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

### Inputs
- Research/Data
  - Demographic data
  - Need/usage 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

### Customers
- Families
  - Early Care and Education (ECE) and School Age Care (SAC) Programs
  - ECE & SAC Workforce
  - Community Stakeholders

### Strategies
- Public Awareness & Data Collection, Analysis, and Dissemination
- Consumer Education & Referral (CER)
- Technical Assistance (TA)
- Professional Development (PD)

### Outputs
- Data and Evaluation
- Resources/Materials
- Outreach
- Workshops/Courses
- Counseling/Referrals
- Consultation/TA

### 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 life

### Infrastructure & Resources:
- Organizational Capacity
  - **✓** Aligned mission
  - **✓** Committed leadership
  - **✓** Strong management/coordination
- Sufficient Funding
  - **✓** Diversified
- Sufficient Staff
  - **✓** Well-educated/trained
  - **✓** Experienced
  - **✓** Certified/Endorsed, as appropriate
- Adequate Tools
  - **✓** Manuals
  - **✓** Database Systems
### Activity Logic Model: Public Awareness & Data Collection, Analysis, and Dissemination

**Inputs**
- 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

**Primary Customers**
- General Public
  - Families
  - ECE & SAC Programs
  - ECE & SAC Workforce
- Partner Service Agencies
- Funder Community
- Policy-makers
- Planners

**Activities**
- 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

**Outputs**
- 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, posters, 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 policy-makers, planners and funders

**Outcomes**
- 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 decision-making
  - Information on gaps in ECE & SAC supply spur ECE & SAC capacity-building and quality-improvement 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
  - ✓ Committed leadership
  - ✓ Strong management/coordination
- Sufficient Funding
  - ✓ Diversified
- Sufficient Staff
  - ✓ Well-educated/trained
  - ✓ Experienced
  - ✓ Certified/Endorsed, as appropriate
- Adequate Tools
  - ✓ Manuals
  - ✓ Database Systems
**ACTIVITY LOGIC MODEL: Consumer Education & Referral**

### Inputs
- 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
  - NACCRA 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
  - Policy/legislative or regulatory changes impacting parental need and eligibility for ECE & SAC, and/or available supply and quality of ECE & SAC options
  - Consumer product health and safety updates and alerts

### Primary Customers
- 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

### Activities
- 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

### Outputs
- Data/Evaluation
  - Information on families’ ECE & SAC needs and referral requests
  - 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)

### Outcomes
- 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, culturally-competent and linguistically appropriate services that are responsive to and meet families’ needs

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**Infrastructure & Resources:**
- Organizational Capacity
  - Aligned mission
  - Committed leadership
  - Strong management/coordination

- Sufficient Funding
  - Diversified

- Sufficient Staff
  - Well-educated/trained
  - Experienced
  - Certified/Endorsed, as appropriate

- Adequate Tools
  - Manuals
  - Database Systems
**ACTIVITY LOGIC MODEL:** Professional Development and Training

