



Framework for Accountable Program Delivery

The Child Care Aware® of Missouri theory of change is comprised of four inter-related components:

- The quality of children’s experiences in child care, early education and after-school programs directly influences outcomes related to:
 - K-12 education
 - High school completion and pursuit of higher education
 - Preparation for the adult workforce, including military service
 - Involvement in the criminal justice system
 - Need for expensive remediation and social services later in life
- Education (professional development) of the child care, early education and after-school workforces improves the quality of children’s experiences in programs.
- Changes in public and private policy are necessary to ensure and sustain some improvements in quality.
- Education of family-consumers and other stakeholders drives a demand for higher quality programs, and encourages advocacy for the changes in policy to sustain it.

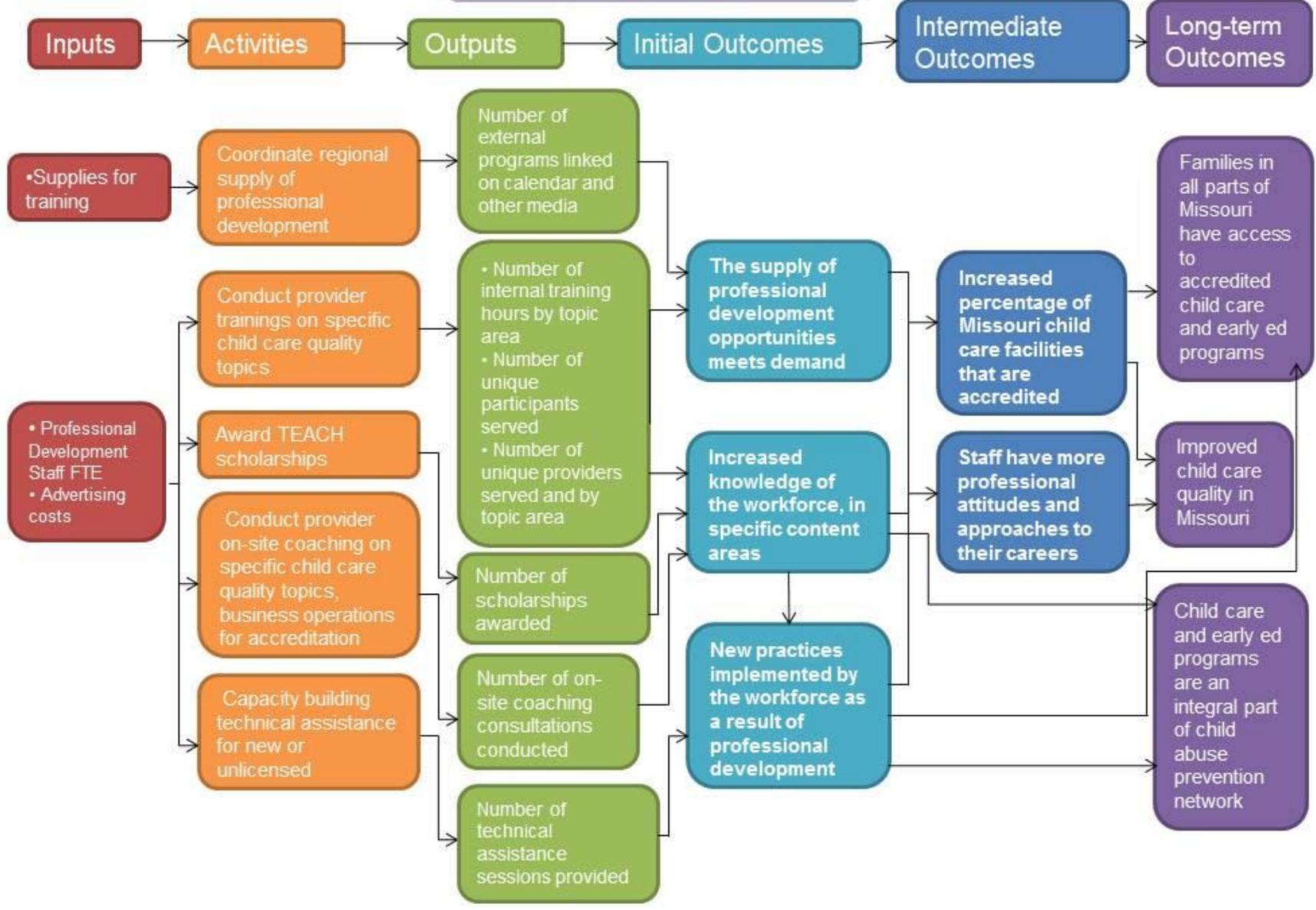
Our three-part mission, designed in the context of this theory of change, is to:

- Connect families to child care, early learning and after-school programs, preparing them with consumer education for a wise choice.
- Improve the quality of those programs.
- Collaborate with business and civic leaders to make child care safe and enriching for all children.

