**543q Partnership:** Down East Partnership for Children

**Activity Name**: Child Care Resource and Referral- Provider Services

**EC Profile ID: PLA40**

**PSC: 3125**

FY23 Logic Model

| Need Statement | Target Population | Program Components | Evidence-Based/  Informed Practice | Outputs | Outcomes | Smart Start Indicators and DEPC Strategic Framework Targets |
| --- | --- | --- | --- | --- | --- | --- |
| **Technical Assistance: Coaching and Consultation**  There are approximately 100 licensed childcare facilities serving approximately 2,141children ages 0-5 in Nash and Edgecombe counties (DCDEE, 2020).  To maintain and/or improve quality of services provided, technical assistance, coaching is needed for developing relationships with providers and for enhancing professional skills and behaviors related to providing high quality childcare.  *See above* | In Nash and Edgecombe Counties:   * Early Care and Education programs * Early Care and Education Workforce * NC-Prek Sites * DEPC Scholarship Program Sites * Head Start Sites | **Coaching and Consultation:**  Provide the following types of consultation and support by phone, in-person, virtually or on-site to programs and professionals through 2 levels of technical assistance. TA Level will be provided based on provider needs and assessment used:  **Coaching/Consultations:**  Provider requested or initiated by Provider Services staff because of monitoring or other observation with general technical assistance offered one to two visits, phone calls, or emails with no TA action plan completed for programs and professionals with:   * *Content specific* * *Short term/ episodic* * *Emergency*   **Level 1:** Provider requested or Provider Services intake with technical assistance offered including completed Technical Assistance Goal and Coaching Plan for programs and professionals with:   * *Start up* * *Environment Rating Scales (ERS)* * *Licensing* * *NC Foundations for Early Learning and Development* * *Short term/ episodic*     Provide TA on curriculum, instruction, physical activity and nutrition, licensing regulations, quality scales, and program business administration which aligns with the North Carolina Foundations for Early Learning and Development framework through:   * Conduct site visits and provide onsite/virtual consultations to facilitate best practices * Collect data on program quality using assessment tools (ERS, PAS, etc.) * Develop quality improvement plans for each program * Assist programs with DCDEE regulatory compliance * Provide feedback and guidance * Model best practices on-site or virtual in classrooms.   **Level 2:** Provider requested or Provider Services intake with intensive technical assistance offered including completed Techincal Assistance Goal and Coaching Plan for programs and professionals using the *NC Foundations for Early Learning and Development Resource and other assessments as appropriate:*   * Conduct site/virtual visits and provide onsite consultations to facilitate best practices * Provide feedback and guidance * Model best practices on-site or virtually in classrooms * Assist providers with implementing North Carolina Foundations for Early Learning and Development framework into their lesson planning and activities. * Assess for appropriate improvement; note progress made on action plan * Assess 4- and 5-star sites using appropriate assessment (e.g., CLASS, PAS, etc.) * Complete Classroom Improvement Plans, based on teacher child interactions | *Evidence Based in resource guide*  *Evidence Based in resource guide* | **TA to Support Stars**  Number of childcare facilities participating in technical assistance to enhance infant & toddler care  Number of childcare facilities receiving TA with ERS to increase or maintain star level  Number of childcare facilities participating {overall total}.  **TA to Support Other Quality**  Number of childcare facilities participating in technical assistance to enhance infant & toddler care  Number of childcare facilities receiving TA with CLASS  Number of classrooms participating in Foundations TA, developing age-appropriate lesson plans  Number of childcare facilities receiving TA with PAS  Number of childcare facilities participating in Level 2TA  Number of teachers receiving consultations and/or coaching. | Of classrooms completing coaching and consultation on Level 1 and Level 2, 80% will complete at least one strategy on action plan.  SS Outcome:   1. Increase in program quality (1-3 stars) 2. Maintain high program quality (4 & 5 stars)   *Measurement:*  *TA Tracking/ TA survey*  90% of early childhood educators receiving TA on Level 1, and Level 2, will increase their use of developmentally appropriate practices and implementation of best practices after completion of coaching and consultation.  ***Measurement: TA survey***  Programs participating in technical assistance plan will maintain or improve quality based on pre-post review of DCDEE star ratings. (Smart Start Outcome) | ***Smart Start Indicators and Targets***  EDU 10 – 50% of Children Enrolled in 1-5 Star Centers That Have At Least 75% of Lead Teachers with College Degrees (i.e., 7 Lead Teacher Education Points) \*  EDU 20- 60% Children Enrolled in 1-5 Star Centers That Have Directors with College Degrees  (i.e., 7 Administrator Points) \*  PLA50- 4.25 Average Star Rating for Subsidized Children in 1-5 Star Care, and 80% Percent of Subsidized Children in 4- and 5-star care  PLA40- 4.0 Average Star Rating for Children in 1-5 Star Care, and 60% Percent of Children in 4- and 5-star care  ***DEPC Strategic Framework Targets***  90% of subsidy eligible children are in 4- and 5-star care  50% of scholarship and NCPK centers have implemented policies and practices that improve/ increase physical activity/ nutrition education/ social emotional health  Childcare teachers are on parity with public school Kindergarten teachers’ scale  80% of lead teachers and directors with a college degree  An increase in the percentage of families reporting their child had a smooth transition to kindergarten, from 81% in 2016 to 83% in 2022 |