<table>
<thead>
<tr>
<th>Inputs</th>
<th>Primary Customers</th>
<th>Activities</th>
<th>Outputs</th>
<th>Outcomes</th>
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<tbody>
<tr>
<td><strong>Research/Data</strong></td>
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<td><strong>Short-term</strong></td>
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<tr>
<td>• Research on the need for quality training and education</td>
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<td></td>
<td>• ECE &amp; SAC professionals increase knowledge about developmentally appropriate practices in ECE &amp; SAC setting in areas of health, safety, child development and administration</td>
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<tr>
<td>• Demographic data collected on participant registrations, attendance</td>
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<td>• ECE &amp; SAC facility regulatory compliance is improved as violations are reduced and eliminated</td>
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<td>• Training documentation (credit slips, certificates and transcripts)</td>
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<td>• ECE &amp; SAC professionals renew their certification by completing required number of CEUs</td>
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<td>• Participants feedback (satisfaction surveys)</td>
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<td>• Programs are recruited for Technical Assistance services</td>
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<td>• Ongoing evaluation data on service delivery</td>
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<td><strong>Mid-range</strong></td>
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<td><strong>Standards/Guidelines</strong></td>
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<td>• More quality ECE &amp; SAC programs exist with increased teacher education and training needs</td>
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<td>• NC CCR&amp;R guidelines for Professional Development Training</td>
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<td>• ECE &amp; SAC providers are more informed about appropriate practices and classroom instruction</td>
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<td>• Training curriculum and trainer guidelines</td>
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<td>• Star-ratings of ECE &amp; SAC programs are increased</td>
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<td>• IACET standards</td>
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<td><strong>Long-term</strong></td>
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<tr>
<td>• NC Early Learning and Development standards</td>
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<td>• ECE &amp; SAC programs are accessible and support family economic self-sufficiency</td>
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<td><strong>Consumer Demand</strong></td>
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<td>• Children succeed in school and life</td>
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<td>• Workforce professionals seeking to improve education, knowledge and skills</td>
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<td><strong>Process Outcome(s)</strong></td>
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<tr>
<td>• Community and funders seeking improvements in ECE &amp; SAC quality</td>
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<td></td>
<td>• High quality, culturally-competent and linguistically appropriate training that is responsive to and meets professionals’ needs</td>
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<tr>
<td><strong>Environmental Changes</strong></td>
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<td>• A high-quality PD system that is responsive to the needs of the workforce and the ECE &amp; SAC system as a whole</td>
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<td>• Policy/legislative or regulatory changes impacting ECE &amp; SAC and the ECE/SAC workforce</td>
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<td><strong>Inputs</strong></td>
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<td><strong>ECE &amp; SAC Workforce</strong></td>
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<td>• Directors</td>
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<td>• Needs, workforce and program data collected and reports generated</td>
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<td>• Family ECE &amp; SAC home providers</td>
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<td>• Training participant satisfaction and outcome data</td>
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<td>• Teachers</td>
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<td><strong>Data/Evaluation</strong></td>
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<td>• Support staff: floaters, substitutes, meal service staff, drivers</td>
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<td>• Professional development training calendar</td>
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<td>• Professional trainers/instructors</td>
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<td>• Information sheets/flyers on other PD events and resources</td>
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<td>• Technical assistance providers</td>
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<td>• Provider/professional newsletters</td>
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<td><strong>Partner Service Agencies</strong></td>
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<td>• Content-specific materials, such as articles, books, tip sheets, etc., on ECE &amp; SAC topics</td>
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<td><strong>Activities</strong></td>
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<td><strong>Outreach</strong></td>
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<td>• Regularly assess learning needs of ECE/SAC professionals</td>
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<td>• # of information sessions</td>
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<td>• Develop training content that incorporates current research and development in ECE &amp; SAC and aligns with NC Early Learning and other content standards</td>
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<td>• # of presentations</td>
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<td>• Make available workshops, courses, learning events, and institutes that address topic areas relevant to ECE &amp; SAC and are accessible to participants (i.e., location, hours, language, and technology)</td>
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<td><strong>Training</strong></td>
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<td>• Present content-rich workshops/courses for ECE professionals to receive continuing education units (CEU) that meet IACET standards</td>
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<td>• # of optional or mandated educational workshops providing in-service credit hours for licensure requirements</td>
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<td>• 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.</td>
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<td>• # of courses providing continuing education units for ECE &amp; SAC educators</td>
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<td>• Facilitate and/or support ECE &amp; SAC “communities of practice”</td>
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<td><strong>Counseling</strong></td>
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<td>• Inform professionals of new research, opportunities, issues, standards, and resources related to ECE, SAC, and professional development</td>
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<td>• # of individualized, inter-personal PD consultations by phone, in-person and in groups</td>
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<td><strong>Outcomes</strong></td>
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<td><strong>Primary Customers</strong></td>
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<td>✓ Database Systems</td>
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**Inputs**

- 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

**Primary Customers**

- 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

**Activities**

- 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

**Outputs**

- Needs, workforce and program data collected and reports generated
- Training participant satisfaction and outcome data
- 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

**Outcomes**

- # of information sessions
- # of presentations
- # of optional or mandated educational workshops providing in-service credit hours for licensure requirements
- # of courses providing continuing education units for ECE & SAC educators
- # of individualized, inter-personal 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

**Mid-range**

- More quality ECE & SAC programs exist with increased teacher education and training needs
- 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
**ACTIVITY LOGIC MODEL: Technical Assistance**

### Inputs
- Research/Data
  - Data on ECE & SAC workforce, OCDEE 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

### Primary Customers

### Activities
- Collect demographic data on ECE & SAC programs
- Collect data on on ECE & SAC programs
- Recruit ECE & SAC programs to participate in services
- Provide the following types of consultation and support:
  - short-term/episodic
  - long-term
  - content-specific
  - emergency
  - 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
  - Provide feedback and guidance
  - Model best practices on-site in classrooms
- Facilitate and/or support ECE & SAC “communities of practice”
- 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.

