

**Logic Model for SECCS Grant Program:
The Alaska Early Childhood Comprehensive Systems (ECCS) Plan**

ORGANIZATIONAL STRUCTURE / ENVIRONMENT	INPUTS/RESOURCES	TARGET POPULATION	INTERVENTION		EXPECTED CHANGE (Outcomes/Objectives)	EVIDENCE OF CHANGE (Indicators)	BARRIERS	FACILITATORS	
			DESCRIPTION	ACTIVITIES					
GRANTEE/ PROJECT CHARACTERISTICS (i.e., goals and description of the project, environment, description of population/case load and partner organizations):	TOTAL FUNDS REQUESTED (for the first year of the project): \$140,000 TOTAL PROJECT BUDGET (for the first year of the project): \$183,391	Pediatricians	Care Coordination		Research billing procedures and codes for care coordination.	By the end of 2007, researched billing procedures and codes for care coordination.	Billing procedures and codes for care coordination are researched.	Money and time are barriers to this activity.	
Alaska's Department of Health and Social Services (DHSS) is the lead agency. DHSS promotes the health and well being of Alaskans through programming and service provision.	PROJECT INPUTS (i.e., personnel and non-personnel)						The number of providers educated on appropriate billing procedures and codes for care coordination.		
Alaska's Early Childhood Comprehensive Systems Plan (AECCSP) is the project, and it promotes positive development and improved health outcomes for Alaska's children prenatal to eight by creating a culturally responsive, comprehensive and accessible service delivery system that links service providers, empowers families, and engages communities.	Personnel:					Educate providers on appropriate billing procedures and codes for care coordination.	By the end of 2007, educated providers on appropriate billing procedures and codes for care coordination.	The number of practices implementing a care coordination model reflective of family centered care including culturally competent policies and practices.	Money and time are barriers to this activity.
Project Goals related to the Medical Home: 1) Children identified with developmental or medical needs will be referred to appropriate services and receive the services and care they need, not limited by their income or insurance status; 2) All children 0-8 will receive comprehensive checks including a developmental and mental health screening reflective of the AAP periodicity schedule; 3) More eligible children are enrolled in public health insurance programs (Medicaid, Denali KidsCare, etc.).	Project Coordinator: 1.0 FTE							A list of care coordination models are developed.	Money and time are barriers to this activity.
Project Goals related to Mental Health: 1) There will be reimbursement mechanisms so young children and their families have access to the services necessary to address their social/emotional development; 2) Alaska Standards of Care will reflect best practices for young children; 3) Financial resources will be available for mental health services for young children; 4) There will be a statewide early childhood mental health professional development plan, which supports, connects and aligns efforts into a comprehensive system of training and education; 5) There will be a system for mental health consultation to early childhood professionals and clinical supervision and mentorship for service providers; 6) Healthcare providers will recognize the importance of caregiver mental health on early childhood social emotional well-being and regularly screen primary caregivers for adult mental health issues.	Data/Research Analyst: 0.25 FTE							The number of practices implementing a care coordination model that is reflecting family centered care and including culturally competent policies and practices.	Money and time are barriers to this activity.

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Project Goals related to Early Care and Learning: 1) All early care and learning programs will meet or exceed established health, safety, and program standards; 2) Early care and learning programs will use Alaska's Early Learning Guidelines to better understand, support and enhance children's development and learning; 3) Early care and learning programs will use a variety of appropriate methods to regularly screen, assess, and monitor progress of individual children; 4) Health specialists will be available to assist early care and learning programs with special issues; 5) There will be a statewide system of professional development in early childhood education and statewide access to that system; 6) Early care and Learning programs for children birth through age 8 will be based on standards of best practice; 7) The early childhood workforce will be well qualified and fairly compensated; 8) All children and families will be able to find and access appropriate early care and learning programs; and 11) Families will be full and respected partners in their children's early care and learning programs.	Fringe Benefits: Health insurance, taxes, unemployment insurance, life insurance, and retirement benefits.	Early Care and Learning (ECL) Programs; Child Protection Services			Ensure a range of Early Childhood Learning (ECL) program models are available.	By the end of 2008, ensured a range of ECL program models are available.	A range of ECL program models are available is ensured.	Money and time are barriers to this activity.
	Non-Personnel: All children and families will be able to find and access appropriate early care and learning programs; and 11) Families will be full and respected partners in their children's early care and learning programs.							
Project Goals related to Family Support and Parenting Education: 1) Programs serving young children and their families will be responsive to emerging family and community issues and model the principles of family support in all program activities; 2) All families with young children will have access to a user-friendly, culturally competent, integrated service delivery system; 3) Families will be well-informed regarding parenting and child development issues; and 4) Families will be supported in their role as primary caregivers.	Direct Costs: Sum of staff travel, supplies, and contractual costs.	Children in Child Protection Services	ECL Program Models		Support collaboration between early care/learning programs and child protection services (CPS).	By the end of 2007, support collaboration between early care/learning programs and child protection services.	Collaboration between early care/learning programs and child protection services is supported.	
Cross-sector Goals: 1) Establish a permanent "guidance structure" to provide oversight of a comprehensive, integrated service system for young children prenatal to eight; and 2) State-level plans and policies will include integrated best-practice for early care and learning, medical homes, parent education, family support and behavioral health for young children.	OTHER INPUTS (contracts, other grant awards, matching funds):							
ENVIRONMENT:	Systems Reform Administrator: 0.1 FTE (in-kind)	4 and 5 year olds			Develop a free, voluntary, universal pre-K system for 4 and 5 year olds using a mixed delivery system with funding that follows the child.	By the end of 2010, developed a free, voluntary, universal pre-K system for 4 and 5 year olds using a mixed delivery system with funding that follows the child.	A free, voluntary, universal pre-K system for 4 and 5 year olds using a mixed delivery system with funding that follows the child is developed.	