| *See above* | In Nash and Edgecombe Counties:   * Early Care and Education programs * Early Care and Education Workforce * NC-Pre-k Sites * DEPC Scholarship Program Sites   Professional Development Project: Improve Lead Teacher/Administrative Education Levels  Nash and Edgecombe Counties:   * Early Care and Education programs * Early Care and Education Workforce * NC-PreK * DEPC Scholarship Program Sites | **Directors Leadership Connection**  Professional Development training will be provided to facilitate and support early care and education “communities of practice. Sessions will occur in person or remotely as needed.  Topics to include, but not limited to:   * Unique Needs/ Challenging Behaviors/Adverse Childhood Experiences/Resilience * Transition Planning * Family Engagement * Developmentally Appropriate Practices * Continuous quality improvement and maintaining quality improvement * Budgeting for Quality * Business Practices * Building Leadership * Physical Activity * Health Nutrition * Child Wellness * Social/ Emotional Development * Program and Staff management * CLASS * Appropriate activity plans aligned with Foundations * Professional development | *Evidence Based in resource guide* | 4 Director’s Leadership sessions will be held  10 childcare center directors and family childcare owners will participate in the Director’s Leadership network. | ***50%*** of directors/ childcare family homeowner’s participating in Directors *Leadership Connection* will state the group training provided them with new knowledge on Developmentally Appropriate Practices (DAP), CLASS, Professional Development needs and North Carolina Foundations for Early Learning  (State Shared Outcome) | EDU 10 – 50% of Children Enrolled in 1-5 Star Centers That Have At Least 75% of Lead Teachers with College Degrees (i.e., 7 Lead Teacher Education Points) \*  EDU 20- 60% Children Enrolled in 1-5 Star Centers That Have Directors with College Degrees  (i.e., 7 Administrator Points) \* |
| **Professional Development Training**  There are approximately 553 early childhood professionals who teach children ages 0-5 in Edgecombe and Nash counties in need of professional development  Source-  DCDEE Child Care Analysis Summary (12/2019) | In Nash and Edgecombe Counties:   * Early Care and Education programs * Early Care and Education Workforce * NC-PreK Sites * DEPC Scholarship Program Sites | **Professional Development:**  **In-Service Group Training/CEU’s**   * Training content will be developed that incorporates current research and development in Early Care and Education (ECE) and aligns with the NC Early Learning Development Standards * Workshops, courses, and learning events that address topic areas relevant to and are accessible to participants (i.e., location, hours, language, and technology). Sessions will occur in person or remotely as needed including access to Online Platform * Content-rich PD/Training, courses for ECE professionals to receive continuing education units (CEU) * Provider Appreciation Event   This provider service of Child Care Resource and Referral will offer at least one in- person/ virtual or online platform training per month on the following topics, but not limited to: Unique Needs/Challenging Behaviors, Inclusion, Emergency Preparedness, Supervision Series, Foundations-Early Learning Guidelines, Prevent Child Abuse and Neglect-Partnering with Parents, Cultural Competence, Nutrition and Healthy Lifestyles, Health and Safety ,, Breastfeeding Friendly Child Care, Playground Safety, Outdoor Learning Environments, Transition, | *Evidence Based-*  *In Resource Guide* | *(*50%) of early childhood professionals will attend one of the provided trainings | 90% of teachers that complete training survey will state the training provided them with new knowledge. (State Shared Outcome) |  |
| Supports are needed for childcare programs to allow for increased quality and flexibility in the classroom or family childcare home, to offer the opportunity to expand curriculum without incurring costs, to use resources to address the specific needs of their learners (whether they be adults or children).  In addition, professionals, including technical assistance providers, home visitors, and other agencies need the materials to demonstrate developmentally appropriate activities or to support learning experiences. | In Nash and Edgecombe Counties:   * Centers * Home Providers * Other agencies: schools, parents of home schools, health department, etc. | **Lending Library/**  **Technical Assistance Resource Workroom**  **Coaching and Consultation:**  To guide them through teacher resources that will benefit their knowledge of quality care for young children  The lending library fulfills many diverse goals:   * To provide a workspace for early learning professionals and community partners, to provide early learning programs with materials and equipment to enhance the learning environment while enriching lesson plans activities   To provide early learning programs and professionals with toys and materials that extend learning from other services provided by the local partnership such as quality improvement, through consultation and coaching. | *Evidence informed in resource guide* | 75 childcare staff who use lending library resources  Track the number of childcare facilities that use lending library resources  Track the number of parents/caregivers who use lending library resources  Total number of visits to the lending library (cumulative number each quarter, not unduplicating visitors) | 80% of Lending Library users will indicate the Teacher Resource Work Room improved developmentally appropriate practice in their facility.  *Measurement:*  *Lending Library Survey*  75% of Lending Library users will indicate the Curriculum Materials Room improved developmentally appropriate practice in their classrooms. |  |