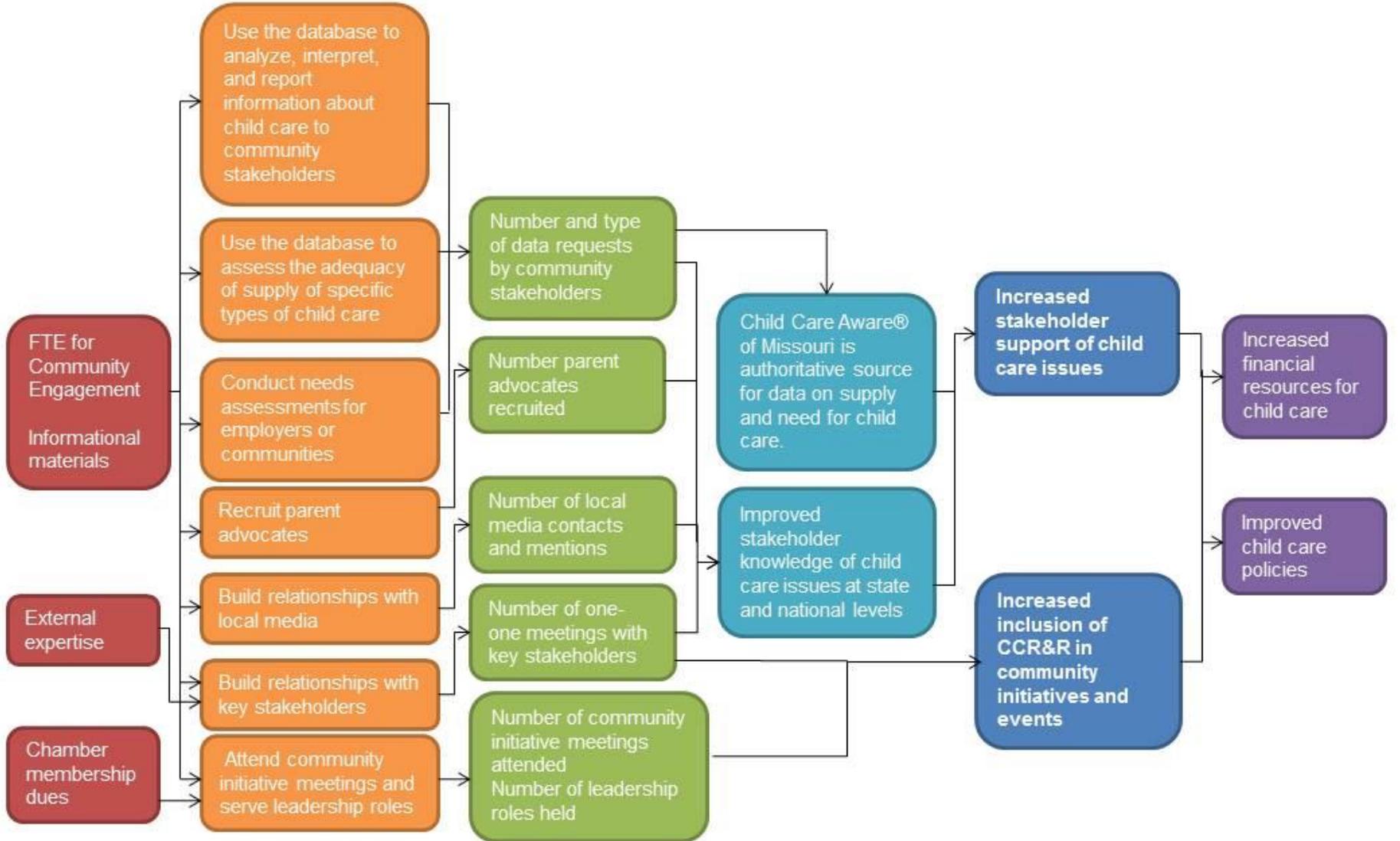
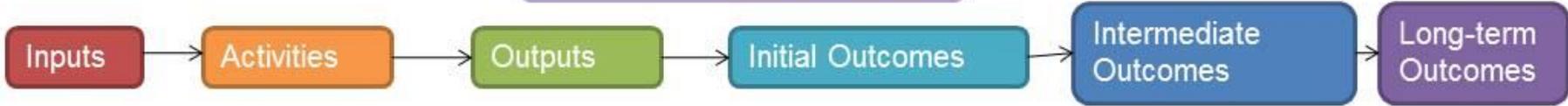
Our vision is that, as a result of our implementation of work to fulfill this mission, all children in Missouri will have access to healthy, safe, nurturing, enriching, and respectful early childhood care and education and after-school programs.

What follows are the outcomes we seek with our work, the indicators by which we measure progress, and our logic models for success.