Although Alaska already has extensive and multi-system efforts taking place, they are fragmented. The challenge is to bring together the existing efforts under the umbrella of SECCS without negating or duplicating existing efforts.	Maternal and Child Health Title V and Children with Special Health Care Needs Director Acting Section Chief, Women's, Children's, and Family Health: 0.05 FTE (in-kind)							
Alaska is a large, but sparsely populated state with rural areas that are difficult to reach because of geographic barriers. Furthermore, due to extreme weather and poor economic conditions, many children lack access to specialty care. Isolated villages may even lack routine medical care, as well as quality early care and education programs.	Head Start Program/Collaboration Director: 0.07 FTE (in-kind)	Pediatricians	Health Supervision and Anticipatory Guidance Guidelines		Promote the use of Bright Futures and other recognized guidelines for health supervision and anticipatory guidance to providers.	By the end of 2007, promoted Bright Futures and other recognized guidelines for health supervision and anticipatory guidance to providers.	Bright Futures and other recognized guidelines for health supervision and anticipatory guidance are promoted to providers.	
Current gaps include the lack of a governance structure to promote an early childhood (EC) agenda, limited ongoing EC planning and policy development, little funding alignment, and the absence of a service delivery system that focuses on early intervention.	Child Care Programs Coordinator: 0.05 FTE (in-kind)							

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Access to Health Insurance and Medical Homes: Research by the American Academy of Pediatrics showed that using standardized screening instruments results in 70-80% of children with developmental disabilities in the U.S. being correctly identified. This ECCS initiative will push pediatricians in Alaska to use standardized screening instruments. In addition, one in eight children in Alaska are uninsured.	Administrative Clerk: 0.25 FTE (in-kind)	Children	Screening Best Practices	Research the best screening practices for young children in other states.	By the end of 2007, researched the best screening practices for young children in other states.	The best screening practices for young children in other states are researched.		
Mental Health and Social-Emotional Development: Alaska experiences a shortage of mental health practitioners with an expertise in early childhood. Many of the mental health practitioners work in private practices that do not accept Medicaid or SCHIP reimbursement. Community meetings and needs assessments found a lack of behavioral health consultation. Alaskans suffer from high rates of suicide, substance abuse, and other mental health disorders; as a result, women and children are particularly at risk. Alaska is among five states with the most severe alcohol problems. The rate of substantiated or indicated maltreatment of children in Alaska is more than 3.5 times the national rate.	One consultant will develop trainings and provide consultation to improve the child care workforce.					Alaskan Standards of Care exist that reflect the best screening practices for young children found in other states.		
Early Care and Education/Child Care: Only 10% of the Alaskan child care centers are accredited, and none of the child care homes are accredited. Like other states, Alaska has faced a high turnover of child care providers (about 45% in 2004), which is partially due to the fact that child care provision is one of the lowest paid occupations in the state.		Pediatricians	Primary Caregiver Screening	Educate providers on the benefits of screening primary care givers for risk factors.	By the end of 2007, educated providers on the benefits of screening primary care givers for risk factors.	Providers are educated on the benefits of screening primary care givers for risk factors.		
Parenting Education: Alaska has isolated parent education efforts and lacks a mechanism to coordinate these efforts.						The number of primary caregivers receiving screening increased.		
Family Support: The lack of extended family support in urban areas negatively impacts the children of Alaska - especially for those families who moved to Alaska from another part of the U.S. However, the rural areas of Alaska where Alaska Natives reside have extended families.								
PARTNERING ORGANIZATIONS:								
Child Care Program and Licensing: administers the state's child care assistance program and licenses child care facilities across the state.						Providers (in addition to office managers) are educated on billing procedures for screening primary caregivers.		
Child Care Resource and Referral Network (CCR&R) represents 3 CCR&R's.						The number of primary caregivers receiving screening increased.		
Governor's Council on Disabilities and Special Education, Department of Health and Social Services: uses planning, capacity building, systems change, and advocacy to create change for people with disabilities.						A list of primary caregiver screening instruments is distributed to providers.		
Early Intervention/Infant Learning Program, Department of Health and Social Services: assures that early intervention services are available for families with infants and toddlers (birth to age three) with special needs.						The number of practices using the primary caregiver screening instruments increased.		
Head Start Collaboration Office, Department of Education and Early Development: works with and encourages local programs to collaborate with state and local planning initiatives and agencies, such as the child care resource and referral agencies, local education agencies, and other state and local organizations that provide services to low-income children and families.						Coordinated with EPSDT on information given to parents regarding the importance of primary caregiver screening.		

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Head Start, Department of Education and Early Development: serves the child development needs of pre-school children (birth through age five) and their low-income families.		Pediatricians	Primary Caregiver Screening	Coordinate with Early Periodic Screening, Diagnosis, and Treatment (EPSDT) on information given to parents regarding the importance of primary caregiver screening.	Distributed materials to parents regarding the importance of primary caregiver screening.	Materials are distributed to parents regarding the importance of primary caregiver screening.		
Part B Programs, Department of Education and Early Development: assists states in providing free and appropriate public education in the least restrictive environment for children with disabilities ages 3 through 21.				Organize primary caregiver screening information on websites, referral lists, and other accessible mechanisms.	By the end of 2007, organized primary caregiver screening information on websites, referral lists, and other accessible mechanisms.	Organized primary caregiver screening information on websites, referral lists, and other accessible mechanisms.		
