

## Logic Model for U.S. Virgin Islands Partnership to Strengthen the Early Childhood Workforce

**Problem Statement:** Currently, most of the prekindergarten (preK) to grade 3 teachers in U.S. Virgin Islands hold elementary certification, but do not meet new early childhood certification requirements dictated by Act 8270, which could lead to a lack of available teachers in preK to grade 3 once the legislation goes into effect on October 1, 2023. Additionally, students' rates of proficiency in English Language Arts and mathematics in grade 3 are below 20 percent.

**General Inputs:** Existing research and evidence-based practices; federal and state regulations, statutes, and guidance; REL Northeast & Islands and partners' engagement and expertise, including the Region 3 Comprehensive Center; collaborative relationships with members of the USVI Board of Education, Virgin Islands Department of Education, and University of the Virgin Islands; connections to other networks and stakeholder groups; REL Northeast & Islands' commitment to equity and culturally responsive practices; collaboration tools.

Activity-specific inputs	Activities	Outputs	Short-term Outcomes	Medium-term Outcomes	Long-term Outcomes
<ul style="list-style-type: none"> <li>Facilitation, project management, content experts.</li> </ul>	<p><b>(Y1) Develop partnership</b>  <b>(Y1–5) Sustain partnership</b> through quarterly meetings to review logic model, plan and execute activities, and monitor progress.</p>	Sustained partnership with engaged members.	<p>Partners will have greater knowledge about the evidence supporting the content that should be included in alternative early childhood certification pathways.</p> <p>Partners will use increased knowledge to make decisions about design, adoption, or adaptation of existing pathways.</p> <p>Partners build connections across agencies/organizations.</p>	<p>Partners will implement new or adapted certification pathways and ongoing meaningful professional development for early childhood educators.</p> <p>PreK-grade 3 teachers will engage in certification pathways, including the online course modules developed through TCTS activities as they become available in summer 2023.</p>	<p>USVI preK–grade 3 teachers meet early childhood certification requirements.</p> <p>PreK–grade 3 teachers will have improved qualifications in social-emotional learning, literacy, and cognitive development by engaging in the micro-credentials and other pathways to early childhood certification.</p>
<ul style="list-style-type: none"> <li>Facilitation, project management, content experts.</li> </ul>	<p><b>(Y1–2) TCTS:</b> Development of micro-credential course modules for early childhood educators that increase their knowledge and competencies related to developmentally, culturally, and linguistically responsive teaching practices; social and emotional foundations for early learning; strengthening classroom practices through the curriculum-teaching-assessment cycle; and fostering a job of learning.</p>	Meeting materials, micro-credential courses, Stakeholder Feedback Survey to provide feedback for progress and continuous improvement at modules are being developed.	Partners will inform the educator competencies and ability to work with traditionally underserved populations included in the micro-credential modules.		<p>An increased number of preK–grade 3 students will meet grade level proficiencies in English Language Arts and mathematics (by the end of each grade level, preK–grade 3) due to increases in teacher knowledge and competencies gained through the process of obtaining early childhood certification.</p>

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<ul style="list-style-type: none"> <li>Project management, content experts, dissemination team.</li> </ul>	<p><b>(Y1–Y5) Dissemination:</b> Handouts, webinars, presentations, parent engagement infographic, blogs, and social media</p>	<p>Knowledge use/spread materials and meetings.</p>	<p>Teachers will understand the pathways available to them to meet certification requirements, and why they are needed.</p>		