

## Figure 1. IMPACT 2020 – Evaluation Logic Model

	tium strives to improve the qualined program and environment qua		three areas of program quality: child development, teachers
			s, especially those not included by block grants, such as s, family resource centers, home-visiting programs, etc.).
Inputs	> Activities	Outputs	
<ul> <li>QCC State Support Team</li> <li>CDE CSPP Block Grants</li> </ul>	Ensure equity in services to providers and families.	QCC is successful in	reaching children who are "high impact" and their families.
CDSS QCC Block Grant and Workforce Pathways	Finance strategically.	Policymakers under	rstand the value of QCC.
Grant <ul> <li>PDG-R funds</li> <li>F5CA IMPACT 2020</li> </ul>	Recruit and engage programs.		grams participating in QCC; receiving particular incentives; and nal development, training, and technical assistance increase.
<ul> <li>Regional Hubs</li> <li>QCC Equity Audit</li> <li>QCC Concentions</li> </ul>	Create and support continuous quality improvement.	Local consortia plar	ns for quality improvement services address site-level needs.
<ul> <li>QCC Consortium</li> <li>QCC Quality Continuum Framework (Continuous Quality Improvement Pathways, Rating Matrix,</li> </ul>	Strengthen partnerships.	Partners are engage	ed and collaborative and share vision and common resources.
<ul> <li>and Implementation Guide)</li> <li>QCC Training and Technical Assistance Infrastructure Development Project</li> </ul>	Engage in public outreach and communication.		randing materials ensure information about QCC is accessible rents and in multiple languages.
<ul> <li>Established technical assistance partners</li> <li>Local rating and quality improvement resources</li> </ul>	Enhance and align standards.		rated across service sectors, quality improvement is aligned ork, and data drive decisions.
<ul> <li>SHORT-TERM OUTCOMES:</li> <li>Highly skilled early learning workforce</li> <li>More effective and coordinated local learning care systems</li> </ul>	<ul> <li>Increased availabi</li> <li>early settings</li> </ul>	TERM OUTCOMES: lity of high-quality early learning knowledge and use of QCC	<ul> <li>LONG-TERM OUTCOME:</li> <li>All early learning and care programs have environments, relationships, interactions, and activities to support all children's growth and development and prepare them for success in school and life</li> </ul>

• The goal of QCC is to strengthen California's early learning and care system to support young children and their families.\*

https://www.qualitycountsca.net/about/

\* F5CA seeks to close the achievement gap for children who are "high impact," such as those who are low-income, are dual language learners (DLLs), or have disabilities or developmental delays; who are migrant, homeless, or in foster care; and who reside on tribal lands. Logic model updated March 2022.



-6-



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