Worksheet 1

| Program  Components | Documented Research |
| --- | --- |
| **Coaching and Consultation** | Trivette, C. M., Dunst, C. J., Hamby, D. W., & O'Herin, C. E. (2009). Characteristics and consequences  of adult learning methods and strategies. *Research Brief (Tots 'n Tech Research Institute), 3*(1). Retrieved October 11, 2010, from <http://tnt.asu.edu/files/AdultLearning_rev7-04-09.pdf.>  Fiene, R. (2002). Improving child care quality through an infant caregiver mentoring project. *Child and Youth Care Forum, 31*, 79-87  Hemmeter, M.L., et al. *Professional development related to the teaching pyramid model for addressing the social emotional development and challenging behavior of young children*. 2011.  Presentation made at the 3rd conference of the International Society on Early Intervention, New York, NY. 4. McLean, M., et al. *Professional development in embedded instruction*. 2011. Presentation made at the 3rd conference of the International Society on Early Intervention, New York, NY.  NC-CCRR Council Technical Assistance Guidelines  NC-CCRR Council Logic Model  NACCRRA Quality Assurance Best Practices Criteria  <http://www.naccrra.org/sites/default/files/default_site_pages/2012/best_practices_ccrrs_2nd_edition.pdf> |
| **Director’s Leadership Project** | Bloom, P.J. (2014). Leadership in action: How effective directors get things done (2nd ed.).  Lake Forest, IL: New Horizons.  Harms, T., Clifford, R., & Cryer, D. (1998). Early childhood environment rating scale. New York: Teachers College Press.  Talan, T., & Bloom, P. (2011). Program Administration Scale: Measuring early childhood leadership and management (2nd ed.). New York: Teachers College Press. |
| **Professional Development: In Service Training/CEU’s**  **Lending Library/**  **Technical Assistance Resource Workroom** | Dunst, C.J., C.M. Trivette, and A.G. Deal, *Effects of in-service training on early intervention*  *practitioners' use of family systems intervention practices in the USA.* Professional Development in  Education, 2011. **37**: p. 181-196.  Burke, M. J., & Day, R. R. (1986). A cumulative study of the effectiveness of managerial training.  *Journal of Applied Psychology, 71*, 232-245. doi:10.1037/0021-9010.71.2.232.  Clarke, N., The impact of in-service training within social services. *British Journal of Social Work*,  2001. **31**: p. 757-774.  NC-CCRR Council Professional Development Guidelines and NC-CCRR Council Logic Model  NACCRRA Quality Assurance Best Practices Criteria  <http://www.naccrra.org/sites/default/files/default_site_pages/2012/best_practices_ccrrs_2nd_edition.pdf>  North Carolina Partnership for Children, Inc., April & May 2014. Survey analyzed. IBM SPSS PASW v.21, and descriptive statistics were employed.  Sheehan, K. B. (2001). Email survey response rates: A review. Journal of Computer-Mediated Communication, 6(2). |

