Logic Model for Strong Minds Network

**RESOURCES/INPUTS**
- High quality requirements
- Quality staff (CSC, PCSI, School District, PCI, CLASS, Non-Profit Fdn)
- Funding
  - Funding to services providers and staff (programs)
  - Financial incentives to the sites (fiscal reimbursement)
- Navigation Specialists
- Technology support

**STRATEGIES/ACTIVITIES**

1. **Provide Supports to Childcare Providers**
   - **Monitor:** Provide learning environment with high quality requirements through funded reimbursement supplement
   - **Assess:** Infants/young children at high risk classrooms (IFS-CERS-R)
   - **Effectiveness of teacher-child interaction in preschool classrooms using CLASS
   - **Child development & learning progress using (GCASS)
   - **Navigation services to child care providers upon request

2. **Provide Support to Child Care Practitioners**
   - **Provide career advising through group sessions, web-based tools, e-mails and telephone counseling.
   - **Support practitioners to create their PD plan
   - **Provide practitioner PD scholarship (SEEK)
   - **Provide practitioners career supplement (ACHIEVE)

3. **Provide Supports to Children & Families**
   - **Encourage families to engage in their child’s learning
   - **Provide CSC scholarships to children from low-income families for continuous access to high quality child care
   - **Build capacity of child care providers
   - **Provide developmental support assessment & referral to services from other systems or programs

**OUTPuts**

- **Number of:**
  - Providers enrolled in the new system
  - Providers receiving reimbursement by tiered levels
  - Individuals trained on GOLD
  - Individuals trained on CLASS
  - ITERS-R assessments by classroom
  - FOCUS-CERS-R assessments by family child care home
  - CLASS assessments by family child care home
  - CLASS assessments by classroom
  - CLASS assessments by child
  - Children assessed using GOLD
  - Individuals/sites receiving TA
  - Hours of TA provided per site

**Short-Term**
- Increased participation in child program activities
  - % of parents participating in child program activities
- Increased access to early learning programs
  - % of eligible children receiving CSC scholarship
- Improved child care providers’ learning environment
  - Percentage of providers showing progress in their network status or maintaining their tier-2 status
- Improved children learning and development
  - % of children showing progress based on GOLD

**Intermediate**
- Improved teacher-child interaction
  - Number of providers participating in the Strong Minds Network
  - Percentage of providers showing progress in their network status or maintaining their tier-2 status

**Long-Term**
- Improved children learning and development
  - % of children showing progress based on GOLD

**OUTCOMES/GOAL**

- **Increased participation in child program activities**
  - % of parents participating in child program activities
- **Increased access to early learning programs**
  - % of eligible children receiving CSC scholarship
- **Improved child care providers’ learning environment**
  - Percentage of providers showing progress in their network status or maintaining their tier-2 status
- **Improved children learning and development**
  - % of children showing progress based on GOLD

**Children are ready for school**
- Improving the percentage of children who are ready for kindergarten
- Decreasing the percentage of children enrolled in the Exceptional Student Education (ESE) program
- Increasing the percentage of children retained in the kindergarten

**Short-Term**
- Increased parent engagement in child’s learning
  - Based on GOLD
- Increased parent engagement in child’s learning
  - Based on GOLD
- Improved children learning and development
  - % of children showing progress based on GOLD
- Improved children learning and development
  - % of children showing progress based on GOLD

**Intermediate**
- Improved teacher-child interaction
  - Number of providers participating in the Strong Minds Network
  - Percentage of providers showing progress in their network status or maintaining their tier-2 status

**Long-Term**
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**Goal**
- Children are ready for school