System for Early Education Development Project: advocates for the best interests of Alaska's young children and supports coordination of comprehensive services for them, with an emphasis on professional development for teachers and caregivers of young children through age 8.		Pediatricians		Educate providers on the benefits of developmental and mental health screening.	By the end of 2007, educated providers on the benefits of developmental and mental health screening.	Providers are educated on the benefits of developmental and mental health screening.		
Children's Behavioral Health, Department of Health and Social Services: manages an integrated and comprehensive behavioral health system based on sound policy, effective practices and partnerships.				Number of providers receiving education and training on the benefits of developmental and mental health screening.				
Public Health Nursing, Department of Health and Social Services: provides a wide variety of health assessment, health promotion, and disease prevention services and program management.		Early Childhood Development Learning (ECD) Programs	Developmental Screening	Develop information on developmental screening and assessment resources available to programs and the importance of regularly screening, assessing and monitoring children's progress.	By the end of 2007, developed information on developmental screening and assessment resources available to programs and the importance of regularly screening, assessing and monitoring children's progress.	Information on developmental screening and assessment resources available to programs and the importance of regularly screening, assessing and monitoring children's progress is developed.		
All Alaska Pediatric Partnership: works to maintain and improve the health of all of Alaska's children by acting as a catalyst for the development and implementation of collaborative programs.				Disseminated information on developmental screening and assessment resources available to programs and the importance of regularly screening, assessing and monitoring children's progress.	By the end of 2007, disseminated information on developmental screening and assessment resources available to programs and the importance of regularly screening, assessing and monitoring children's progress.	Information on developmental screening and assessment resources available to programs and the importance of regularly screening, assessing and monitoring children's progress is disseminated.		
Alaska Native Health Consortium: offers statewide services in specialty medical care, water and sanitation, community health and research, information technology, and professional recruiting.		Providers		Educate providers on the benefits of developmental and mental health screening.	By the end of 2007, the number of children receiving comprehensive screening through the EPSDT system.	The number of children receiving comprehensive screening through the EPSDT system.		
Division of Women's, Children's, and Family Health, Department of Health and Social Services: includes programs that stress improving the health status of and assuring health service access for present and future generations of Alaskan women of all ages and their families.				Providers (in addition to office managers) are educated on billing procedures and codes for developmental screenings.				
Oral Health, Department of Health and Social Services: funds a state dental officer and the infrastructure to provide oral health leadership in the state.				Educate providers (in addition to office managers) on billing procedures and codes for developmental screenings.	By the end of 2007, educated providers (in addition to office managers) on billing procedures and codes for developmental screenings.	Increased knowledge among providers on billing procedures and codes for developmental screenings.		
Chronic Disease-Obesity Program, Department of Health and Social Services: monitors behavioral risk factors and chronic diseases through the collection, interpretation, and dissemination of surveillance data. The program also prevents and reduces obesity among Alaskans through the promotion of physical activity and good nutrition.						The number of children receiving comprehensive screening through the EPSDT system.		

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Medicaid, Department of Health and Social Services: is a program sponsored by the federal government and administered by states that is intended to provide health care and health-related services to low-income individuals.		Providers	Developmental Screening			A list of developmental screening instruments is distributed to providers.				
Early and Periodic Screening, Diagnostic, and Treatment, Department of Health and Social Services: is Medicaid's comprehensive and preventive child health program for individuals under the age of 21.					Distribute a list of developmental screening instruments to providers.	By the end of 2007, distributed a list of developmental screening instruments to providers.	The number of practices using the developmental screening instruments.			
Denali KidsCare: is the State Children's Health Insurance Program (SCHIP) for Alaska.		Parents				Coordinated with EPSDT on information to parents regarding the importance of screening.				
Public Assistance, Department of Health and Social Services: is focused on helping as many families become self-sufficient.					Coordinate with Early Periodic Screening, Diagnosis, and Treatment (EPSDT) on information to parents regarding the importance of screening.	By the end of 2007, coordinated with EPSDT on information to parents regarding the importance of screening.	Materials distributed to parents through EPSDT.			
Covering Kids Coalition: promotes full enrollment in public health insurance programs.		Providers	Billing/Reimbursement for Developmental Services			Providers are educated on appropriate diagnostic procedures and billing codes for social/emotional development services.				
School District Pre-schools, Department of Education and Early Development:					Educate providers on appropriate diagnostic procedures and billing codes for social/emotional development services.	By the end of 2007, educated providers on appropriate diagnostic procedures and billing codes for social/emotional development services.	Increased knowledge of providers on appropriate diagnostic procedures and billing codes for social/emotional development services.			
Child Protection Services: identifies, treats, and reduces child abuse and neglect, as well as to ensure that reasonable efforts are made to protect and maintain children in their own homes.							The number of children receiving social/emotional development services increased.			
Best Beginnings: Alaska's Early Childhood Investment: works to improve early learning opportunities, which are crucial to the growth and development of young children, and to building better futures for everyone in Alaska.						Develop a crosswalk between diagnosis for young children and billing requirements.	By the end of 2007, developed a crosswalk between diagnosis for young children and billing requirements.	A crosswalk between diagnosis for young children and billing requirements is developed.		
Ready to Read, Ready to Learn: is an emerging comprehensive coalition of industry leaders, policy makers, educators, parents and families dedicated to creating system-wide changes to improve pre-Kindergarten learning.						Increase the number of qualified providers eligible for Medicaid reimbursement that provide developmental services.	By the end of 2007, increased the number of qualified providers eligible for Medicaid reimbursement that provide developmental services.	The number of qualified providers eligible for Medicaid reimbursement that provide developmental services increased .		