### Outputs
- Data/Evaluation
  - Program data
  - Quality and environmental assessment data
  - Program satisfaction and outcome data
- Resources/Materials
  - # of individualized Quality Improvement Plans 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 for-credit trainings
- Consultation
  - # of programs, classrooms, and/or individuals receiving short-term/episodic, long-term, content-specific, emergency and start-up technical assistance
  - # of on-site visits
  - # of consultations/feedback and guidance sessions

### Outcomes
- 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 self-sufficiency
  - Children succeed in school and life
- Process Outcome(s)
  - High-performing, culturally-competent and linguistically appropriate services that are responsive to and meet ECE & SAC programs’ needs

### Infrastructure & Resources:
- Organizational Capacity
  - Aligned mission
  - Committed leadership
  - Strong management/coordination
- Sufficient Funding
  - Diversified
- Sufficient Staff
  - Well-educated/trained
  - Experienced
  - Certified/Endorsed, as appropriate
- Adequate Tools
  - Manuals
  - Database Systems
### SAMPLE Professional Development Activity

**Activity Name:** SAMPLE  
**PBIS ID:** EDU10  
**PSC:** 3105

#### Need Statement

**Why?**
What’s the overall need for professional development?

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.

This means there is a total potential target population of ___ children who could be impacted by efforts to increase lead teacher education levels.

In addition, X% (x of y) of facilities have less than 5 Lead Teacher EDU Points.

#### Target Population

**Who?**
Would you target lead teachers, assistant teachers, directors or a combination of the three?

Which facilities would you target? Consider:
- Facilities with high enrollment and close to obtaining 5 Lead Teacher EDU Points  
- When facilities are up for re-licensure

Which teachers would you target? Use Facility DCD Lead Teacher Education Standards Worksheet as a resource

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.

X% (x of y) of facilities with less

#### Program or Activity Elements

**What?**
A Professional Development Coordinator will offer technical assistance (TA) to providers to:

- Create a facility professional development plan and also create professional development plans for teachers

- ___ lead teachers will enroll in credit bearing courses (min. of 3 credits) and ___ lead teachers will apply for Early Educator Certification

- Provide bonus of $XXX for completion of each

#### Outputs

**How Many?**
How many participants would you anticipate for each strategy?

- a) An estimated ___ child care facilities will complete professional development plans and an estimated ___ lead teachers complete professional development plans

- b) ___ lead teachers will enroll in a credit bearing course.

#### Outcomes

**So What?**
What outcomes would you expect?

- a) Of the ___ teachers completing a Prof. Dev. Plan, X% (x of y) will enroll in a credit bearing course.

- 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.

- c) ___ lead teachers will receive a bonus

#### How does outcome impact PBIS or other long term goal?

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.

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 1 SH ECE and have 1 yr exp

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).

**Remember to include grants/bonuses and Medicaid related strategies in the Program Elements.**
than 5 (or 7) Lead Teacher EDU Points will be offered professional development support. X% (x of y) lead teachers will be offered professional development support.

3 credit course with a grade of C or better.

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

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

<table>
<thead>
<tr>
<th>Need Statement</th>
<th>Target Population</th>
<th>Program or Activity Elements</th>
<th>Outputs</th>
<th>Outcomes</th>
<th>How does outcome impact PBIS or other long term goal?</th>
</tr>
</thead>
<tbody>
<tr>
<td>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 &amp; 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 &amp; License Component Report) Optional: (if working with 4-5 stars) X% (x of y) 4 &amp; 5 star facilities are due for their licensing re-assessment in FY____.</td>
<td>____ facilities with &lt; 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 &amp; money is spent with 1-3 star facilities. If a large portion of your time &amp; money is focused on assistance to 4-5 stars, you should create a separate PSC 3102, High Quality Maintenance activity.)</td>
<td>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 &amp; 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 &amp; 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 classroom with a $_____ cap per center. For homes, the cap will be $_____ per home. Items purchased will be directly related to needs</td>
<td>Centers: ___1-3 star centers if applicable: ___4-5 star centers ___ total centers FCCHs: ___1-3 star homes if applicable: ___4-5 star homes ___ total homes classrooms (FCCH = 1 classroom) ___ center directors ___ center teachers ___ FCCH providers ___ children</td>
<td>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 for at least a 1 star level increase.</td>
<td>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 from X% (x of y) to Y% (x of y).</td>
</tr>
</tbody>
</table>

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**S:\RFP\RFP FYE15\Sample QE logic model 2013.doc**
### The North Carolina Partnership for Children, Inc.
#### Early Care and Education Smart Start Activity Logic Model

<table>
<thead>
<tr>
<th>Condition exists</th>
<th>Population</th>
<th>Implementation</th>
<th>Change</th>
<th>Outcome</th>
<th>Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>If this condition exists</td>
<td>For this Population</td>
<td>And we implement these strategies</td>
<td>This many times, for these individuals</td>
<td>We expect this short-term change</td>
<td>And we expect this outcome to impact the overall county</td>
</tr>
</tbody>
</table>

<table>
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<tr>
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<th>Program or Activity Elements</th>
<th>Outputs</th>
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<th>How does outcome impact PBIS or other long term goal?</th>
</tr>
</thead>
</table>

**Identified in the QE Plan.**

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).

**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. 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.

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).

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).

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).
**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.*

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

**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.).