**Additional Information**

1. For each unique Program Component listed in the above Logic Model provide a narrative description.

Down East Partnership for Children’s overarching goal is to create healthy, lifelong learners by the end of third grade. Research shows that students who are proficient in reading by the end of third grade can shift from the idea of “learning to read” to the idea of “reading to learn.” The foundation for literacy and learning does not just happen by attending school each day, but instead is supported, built, and impacted by 4 foundational blocks which contribute to grade level reading proficiency and future success. These 4 foundational blocks are: Health, Engaged Families and Coordinated Communities, High Quality Early Childhood Environments and Ready Schools 365 days a year, inside and out. DEPC ensures that all the work that is done in the community, along with community partners fits within one or more of the 4 foundational blocks. Specifically, DEPC’s Provider Services program falls under the 3 building blocks: Health (Health and Development are on track beginning before birth), Early Care and Education (Early care and education environments are high quality) and Family and Community (Families are engaged and supported by coordinated communities).

**Technical Assistance- Coaching and Consultation**

Based on two different levels, technical assistance will focus on assisting licensed or seeking to become licensed childcare facilities serving a diverse population in Nash and Edgecombe counties. **Coaching/Consultations** includes, but not limited to Content Specific, Emergency and will require no more than two TA visits with no Technical Assistance Goal and Coaching Plan completed. **Level 1** includes, but not limited to Start Up, Short Term/Episodic, Environment Rating Scale, and Licensing, NC Foundations. **Level 2** includes intensive technical assistance/training using the NC Foundations for Early Learning and Development Resource and other assessment tools as appropriate (e.g., CLASS, PAS, etc.).

**Level 1** technical assistance and training will be provided to the teachers and administrators working in centers and homes on the Environment Rating Scales and the programmatic and educational standards of the NC Star Rated License standards. To develop a well-trained network of four- and five-star facilities, childcare centers and family childcare homes in Nash and Edgecombe Counties will be targeted. Childcare centers serving a majority of low income children will be prioritized, including DEPC scholarship childcare centers.  , as well as some assistance to the 1,2- and 3-star childcare centers and family childcare homes willing to work toward attaining a three-star or higher rating.

The services provided to the participating programs may include:

* Training and support to assist educators to receive their Early Educator’s Certification.
* Training and support to encourage and assist with alignment of NC Foundations for Early Learning and Development.
* Onsite /Virtual pre- and post-assessments/self-assessments using the Infant Toddler Environment Rating Scale (ITERS-R), Early Childhood Environment Rating Scale (ECERS-R), and Family Child Care Home Environment Rating Scale (FCCRS).
* Observation and follow- up using assessment /self-assessments tools as appropriate (e.g., CLASS, PAS, etc.). Short term technical assistance referenced in the technical assistance action plans and training related to, but not limited to, room arrangement, curriculum, teacher and child interactions, cultural competence, appropriate language, and developmentally appropriate activities
* Technical Assistance materials will be used to support coaching to help providers understand what appropriate materials look like and how to incorporate the materials into the classroom. This service is only accessible when working with one of the Provider Services staff, which includes Regional Specialists.

