# ATTACHMENT A NCEHS-CCP PRELIMINARY LOGIC MODEL

### The National Center on Early Head Start-Child Care Partnerships Preliminary Logic Model

Jointly Administered by ACF's Office of Head Start and Office of Child Care

Goal: From 2014-2019, provide coordinated training and technical assistance (T/TA), including resources, to support the effective implementation and oversight of Early Head Start-Child Care (EHS-CC) partnership grantees, which will deliver coordinated high quality comprehensive services to low income infants, toddlers and their families. T/TA is primarily targeted to key stakeholders, including the Office of Head Start (OHS) and Office of Child Care (OCC), regional/state T/TA providers, Child Care Development Fund Administrators, OHS and OCC Child Care Technical Assistance Networks/Centers, Head Start State & National Collaboration Offices, and ACF regional offices. Some T/TA is also provided to the EHS-CC partnership grantees.

#### Expertise in:

## EHS, child care and OHS and OCC T/TA systems Outliby programming for infants.

- Quality programming for infants and toddlers across diverse populations
- Partnership formation and implementation, including the key areas of successful relationships, regulation alignment and fiscal/ human resources
- Administration, meeting planning, content delivery, graphic design, production, and library services
- Engaging target populations in T/TA, implementation science, and theory of change

Comprehensive knowledge of existing resources

Experience collaborating with key stakeholders

Funding and support from OCC and OHS

# Knowledge/Resource Development and Management

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- Create a web-accessible knowledge base of best practices for implementing diverse EHS-CC partnerships
- Use existing and develop and disseminate new T/TA materials to address the needs of high-risk infants, toddlers, and their families in high-poverty communities in partnership settings

#### Collaboration with OHS and OCC T/TA Systems

- Partner with key stakeholders and maximize existing partnerships to execute National Center strategies including T/TA and resource provision for quality improvement
- Identify and document partnership activities

#### T/TA Provision

- Provide training, resources, and materials to key stakeholders
- Recruit, train, and support implementation planners and fiscal consultants and make them available to EHS-CC partnerships Implement a quick-response strategy to address questions and T/TA needs of key stakeholders

#### Knowledge/Resource Development and Management

- Relevant, high quality training, resources, and materials on
   implementing EHS-child care partnerships are available to key stakeholders and the key stakeholders make use of them
- Training, resources, and materials address the needs of partnerships serving high-risk, culturally, linguistically diverse children and families
- \*Grantees have access to these resources and materials

#### Collaboration with OHS and OCC T/TA Systems

 Key stakeholders offer joint training events and increasingly disseminate products with consistent messaging to EHS-child care partnership grantees

#### T/TA Provision

- Key stakeholders participate in T/TA on strategies to support EHSchild care partnership grantees
- Support is available to EHS-child care partnership grantees from Implementation planners and fiscal consultants

Key stakeholders receive timely responses to questions related to providing T/TA to EHS-child care partnership grantees

#### Short-Term Outcomes (1-3 Years)

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- Key stakeholders have increased knowledge of best practices and strategies to incorporate them into work with EHS-child care partnership grantees
- EHS-CC partnership grantees receive coordinated and high quality T/TA from key stakeholders

#### Long-Term Outcomes (3-5 Years)

- EHS-CC partnership staff and organizations have the capacity to develop and sustain strong partnerships, provide effective quality improvement support, and deliver developmentally appropriate infant-toddler care that meets standards and regulations (HSPPS, child care regulations, QRIS)
- T/TA supports are aligned to address the needs of EHS-CC partnerships
- EHS-CC partnership grantees provide high quality comprehensive services for infants, toddlers, and families

Strengthened EHS-CC partnerships allow grantees to deliver services that are responsive to families' child care needs and preferences

# Contextual Factors

- · Continuing socioeconomic disparities in child and family outcomes, including school readiness
- Growing recognition of the unique development and needs of infants and toddlers and the experiences they need
- · Limited availability and high costs of infant and toddler care
- Variety of partnership models funded under EHS-CCP initiative: family child care/center-based; rural/urban; states
- EHS and child care programs that must meet different and sometimes conflicting standards and regulations (HSPPS, child care licensing, CCDF rules and regulations, QRIS, RTT Early Learning Challenge, other state initiatives)
- Limited infant/toddler workforce capacity
- · Disconnect between research and practice
- Numerous providers of T/TA for EHS programs and child care providers

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