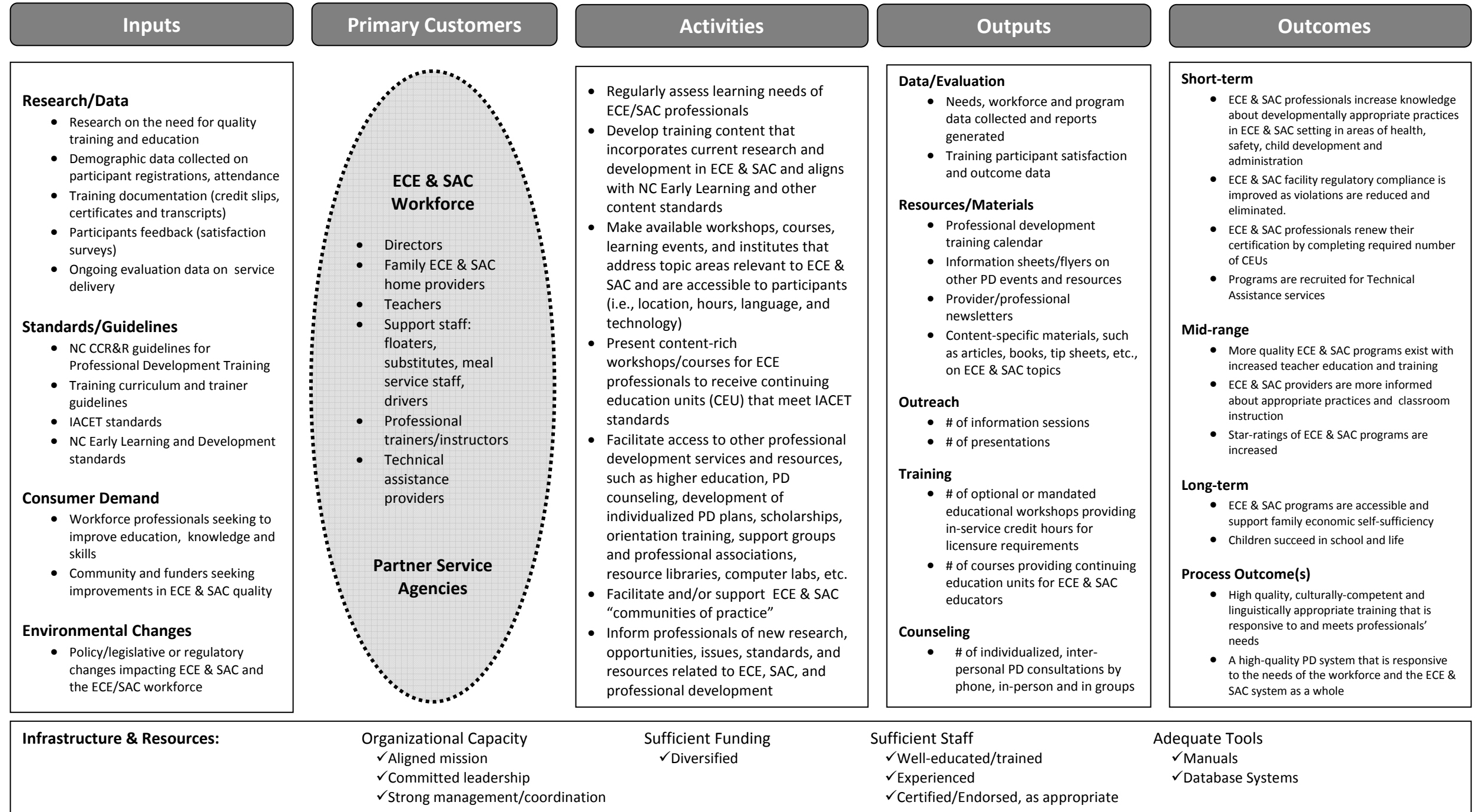
ACTIVITY LOGIC MODEL: Public Awareness & Data Collection, Analysis, and Dissemination