				Children		Review service codes to ensure that developmental services for young children are grounded in the environment and family.	By the end of 2007, reviewed service codes to ensure that developmental services for young children are grounded in the environment and family.	Service codes to ensure that developmental services for young children are grounded in the environment and family are reviewed.		
		Foster Children	Managing Health Information of Foster Children			A system for managing health care information for foster children is developed and maintained.				
					Develop and maintain a system for managing health care information for foster children.	By the end of 2007, developed and maintained a system for managing health care information for foster children.	% of foster children whose health care information is managed.			
		Children	Enrollment in Health Insurance Programs			Use current federal poverty level in determining eligibility to public health insurance programs is supported.				
					Support the removal of the 2003 federal poverty level standard in determining eligibility to public health insurance programs.	By the end of 2007, supported the removal of the 2003 federal poverty level standard in determining eligibility to public health insurance programs.	Covering Kids Coalition is partnered with to support their work in increasing the number of Alaskan children enrolled in public health insurance.			
					Partner with the Covering Kids Coalition to support their work in increasing the number of Alaskan children enrolled in public health insurance.	By the end of 2007, partnered with the Covering Kids Coalition to support their work in increasing the number of Alaskan children enrolled in public health insurance.	The number of children birth to age eight enrolled in public health insurance programs increased.			

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		Children 0-5	Enrollment in Early Intervention Programs	Implement strategies to increase access to Head Start and Early Head Start programs.	By the end of 2007, implemented strategies to increase access to Head Start and Early Head Start programs.	Strategies to increase access to Head Start and Early Head Start programs are implemented.				
				Implement strategies to increase access to Head Start and Early Head Start programs.	By the end of 2007, implemented strategies to increase access to Head Start and Early Head Start programs.	The number of children enrolled in Head Start/Early Head Start.				
				Implement strategies to decrease the waiting list for Early Intervention Programs.	By the end of 2007, implemented strategies to decrease the waiting list for Early Intervention Programs.	Strategies to decrease the waiting list for Early Intervention Programs are implemented.				
						The number of children on the waiting list for Early Intervention Programs.				
		Early childhood mental health professionals	Professional Development in Early Childhood Mental Health	Identify current/available workforce early childhood mental health professional development opportunities.	By the end of 2007, identified current/available workforce early childhood mental health professional development opportunities.	Current/available workforce early childhood mental health professional development opportunities are identified.				
				Conduct a survey to determine current level of expertise in the field of early childhood mental health.	By the end of 2007, conducted a survey to determine current level of expertise in the field of early childhood mental health.	A survey to determine current level of expertise in the field of early childhood mental health is conducted.				
				Research core competencies by levels of service providers across all early childhood disciplines including early childhood mental health.	By the end of 2007, researched core competencies by levels of service providers across all early childhood disciplines including early childhood mental health.	Core competencies by levels of service providers across all early childhood disciplines including early childhood mental health is researched.				
				Developed core competencies for service providers across all early childhood disciplines including early childhood mental health.	By the end of 2007, developed core competencies for service providers across all early childhood disciplines including early childhood mental health.	Core competencies for service providers across all early childhood disciplines including early childhood mental health is developed.				
				Work with the universities and training entities to incorporate early childhood mental health content into their course curriculum.	By the end of 2007, worked with the Universities and training entities to incorporate early childhood mental health content into their course curriculum.	Worked with the universities and training entities to incorporate early childhood mental health content into their course curriculum.				
				Universities and training entities		Develop a professional development plan for training and education in early childhood mental health.	By the end of 2007, developed a professional development plan for training and education in early childhood mental health.	A professional development plan for training and education in early childhood mental health is developed.		
				Early childhood mental health professionals						
		Early Childhood Education Providers	Professional Development in Early Childhood Education	Provide campus-based and distance delivered education opportunities in early childhood education.	By the end of 2007, provided campus-based and distance delivered education opportunities in early childhood education.	Campus-based and distance delivered education opportunities in early childhood education is provided.				
						The number of early childhood education graduates increased.				
						The number of early childhood education credits awarded increased.				
					Support University systems meeting the requirements for accreditation in Early Childhood Education.	By the end of 2008, supported University systems meeting the requirements for accreditation in Early Childhood Education.	University systems are supported in meeting the requirements for accreditation in Early Childhood Education.			
					Maintain a registry system that documents the individual professional development of early childhood education providers.	By the end of 2007, maintained a registry system that documents the individual professional development of early childhood education providers.	A registry system that documents the individual professional development of early childhood education providers is maintained.			
					Maintain a registry system that documents the individual professional development of early childhood education providers.	By the end of 2007, maintained a registry system that documents the individual professional development of early childhood education providers.	The number of early childhood education providers using the registry system.			

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		Early Childhood Professionals	Professional Development in Early Childhood Education	Implement a registry of approved trainers in early childhood.	By the end of 2007, implemented a registry of approved trainers in early childhood.	A registry of approved trainers in early childhood is implemented.		
				The number of approved trainers in early childhood accessing the registry increased.				
		Early Childhood Education Professionals		Maintain a website that provides information on professional development opportunities in early childhood education.	By the end of 2006, maintained a website that provides information on professional development opportunities in early childhood education.	A website that provides information on professional development opportunities in early childhood education is maintained.		
				Publicize a website that provides information on professional development opportunities in early childhood education.	By the end of 2006, publicized a website that provides information on professional development opportunities in early childhood education.	A website that provides information on professional development opportunities in early childhood education is publicized.		
