



# LOGIC MODEL

## EARLY CARE & EDUCATION PATHWAYS TO SUCCESS

STRATEGY	ACTIVITIES / TARGET (what we do / who we target)	OUTPUTS	SHORT-TERM OUTCOMES	INTERMEDIATE OUTCOMES	LONG-TERM OUTCOMES
<b>PROGRAM DEVELOPMENT AND DISSEMINATION</b>	<ul style="list-style-type: none"> <li>Develop, test, refine program models</li> <li>Promote awareness of program models</li> <li>Develop program implementation partnerships</li> <li>Provide technical assistance and support to guide program development and implementation</li> </ul> <p><b>Targets:</b> Family-serving employers and organizations, workforce development organizations, community colleges and universities</p>	<ul style="list-style-type: none"> <li>Research-based program models</li> <li>Dissemination activities</li> <li>Partnerships replicating models</li> <li>Model replication support</li> </ul>	<ul style="list-style-type: none"> <li>Awareness, adoption, and successful replication of ECEPTS program models through innovative partnerships</li> </ul>	<ul style="list-style-type: none"> <li>Increased capacity of the ECE professional development system to effectively prepare ECE workers (e.g., apprenticeships)</li> </ul>	
<b>FIELD BUILDING</b>	<ul style="list-style-type: none"> <li>Share and disseminate research-based program models and best practices</li> <li>Promote and facilitate discourse about the workforce and professional development needs of workers who serve young children and families</li> </ul> <p><b>Targets:</b> Organizations and associations engaged in professional development of the ECE workforce, community colleges and universities, workforce development organizations</p>	<ul style="list-style-type: none"> <li>Dissemination activities (e.g., conferences and professional meetings)</li> <li>Dissemination products (e.g., toolkits and publications)</li> </ul>	<ul style="list-style-type: none"> <li>Visibility of ECEPTS' research-based program models and practices</li> </ul>	<ul style="list-style-type: none"> <li>More entities implementing and supporting research-based approaches to ECE professional growth and increased compensation (e.g., apprenticeships)</li> </ul>	<ul style="list-style-type: none"> <li>A well-trained, well-treated, well-compensated ECE workforce that is prepared and capable of fostering optimal child outcomes in early learning and care programs and environments</li> </ul>
<b>ADVOCACY FOR SYSTEMS CHANGE</b>	<ul style="list-style-type: none"> <li>Engage with decision makers that influence the policies and systems affecting the ECE workforce</li> <li>Develop and maintain networks and alliances in support of shared goals for the ECE workforce</li> <li>Participate in relevant local, regional, statewide, and national committees and efforts</li> <li>Advocacy-focused program dissemination</li> </ul> <p><b>Targets:</b> State and local family-serving systems, workforce development organizations, government, advocacy organizations, higher education systems</p>	<ul style="list-style-type: none"> <li>Engagements with key decision makers</li> <li>Joint advocacy efforts with partners</li> <li>Representation in influential groups</li> <li>Policy and white papers</li> </ul>	<ul style="list-style-type: none"> <li>Increased recognition of the significance and economic viability of the ECE sector in the workforce development community and among public officials</li> </ul>	<ul style="list-style-type: none"> <li>Policy and systems change result in increased funding for the professional development and compensation of the ECE workforce</li> </ul>	