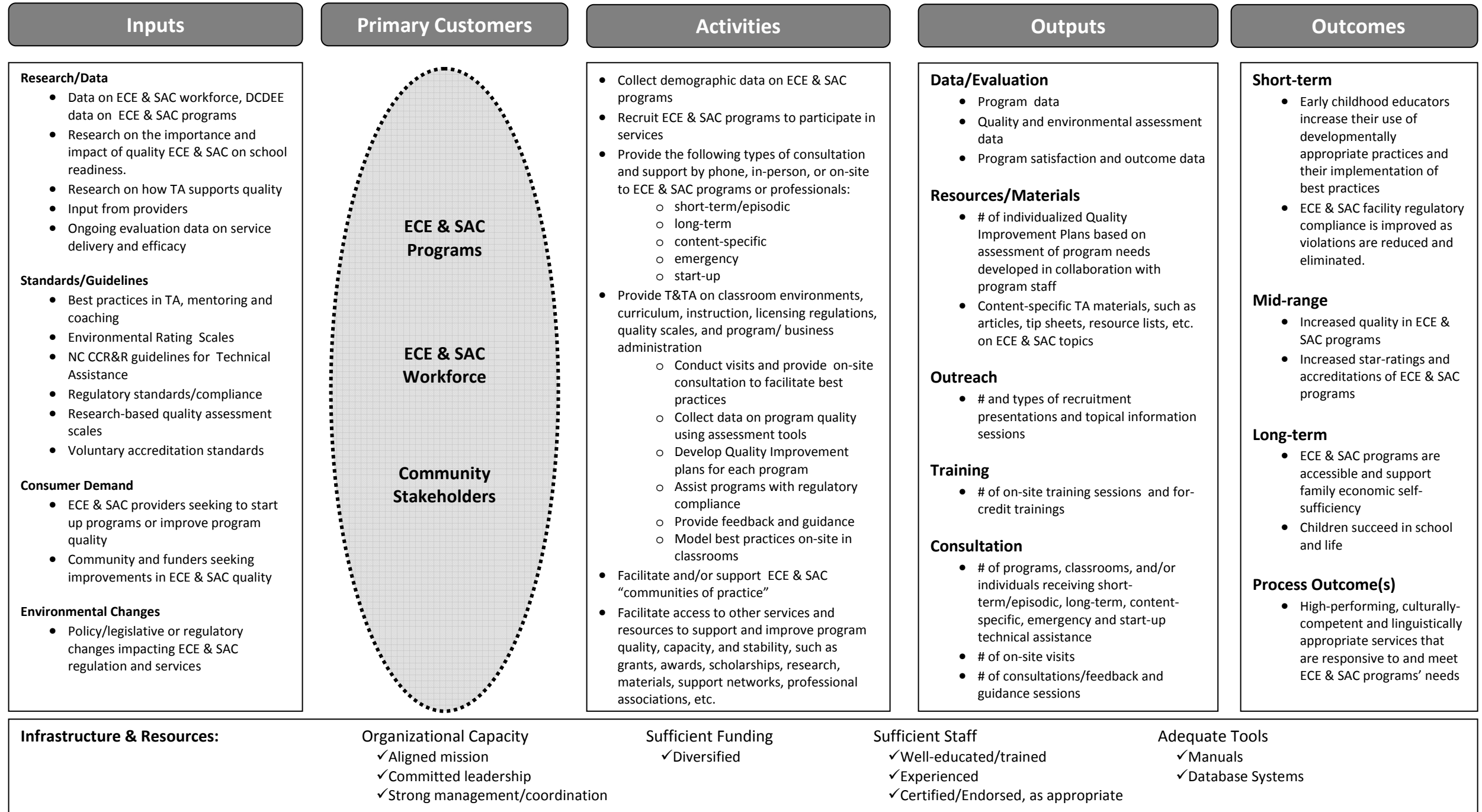
ACTIVITY LOGIC MODEL: Consumer Education & Referral



ACTIVITY LOGIC MODEL: Professional Development and Training



ACTIVITY LOGIC MODEL: Technical Assistance





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.

<i>If this condition exists</i>	<i>For this Population</i>	<i>And we implement these strategies</i>	<i>This many times, for these individuals</i>	<i>We expect this short-term change</i>	<i>And we expect this outcome to impact the overall county</i>
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?
<p><i>What's the overall need for professional development?</i></p> <p>Of the ___ children enrolled in 1-5 star rated centers, X% (x of y) are enrolled in facilities with less than 5 Lead Teacher EDU Points.</p> <p>This means there is a total potential target population of ___ children who could be impacted by efforts to increase lead teacher education levels.</p> <p>In addition, X% (x of y) of facilities have less than 5 Lead Teacher EDU Points</p>	<p><i>Would you target lead teachers, assistant teachers, directors or a combination of the three?</i></p> <p><i>Which facilities would you target? Consider::</i></p> <ul style="list-style-type: none"> - <i>Facilities with high enrollment and close to obtaining 5 Lead Teacher EDU Points</i> - <i>When facilities are up for re-licensure</i> <p><i>Which teachers would you target? Use Facility DCD Lead Teacher Education Standards Worksheet as a resource</i></p> <p>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.</p> <p>X% (x of y) of facilities with less</p>	<p>A Professional Development Coordinator will offer technical assistance (TA) to providers to:</p> <p>a) Create a facility professional development plan and also create professional development plans for teachers</p> <p>b) Lead teachers will enroll in credit based courses and apply for Early Educator Certification if not already certified.</p> <p>c) Provide bonus of \$XXX for completion of each</p>	<p><i>How many participants would you anticipate for each strategy?</i></p> <p>a) An estimated ___ child care facilities will complete professional development plans and an estimated ___ lead teachers complete professional development plans</p> <p>b) ___ lead teachers will enroll in credit bearing courses (min. of 3 credits) and ___ lead teachers will apply for Early Educator Certification</p> <p>c) ___ lead teachers will receive a bonus</p>	<p><i>What outcomes would you expect?</i></p> <p>a) Of the ___ teachers completing a Prof. Dev. Plan, X% (x of y) will enroll in a credit bearing course.</p> <p>b) When lead teachers enroll in credit bearing courses, X% (x of y) of will earn at least 3 credit hours in early childhood or early childhood related courses with a grade of C or better.</p>	<p><i>PBIS Criteria (Mandatory): 60% of children will be enrolled in 1-5 star rated child care centers that have at least 5 lead teacher education points.</i></p> <p><i>Definition of 5 lead teacher education points: All have NC Early Childhood Credential or equivalent and 75% have 9 SH ECE and are enrolled in 3 add'l SH ECE and have 1 yr exp</i></p> <p>The percent of children enrolled in 1-5 child care centers with 5 or more Lead Teacher Ed Points will increase from X% (x of y) to X% (x of y).</p>