		Early Care and Learning Providers		Establish ten educational standards for early care and learning providers.	By the end of 2007, established ten educational standards for early care and learning providers.	Ten educational standards for early care and learning providers are established.		
				Establish ten educational standards for early care and learning providers.	By the end of 2007, established ten educational standards for early care and learning providers.	The number of programs meeting standards established for their program.		
				Establish ten educational standards for early care and learning providers.	By the end of 2007, established ten educational standards for early care and learning providers.	The number of Head Start programs meeting the federal mandates for professional development.		
		Pre-K Teachers		Develop guidelines to be adopted by the State Board of Education and early Development moving pre-K teachers toward certification in early childhood development or an early childhood endorsement.	By the end of 2010, developed guidelines to be adopted by the State Board of Education and early Development moving pre-K teachers toward certification in early childhood development or an early childhood endorsement.	Guidelines to be adopted by the State Board of Education and early Development moving pre-K teachers toward certification in early childhood development or an early childhood endorsement are developed.		
				Advocated guidelines to be adopted by the State Board of Education and early Development moving pre-K teachers toward certification in early childhood development or an early childhood endorsement.	By the end of 2010, advocated guidelines to be adopted by the State Board of Education and early Development moving pre-K teachers toward certification in early childhood development or an early childhood endorsement.	Guidelines to be adopted by the State Board of Education and early Development moving pre-K teachers toward certification in early childhood development or an early childhood endorsement are advocated.		
		Early Care and Learning Providers		Disseminate information about the professional development framework for early care and learning providers.	By the end of 2007, disseminated information about the professional development framework for early care and learning providers.	Information about the professional development framework for early care and learning providers is disseminated.		
			Encourage the use of the professional development framework for early care and learning providers.	By the end of 2007, encouraged the use of the professional development framework for early care and learning providers.	The use of the professional development framework for early care and learning providers is encouraged.			
			Encourage the use of the professional development framework for early care and learning providers.	By the end of 2007, encouraged the use of the professional development framework for early care and learning providers.	The number of providers in each category of the framework.			
			Promote the analysis of wage and benefit issues.	By the end of 2007, promoted the analysis of wage and benefit issues.	The analysis of wage and benefit issues is promoted.			
			Develop options for improving benefits for ECL providers.	By the end of 2007, developed options for improving benefits for ECL providers.	Options for improving benefits for ECL providers are developed.			
		Early Childhood Programs	Explore the development of a system for rewarding programs who demonstrate a commitment to livable wages and benefits.	By the end of 2007, explored the development of a system for rewarding programs who demonstrate a commitment to livable wages and benefits.	The development of a system for rewarding programs who demonstrate a commitment to livable wages and benefits is explored.			
		Early Childhood Providers	Conduct an annual survey of providers regarding early childhood workforce issues.	By the end of 2007, conducted an annual survey of providers regarding early childhood workforce issues.	An annual survey of providers regarding early childhood workforce issues is conducted.			

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		Early childhood mental health paraprofessionals	Professional Development in Early Childhood Education	Develop a system for early childhood mental health supervision and mentorship for paraprofessionals working with early childhood mental health issues (i.e., infant learning program (ILP), behavioral health (BH) aides, clinicians, child development and family workers).	By the end of 2007, developed a system for early childhood mental health supervision and mentorship for paraprofessionals working with early childhood mental health issues (i.e., ILP, BH aides, clinicians, child development and family workers).	A system for early childhood mental health supervision and mentorship for paraprofessionals working with early childhood mental health issues (i.e., ILP, BH aides, clinicians, child development and family workers) is developed.		
		Children 0-5	Professional Development	Research strategies to increase the supply of child care where needed, especially programs serving: infant and toddlers, children with special needs, children in rural areas, school-age children, children needing non-traditional hour care.	By the end of 2007, researched strategies to increase the supply of child care where needed, especially programs serving: infant and toddlers, children with special needs, children in rural areas, school-age children, children needing non-traditional hour care.	Strategies to increase the supply of child care where needed, especially programs serving: infant and toddlers, children with special needs, children in rural areas, school-age children, children needing non-traditional hour care are researched.		
				Implement strategies to increase the supply of child care where needed, especially programs serving: infant and toddlers, children with special needs, children in rural areas, school-age children, children needing non-traditional hour care.	By the end of 2007, implemented strategies to increase the supply of child care where needed, especially programs serving: infant and toddlers, children with special needs, children in rural areas, school-age children, children needing non-traditional hour care.	Strategies to increase the supply of child care where needed, especially programs serving: infant and toddlers, children with special needs, children in rural areas, school-age children, children needing non-traditional hour care are implemented.		
				Implement strategies to increase the supply of child care where needed, especially programs serving: infant and toddlers, children with special needs, children in rural areas, school-age children, children needing non-traditional hour care.	By the end of 2007, implemented strategies to increase the supply of child care where needed, especially programs serving: infant and toddlers, children with special needs, children in rural areas, school-age children, children needing non-traditional hour care.	The percent increase in the number of AKIN! Families that find appropriate child care.		
				Implement strategies to increase the supply of child care where needed, especially programs serving: infant and toddlers, children with special needs, children in rural areas, school-age children, children needing non-traditional hour care.	By the end of 2007, implemented strategies to increase the supply of child care where needed, especially programs serving: infant and toddlers, children with special needs, children in rural areas, school-age children, children needing non-traditional hour care.	The percent increase in licensed child care spaces in rural areas.		
				Develop a system for health and mental health specialists to provide consultation and direct services in natural settings such as early care and learning programs.	By the end of 2007, developed a system for health and mental health specialists to provide consultation and direct services in natural settings such as early care and learning programs.	A system for health and mental health specialists to provide consultation and direct services in natural settings such as early care and learning programs is developed.		