Technical Assistance will be provided by the Provider Services Program Manager, Quality Improvement Specialists, supported by the Regional Infant/Toddler Specialist, and the Regional Healthy Social Behavior Specialist. Through consultations, staff will use an evidence based coaching model that will instill overall knowledge of implementation in the field, verses knowledge based only on incidental situations. Our model as well as the new levels of technical assistance moving forward will focus on providing the resources and processes needed to implement and sustain best practices that can be easily adapted to work in multiple situations with children and staff. In addition, staff will work collaboratively with the Healthy Kids, Family Services and Coordinated Subsidy Programs to develop a plan for assuring that 50% of Scholarship and NC Pre-K Providers have implemented policies and practices that improve/ increase physical activity/ nutrition education/ social emotional health.

**Level 2: *NC Foundations for Early Learning and Development Resource and the CLASS Assessment tool:***

The goal of this project is to increase teacher’s knowledge in lesson planning age-appropriate activities using the NC Foundations for Early Learning Guidelines. Provider requested or Provider Services intake with intensive technical assistance offered 3-6 months with completed TA action plan for programs and professionals using the *NC Foundations for Early Learning and Development Resource and other assessment tools as appropriate:*

* Conduct site visits and provide onsite/virtual consultations to facilitate best practices
* Provide feedback and guidance
* Model best practices on-site/virtual in classrooms
* Assist provider with implementing the Foundations into their lesson planning and activities. Complete Action t Plan
* Assess Head Start and 4- and 5-star sites using the CLASS
* Complete Classroom Improvement Plans, basic on teacher child interactions
* Develop a plan of action for the year
* Help identify areas of strength and those needing improvement.
* Aid in implementing the plan for the entire childcare program.
* Provide support to the director of the childcare programs with limited but when necessary assistance for staff members

Licensed 4- or 5-star Head Start and childcare programs within Nash and Edgecombe Counties will be eligible to participate through a referral process. Current scholarship providers will be eligible to participate.

**Director’s Leadership Connection**

Through CCR&R Provider Services, professional development will be offered to Nash and Edgecombe County directors and family childcare providers, by providing the “Director’s Leadership Connection”. These training components will be supported by technical assistance. During these trainings, participants will gain knowledge on a variety of issues related to childcare including but not limited to Developmentally Appropriate Practices (DAP) through a coaching process where providers will be engaged in a more in-depth self-instruction of how to utilize the knowledge learned to enhance quality childcare programs. Through this practice, participants will come together to share their experiences and for networking. Meeting will be two hours in duration and include a meal (lunch/ dinner) provided or offered as an incentive to use as a retention strategy and offered at the Down East Partnership for Children or virtually. Provider services staff will coordinate the training series and provide individual support to the directors as needed. The trainings will be advertised through the Provider Services Professional Development Calendar or individual flyers/advertisement. Sessions will occur in person or remotely as needed.

**Professional Development Workshops**

The DEPC CCR&R-Provider Services will coordinate in-service professional development training for childcare providers and directors in Edgecombe and Nash Counties in conjunction with the regional specialists. This is a provider service of Child Care Resource and Referral. One in-service training will be offered per month on the following topics, but not limited to: Unique Needs/Challenging Behaviors Inclusion, ACES/Resilience/, Emergency Preparedness, Wage and Hour Law, Supervision Series, Foundations-Early Learning Guidelines, Transitions, Family Engagement that focuses on family support principles, Nutrition and Healthy Lifestyles, Be Active Kids, Go NAPSACC Assessment, CLASS Overview and Outdoor Learning Environments. The CCR&R will collaborate with the local community colleges to plan ways in which to offer continuing education units. Provider Services staff will coordinate and publish a bi-yearly professional development calendar. The training calendar will be mailed/emailed to all childcare programs working with children 0-5 in Edgecombe and Nash Counties. The trainings will occur at DEPC unless otherwise requested at other locations within the community. Sessions will occur in person or remotely as needed.