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

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

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.

<i>If this condition exists</i>	<i>For this Population</i>	<i>And we implement these strategies</i>	<i>This many times, for these individuals</i>	<i>We expect this short-term change</i>	<i>And we expect this outcome to impact the overall county</i>
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?
<p>According to the FY ____ PBIS data, the average star placement is ____ (PLA40) for ____ County.</p> <p>X% (x of y) facilities in ____ County still have less than a 4 star rated license (date, DCD Enrollment & License Component Report)</p> <p>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)</p> <p><u>Optional: (if working with 4-5 stars)</u> 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)</p>	<p>____ facilities with < 4 stars</p> <p><u>If applicable:</u> <i>Technical Assistance will also target 4-5 star* facilities due for re-assessment in FY ____.</i> <i>(*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.)</i></p> <p>Priority will be given to facilities with the highest enrollment.</p>	<p>The Quality Enhancement Technical Assistance Practitioner (TA) will include the following with participating facilities: <u>Program Focus:</u></p> <p>a) Orientation meetings with facility staff to review goals & the consultation process</p> <p>b) Program observation and assessment using appropriate tool such as Environment Rating Scales (ERS)</p> <p>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.</p> <p>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.</p> <p>e) Quality enhancement grants may be offered to eligible facilities, if funding is available. In general, the grants will be up to \$ ____ per classroom with a \$ ____ cap per center. For homes, the cap will be \$ _____. Items purchased will be directly related to needs</p>	<p>Centers: ____ 1-3 star centers <i>If applicable:</i> ____ 4-5 star centers ____ total centers</p> <p>FCCHs: ____ 1-3 star homes <i>If applicable:</i> ____ 4-5 star homes ____ total homes</p> <p>____ classrooms (FCCH = 1 classroom)</p> <p>____ center directors ____ center teachers ____ FCCH providers</p> <p>____ children</p>	<p><i>Select those that apply—</i> <u>Program Focus:</u> 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.</p> <p><u>Education Focus:</u> 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.</p> <p><u>Quality Enhancement Grants:</u> 3. a. By June 30, (date) X% (x of y) of the participating 1-3 star facilities receiving grants, will apply to DCD for at least a 1 star level increase.</p>	<p>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)</p> <p>1. an increase in the average star placement from x to y. (PLA40)</p> <p>If technical assistance also focuses on Education Standards Points:</p> <p>2. an increase in the percentage of children in 1-5 star centers with at least 5 Education Standards Points from X% (x of y) to Y% (x of y).</p>



<i>If this condition exists</i>	<i>For this Population</i>	<i>And we implement these strategies</i>	<i>This many times, for these individuals</i>	<i>We expect this short-term change</i>	<i>And we expect this outcome to impact the overall county</i>
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?
		<p>identified in the QE Plan.</p> <p>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.</p> <p>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.</p> <p>h) <i>If applicable</i> - Targeted teachers and directors will be referred to professional development services provided through _____ (enter activity name).</p> <p><i>If applicable - Education Focus:</i></p> <p>i) A facility professional development plan will be created for centers with the Director.</p> <p>j) Individual professional development plans will be created with all teachers.</p> <p>k) On-going assistance will be provided to teachers and/or director on an as-needed basis to address any identified barriers.</p> <p>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.</p>		<p>b. By June 30, (date) X% (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.</p> <p>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).</p> <p>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).</p>	<p>3. an increase in the percentage of children in FCCHs with at least 5 Education Standards Points from X% (x of y) to Y% (x of y).</p>



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 Assistance Practitioners		<ul style="list-style-type: none"> • BA/BS in Early Childhood Education (ECE) or Child Development (CD) or related field • 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 **how** 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.).