		Early care and learning programs		Implement a system for health and mental health specialists to provide consultation and direct services in natural settings such as early care and learning programs.	By the end of 2007, implemented a system for health and mental health specialists to provide consultation and direct services in natural settings such as early care and learning programs.	A system for health and mental health specialists to provide consultation and direct services in natural settings such as early care and learning programs is implemented.		
				Implement a system for health and mental health specialists to provide consultation and direct services in natural settings such as early care and learning programs.	By the end of 2007, implemented a system for health and mental health specialists to provide consultation and direct services in natural settings such as early care and learning programs.	The number of trained health and mental health consultants.		
				Implement a system for health and mental health specialists to provide consultation and direct services in natural settings such as early care and learning programs.	By the end of 2007, implemented a system for health and mental health specialists to provide consultation and direct services in natural settings such as early care and learning programs.	The number of early care and learning programs accessing consultation.		
		Early Childhood Development Learning (ECD) Programs	Quality Rating System	Establish Early Childhood Learning (ECL) program standards and regulations that reflect markers of quality (or standards of best practice).	By the end of 2007, established Early Childhood Learning program standards and regulations that reflect markers of quality (or standards of best practice).	Early Childhood Learning program standards and regulations that reflect markers of quality (or standards of best practice) are established.		
				Require ECL programs to meet or exceed established health, safety, and program standards.	By the end of 2007, required ECL programs to meet or exceed established health, safety, and program standards.	ECL programs are required to meet or exceed established health, safety, and program standards.		
				Develop a clear, coherent and equitable monitoring system for ECL program compliance.	By the end of 2008, developed a clear, coherent and equitable monitoring system for ECL program compliance.	A clear, coherent and equitable monitoring system for ECL program compliance is developed.		

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ORGANIZATIONAL STRUCTURE / ENVIRONMENT	INPUTS/RESOURCES	TARGET POPULATION	INTERVENTION		EXPECTED CHANGE (Outcomes/Objectives)	EVIDENCE OF CHANGE (Indicators)	BARRIERS	FACILITATORS
			DESCRIPTION	ACTIVITIES				
		Early Childhood Development Learning (ECD) Programs	Quality Rating System	Implement a clear, coherent and equitable monitoring system for ECL program compliance.	By the end of 2008, implemented a clear, coherent and equitable monitoring system for ECL program compliance.	A clear, coherent and equitable monitoring system for ECL program compliance is implemented.		
				Develop a quality rating system that encourages ECL programs to meet high quality standards.	By the end of 2008, developed a quality rating system that encourages ECL programs to meet high quality standards.	A quality rating system that encourages ECL programs to meet high quality standards is developed.		
				Implement a quality rating system that encourages ECL programs to meet high quality standards.	By the end of 2008, implemented a quality rating system that encourages ECL programs to meet high quality standards.	A quality rating system that encourages ECL programs to meet high quality standards is implemented.		
				Implement a quality rating system that encourages ECL programs to meet high quality standards.	By the end of 2008, implemented a quality rating system that encourages ECL programs to meet high quality standards.	The number of ECL programs improving scores on environmental rating scales, Department of Environmental Conservation inspections, Child Care Food Program Audits increased.		
		Parents		Implement a quality rating system statewide to help parents determine the quality of care.	By the end of 2008, implemented a quality rating system statewide to help parents determine the quality of care.	A quality rating system statewide to help parents determine the quality of care is implemented.		
		ECL Programs		Promote continuity between Early Childhood Learning (ECL) programs by supporting key elements of effective early childhood programs: developmentally appropriate practice, parent involvement, and support services for children and parents.	By the end of 2007, promoted continuity between ECL programs by supporting key elements of effective early childhood programs: developmentally appropriate practice, parent involvement, and support services for children and parents.	Continuity between ECL programs by supporting key elements of effective early childhood programs: developmentally appropriate practice, parent involvement, and support services for children and parents is promoted.		
		Children; Families		Develop information on the importance of transitioning children and their families to new classrooms/programs.	By the end of 2007, developed information on the importance of transitioning children and their families to new classrooms/programs.	Information on the importance of transitioning children and their families to new classrooms/programs is developed.		
				Disseminate information on the importance of transitioning children and their families to new classrooms/programs.	By the end of 2007, disseminated information on the importance of transitioning children and their families to new classrooms/programs.	Information on the importance of transitioning children and their families to new classrooms/programs is disseminated.		
		ECL Programs	Transition Services			ECL programs are assisted in developing transition procedures for children and their families moving to new classrooms/programs.		
				Assist ECL programs in developing transition procedures for children and their families moving to new classrooms/programs.	By the end of 2007, assisted ECL programs in developing transition procedures for children and their families moving to new classrooms/programs.	The number of ECL programs that have transition procedures for children and their families moving to new classrooms/programs in place.		
						The number of trainings on transitioning children and families to new classrooms/programs.		
		ECL programs, Infant Learning Programs, and School Districts		Support collaboration between ECL programs, Infant Learning Programs, and school districts on transition services.	By the end of 2007, supported collaboration between ECL programs, Infant Learning Programs, and school districts on transition services.	Collaboration between ECL programs, Infant Learning Programs, and school districts on transition services is supported.		
		ECL Programs	Cultural Competence	Encourage Early Childhood Learning (ECL) programs to recruit and hire staff representing the cultures they serve.	By the end of 2007, encouraged ECL programs to recruit and hire staff representing the cultures they serve.	ECL programs are encouraged to recruit and hire staff representing the cultures they serve.		