**Provider Appreciation**

DEPC- CCRR Provider Services will coordinate a Provider Appreciation Event to promote professionalism and appreciation for early care and education professionals. This event may be either virtual or face ot face.

**Technical Assistance Resources (Lending Library-Teacher Resource Material/toy room/ and or Teacher Workroom )**

General technical assistance and support will be provided onsite/virtually or via the Teacher Resource Material/Toy Room or Teacher Workroom to assist childcare programs to increase or maintain star ratings. Technical assistance through coaching and consultations will include, but not limited to the following areas: licensing requirements, developmentally appropriate practice, health and sanitation, and Outdoor Learning Environments. The CCR&R provider service team will provide general technical assistance to potential providers to help them plan a sustainable high-quality business and to existing providers to help them improve the quality of their childcare programs. Licensed child care providers will receive technical assistance, coaching and or consultations on topics such as room arrangements, developing lesson plans, developmentally appropriate use of materials and equipment, assistance with the NC Star Rated License, creating daily schedules, improving transitions, enhancing teacher child interactions, achieving national accreditation, and any other assistance needed. The Lending Library will also house curriculum materials and resources designated for use by current NC Pre-K Sites.

CCR&R-Provider Services staff will coordinate the Teacher Resource workroom for childcare providers to use at the Down East Partnership for Children. The Resource Room is available to childcare centers, family childcare home providers and other service agencies offering services to children who have completed an application and paid annual membership dues. Current NC Pre-K sites will be provided with a membership at no membership dues. Staff will assist providers on items that will enhance their environments to help provide enrichments for children to utilize as well as lesson plan activities. We will also collaborate with the DEPC Family Services and R&D staff to utilize the Technical Assistance Resource Room materials with community, parent-child, or group leaders.

CCR&R Provider Services staff will be responsible for maintaining and supplying the teacher resource room with support from volunteers. The workroom also includes creative art materials, curriculum guides, and Ellison Die Cuts, cold laminator, . Nominal fees will be charged for Resource Room usage and materials. Morning and afternoon appointments are offered weekly, Monday through Thursday.

1. Staff

|  |  |  |
| --- | --- | --- |
| Job Title | FTE | Minimum Education & Experience Requirements (Please indicate any requirements if mandated by your EB model) |
| CCRR Core Services Program Manager | .55 | Documented in job description |
| Quality Improvement Specialist | .25 | Documented in job description |
| Quality Improvement Specialist | .80 | Documented in job description |
|  | . | Documented in job description |
| Program Director | .15 | Documented in job description |

1. Does this activity contain grants of any kind or incentives to participants?

Yes  No

What is given to participants? If you have checked yes, describe in detail, and attach a copy of any associated grant agreement(s).

Due to COVID-19, Director’s Leadership Connection may not be delivered in person. We still believe it is important to provide an incentive to increase participation. For providers that attend, gift certificates and or other incentives will be provided. .

If funding is available, childcare centers participating in the Professional Development planning process will receive an incentive.

1. Is any portion of this activity Medicaid reimbursable?

Yes  No

If you have checked yes, describe in detail.

1. Community Collaborations:

Child Care Resource and Referral Provider Services staff collaborate with the Coordinated Subsidy Program to prioritize technical assistance to child programs participating in the Scholarship and NC Pre-Kindergarten Programs to meet enhanced program standards and support smooth transitions to Kindergarten. The Provider Services team and regional specialists work with the Healthy Kids Collaborative when appropriate to help support developmentally appropriate outdoor learning environments and appropriate health and nutrition for childcare providers and children in their care. Provder Services team will collaborate with Family Services team to provide referral for providers in need of family engagement support and guidance. The Provider Services team also works with small business centers in local community colleges to refer childcare providers for business-related services, as needed.