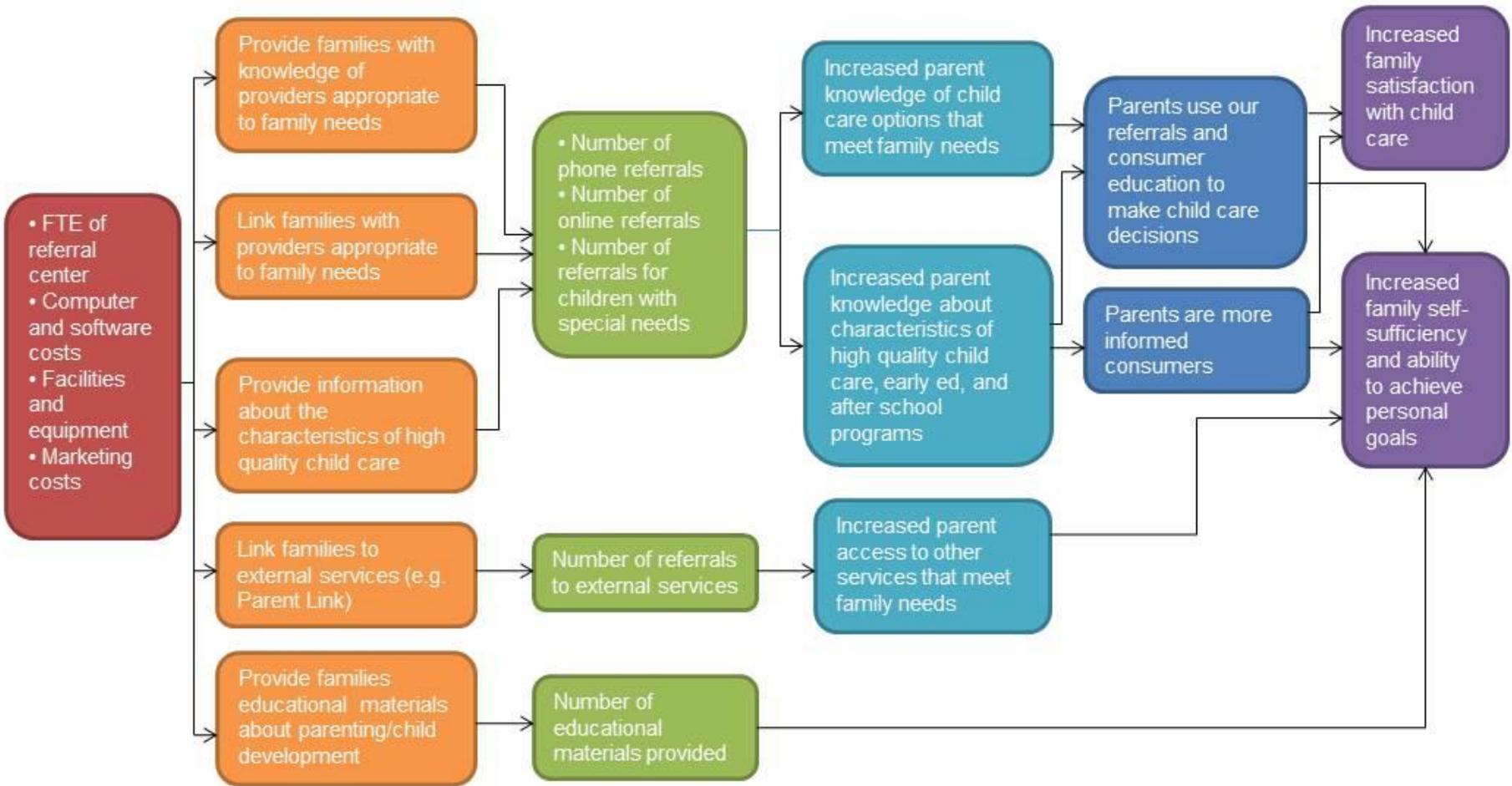
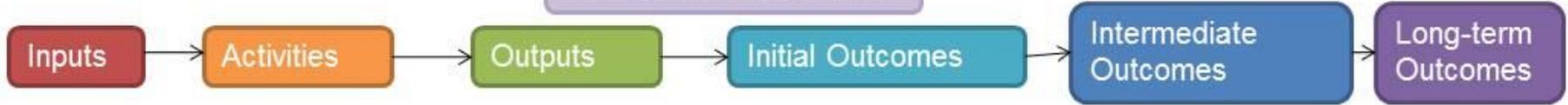
Professional Development



Community Engagement



Consumer Education



Glossary of Terms

Activities

Major strategies undertaken to achieve desired outcomes.

Initial Outcomes

Immediate results of project or service activities that are the foundation to achieving long-term outcomes. The outcomes that project or service activities are mostly directly able to influence.

Inputs

Resources: budget, staff, facilities, equipment, materials.

Intermediate Outcomes

Intervening results of project or service activities over time, often measured as outcomes reached after 2-5 years.

Logic Model

A visual map of the project or service that lays out components and makes the links between them clear. The logic model works like a flow chart, moving from inputs to activities to outputs and finally to outcomes. Altogether, the model is often referred to as the project or service theory.

Long-term Outcomes

Desired final results of the project or service, contribute to achieving goals. Often affected by factors outside the project's or service's scope of influence.

Outcomes

Measurable, achievable benefits for participants or communities that result from a project or service.

Outputs

Volume of a project's or service's products, indicate that an activity has taken place.

Performance Indicators

Measures or other evidence that quantify the level of achievement of outcomes. If you are interested in our performance indicators for these logic models, please contact the CEO, Dr. L. Carol Scott, at carol@mo.childcareaware.org.