				Encourage ECL programs to recruit and hire staff representing the cultures they serve.	By the end of 2007, encouraged ECL programs to recruit and hire staff representing the cultures they serve.	Number of Early Childhood participating in training.		
				Encourage ECL programs to recruit and hire staff representing the cultures they serve.	By the end of 2007, encouraged ECL programs to recruit and hire staff representing the cultures they serve.	Established a network of support with diverse community members as participants.		
				Encourage ECL programs to train current staff to better work with the cultural groups they serve.	By the end of 2007, the number of Early Childhood staff participating in cultural competency training.	The number of Early Childhood staff participating in cultural competency training.		

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			DESCRIPTION	ACTIVITIES				
		Child Care Providers	Cultural Competence	Provide training information and strategies to child care providers on how to successfully engage families of diverse cultures.	By the end of 2007, provided training information and strategies to child care providers on how to successfully engage families of diverse cultures.	Training information and strategies to providers on how to child care successfully engage families of diverse cultures is provided .		
		Community Members		Create opportunities for community members with diverse backgrounds to participate in a network of support for ECL programs.	By the end of 2007, created opportunities for community members with diverse backgrounds to participate in a network of support for ECL programs.	Opportunities for community members with diverse backgrounds to participate in a network of support for ECL programs are created.		
		Parents	Parenting Education	Provide consumer information to parents that is user friendly and available in multiple formats, languages, and locations (such as places of employment, medical offices, and Women Infants and Children).	By the end of 2007, provided consumer information to parents that is user friendly and available in multiple formats, languages, and locations (such as places of employment, medical offices, and Women Infants and Children).	Consumer information to parents that is user friendly and available in multiple formats, languages, and locations (such as places of employment, medical offices, and Women Infants and Children) is provided.		
				Develop Public Service Announcements (PSAs) for radio and television with consumer information regarding quality care and early learning programs.	By the end of 2007, developed PSA's for radio and television with consumer information regarding quality care and early learning programs.	PSA's for radio and television with consumer information regarding quality care and early learning programs is developed.		
				Organize developmental screening service information on websites, referral lists, and other accessible mechanisms.	By the end of 2007, organized developmental screening service information on websites, referral lists, and other accessible mechanisms.	Organized developmental service information on websites, referral lists, and other accessible mechanisms.		
		Families	Parenting Education	Create a statewide family support clearinghouse which: serves as a repository of information regarding best practices in family services; supports interdisciplinary training; provides technical assistance; distributes information to programs, stakeholders, and policy makers; and links to services.	By the end of 2008, created a statewide family support clearinghouse which: serves as a repository of information regarding best practices in family services; supports interdisciplinary training; provides technical assistance; distributes information to programs, stakeholders, and policy makers; and links to services.	A statewide family support clearinghouse which: serves as a repository of information regarding best practices in family services; supports interdisciplinary training; provides technical assistance; distributes information to programs, stakeholders, and policy makers; and links to services is created.		
				Support programs that provide easily accessible parenting information and referrals for all Alaskan families with young children ("parent lines," web-based services, home-based delivery, etc.).	By the end of 2007, supported programs that provide easily accessible parenting information and referrals for all Alaskan families with young children ("parent lines," web-based services, home-based delivery, etc.).	Programs that provide easily accessible parenting information and referrals for all Alaskan families with young children ("parent lines," web-based services, home-based delivery, etc.) are supported.	The number of families reporting access to parenting information and referrals in the survey.	
		Employers	Educating Employers	Educate employers on the importance of choosing insurance that provides for mental health services to young children.	By the end of 2007, educated employers on the importance of choosing insurance that provides for mental health services to young children.	Employers are educated on the importance of choosing insurance that provides for mental health services to young children.		
						Increased knowledge of employers on the importance of choosing insurance that provides for mental health services to young children.		
						The number of top Alaskan employers offering health insurance policies that provide mental health coverage for young children increased.		
		Families	Family Support	Encourage funding of programs that promote families being resources to their own family members, to other families, to programs, and to communities.	By the end of 2007, encouraged funding of programs that promote families being resources to their own family members, to other families, to programs, and to communities.	Funding of programs that promote families being resources to their own family members, to other families, to programs, and to communities is encouraged.	Isolation in remote/frontier Alaska	
				Encourage funding of programs that promote families being resources to their own family members, to other families, to programs, and to communities.	By the end of 2007, encouraged funding of programs that promote families being resources to their family own members, to other families, to programs, and to communities.	Number of programs using family to family support models.		

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			DESCRIPTION	ACTIVITIES				
		Employers		Encourage employers to develop family friendly policies (i.e., family health benefits, on-site childcare facilities, flexible work schedules, changing stations in restrooms, access to parenting information, etc.).	By the end of 2007, encouraged employees to develop family friendly policies (i.e., family health benefits, on-site childcare facilities, flexible work schedules, changing stations in restrooms, access to parenting information, etc.).	Employees are encouraged to develop family friendly policies (i.e., family health benefits, on-site childcare facilities, flexible work schedules, changing stations in restrooms, access to parenting information, etc.).		
				Encourage employers to develop family friendly policies (i.e., family health benefits, on-site childcare facilities, flexible work schedules, changing stations in restrooms, access to parenting information, etc.).	By the end of 2007, encouraged employees to develop family friendly policies (i.e., family health benefits, on-site childcare facilities, flexible work schedules, changing stations in restrooms, access to parenting information, etc.).	Number of families reporting employers with family friendly practices.	Lack of extended family support in urban areas	
		Families with young children	Family Support	Support and recognize community activities which promote health and wellness in families with young children.	By the end of 2007, supported and recognized community activities which promote health and wellness in families with young children.	Community activities which promote health and wellness in families with young children are supported and recognized.		