Provider services staff will coordinate a Licensing Collaborative that will be a multi-agency collaborative effort among lead agencies directly implementing quality improvement programs in the community, as well as community service providers delivering services. Quarterly this group will have facilitated networking and conversations around the data and issues relating to quality of the childcare programs in Nash and Edgecombe Counties. The following agencies will be invited to be a part of this effort: DEPC Coordinated Subsidy Program, NC Pre-K Program, Regional Infant Toddler Specialist, Regional Healthy Social Behavior Specialist, representatives from regional partnerships and Division of Child-Development Child-Care Licensing Consultants.

1. History of Results

Describe the recent successes of your program and more directly for your proposed activity. Describe specific positive results/outcomes/outputs for your activity that directly speak to the likelihood of future success.

During the fiscal year 20210, the Providers Services staff reached 553 early childhood professionals (serving Nash and Edgecombe counties) that attended one or more of in-service trainings offered here at Down East Partnership for Children. 100% stated gaining new knowledge after completing the training.

Technical Assistance was provided to 101 classrooms (Edgecombe 61/ Nash 40 ) Nash and Edgecombe counties) with -19 School Age classroom( Edgecombe 15/ Nash 4) received Technical Assistance. Technical Assistance was provided in reference to the health and safety mainly related to the North Carolina Health Strong Toolkit. Technical assistance related to in North Carolina Foundations to develop age and developmentally appropriate activity plans was provided to -10 classrooms. As well as 63 programs worked with TA staff to maintain their 3-, 4-, or 5-star rating. The Provider Services staff provided technical assistance through coaching and consultation with 277 on- site or virtual technical assistance visits. Through action plans developed together with the providers we had 100% to complete one or more goals towards maintaining or increasing quality through developmentally appropriate practices.

The Lending Library maintained the number of active members. We had 10-- early childhood professionals visit the Lending Library with 100% indicating they were able to increase developmentally appropriate practices in their facility.

The onset of COVID-19 impacted the services that we available to providers within Nash and Edgecombe counties. Professional development trainings as well as face to face technical assistance was affected. Professional development training was offered virtually for FY 21. . During that time frame lots of effort and work was put into transforming reframing the professional development trainings from a face-to-face format to virtual format. As a result of those efforts 20 professional development trainings were offered in Edgecombe & Nash counties (Edgecombe 12/ Nash 8) 287 unduplicated child care providers in Edgecombe & Nash counties attended at least one professional development training during fiscal year 20. . The majority of child care providers in Edgecombe & Nash counties have gotten accustomed to receiving both professional development trainings and technical assistance in the virtual format. While there are still others that prefer the face to face delivery of professional development training and technical assistance.As a result some providers did not participate in technical assistance while some chose to use the straight online platform for professional development because it was more self-paced and not instructer directed. This resulted in both a delay and decrease in the number of technical assistance requests and onsite visit that were delivered.

1. Cash/In-Kind Contributions Plan:

DEPC will complete.

1. Contract Activity Description (CAD)

Child Care Resource and Referral Provider Services are designed to build and sustain quality, aligning with the Building Blocks for Grade Level Reading, by providing technical assistance and training to early care and education programs. Technical assistance will be prioritized for NC Pre-K, Head Start and the DEPC Scholarship programs in utilizing the Environment Rating Scales, Foundations for Early Learning Standards and additional curricula/assessments as appropriate. A directors training series will offer training and networking opportunities for center directors and family child care home providers. This activity will manage and oversee the technical assistance resources in the Lending Library to extend provider learning through coaching and support. A professional development training calendar will be published at least bi-annually. Program staff, under the supervision of a program manager will provide training, technical assistance, purchasing and data support to child care providers, onsite and in group settings. The Program Manager and Subsidy Program Manager will plan technical assistance assignments and professional development opportunities to ensure all providers receive services based on their individual needs. We will subscribe to an online training platform to allow providers access to Early Childhood Education professional development trainings that are offered virtually. Incentives may be provided to those that participate in at least one professional development training Provider Appreciation Event will occur remotely as needed.