		Families		Promote "one door opens every door" by supporting: community based family resource centers, one-stop shopping services delivery models; family to family support; and integrated case management.	By the end of 2008, promoted "one door opens every door" by supporting: community based family resource centers, one-stop shopping services delivery models; family to family support; and integrated case management.	"One door opens every door" is promoted by supporting: community based family resource centers, one-stop shopping services delivery models; family to family support; and integrated case management.		
				The number of community based family resource centers, one-stop shopping centers, programs using family to family support models, and/or integrated case management.				
		ECL Programs	Sustainability/Funding	Require the use of Strengthening Families Self-Assessment in Early Childhood Learning (ECL) programs.	By the end of 2007, the number of ECL programs using the SF Initiative Self-Assessment.	The number of ECL programs using the SF Initiative Self-Assessment.		
		Child Care Licensers		Train child care licensers in SF Initiative Self-Assessment tool.	By the end of 2007, trained child care licensers in SF Initiative Self-Assessment tool.	Child care licensers are trained in SF Initiative Self-Assessment tool.		
		Parents		Maintain subsidy rate schedule in which parents pay no more than 10% of their income for child care.	By the end of 2008, maintained subsidy rate schedule in which parents pay no more than 10% of their income for child care.	Subsidy rate schedule in which parents pay no more than 10% of their income for child care is maintained.		
				Ensure child care subsidy rates is equivalent to the 75% of the current market rate.	By the end of 2008, ensured child care subsidy rates is equivalent to the 75% of the current market rate.	Child care subsidy rates is equivalent to the 75% of the current market rate is ensured.		
				Ensure adequate funding exists for child care assistance programs.	By the end of 2008, ensured adequate funding exists for child care assistance programs.	Adequate funding exists for child care assistance programs is ensured.		
				Provide support in helping parents and providers understand the child care assistance system.	By the end of 2007, provided support in helping parents and providers understand the child care assistance system.	Support in helping parents and providers understand the child care assistance system is provided.		
				Provide support in helping parents and providers understand the child care assistance system.	By the end of 2007, provided support in helping parents and providers understand the child care assistance system.	Consumer information on, child care assistance is offered.		
				Provide support in helping parents and providers understand the child care assistance system.	By the end of 2007, provided support in helping parents and providers understand the child care assistance system.	No waitlist exists for child care assistance.		
		Families		Ensure that child care assistance is available for families whose income is up to 85% of the State Median Income.	By the end of 2007, ensured that child care assistance is available for families whose income is up to 85% of the State Median Income.	Child care assistance is available for families whose income is up to 85% of the State Median Income is ensured.		
				Research information on best practices in outreach, engagement, and family support models.	By the end of 2007, researched information on best practices in outreach, engagement, and family support models.	Information on best practices in outreach, engagement, and family support models is researched.		
			Disseminate information on best practices in outreach, engagement, and family support models.	By the end of 2007, disseminated information on best practices in outreach, engagement, and family support models.	Information on best practices in outreach, engagement, and family support models is disseminated.			

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			DESCRIPTION	ACTIVITIES				
		Families	Sustainability/Funding	Support the implementation of family support models such as Strengthening Families (SF) in all Early Childhood Learning (ECL) settings.	By the end of 2007, supported the implementation of family support models such as Strengthening Families (SF) in all ECL settings.	The implementation of family support models such as Strengthening Families (SF) in all ECL settings.		
		Early Childhood Learning (ECL) Programs		Require the use of Strengthening Families Self-Assessment in ECL programs.	By the end of 2007, required the use of Strengthening Families Self-Assessment in ECL programs.	The number of programs implementing the SF/family support models.		
		ECL Programs		Require the use of Strengthening Families Self-Assessment in ECL programs.	By the end of 2007, required the use of Strengthening Families Self-Assessment in ECL programs.	The use of Strengthening Families Self-Assessment in ECL programs is required.		
		Children		Find sustainable funding for care coordination of services.	By the end of 2008, found sustainable funding for care coordination of services.	The number of ECL programs using the Strengthening Families Self-Assessment.		
		Children in the state's custody		Provide adequate funding to ensure that children in the state's custody are placed in high quality child care programs.	By the end of 2008, provided adequate funding to ensure that children in the state's custody are placed in high quality child care programs.	Sustainable funding for care coordination of services is found.		
		Children with several emotional disturbances and those at risk for Social Emotional Disorders		Identify funding streams to integrate services for young children with several emotional disturbances and those at risk for Social Emotional Disorders (SED).	By the end of 2007, identified funding streams to integrate services for young children with several emotional disturbances and those at risk for SED.	Adequate funding to ensure that children in the state's custody are placed in high quality child care programs is provided.		
						Funding streams to integrate services for young children with several emotional disturbances and those at risk for SED are identified.		
			Program Evaluation	Monitor systems changes and activities related to the implementation plan.	Monitored systems changes and activities related to the implementation plan.	Systems changes and activities related to the implementation plan are monitored.		
				Evaluate performance by examining policy changes around the needs of young children and their families.	Evaluated performance by examining policy changes around the needs of young children and their families.	Policy changes around the needs of young children and their families are examined to evaluate performance.		
				Evaluate performance by examining early childhood representation on committees and planning meetings.	Evaluated performance by examining early childhood representation on committees and planning meetings.	Early childhood representation on committees and planning meetings is examined to evaluate performance.		
					Increased early childhood representation on committees and planning meetings.			