

**Logic Model for SECCS Grant Program:  
Illinois' Early Childhood Comprehensive Systems Project**

ORGANIZATIONAL STRUCTURE / ENVIRONMENT	INPUTS/RESOURCES	TARGET POPULATION	INTERVENTION		EXPECTED CHANGE (Outcomes/Objectives)	EVIDENCE OF CHANGE (Indicators)	BARRIERS	FACILITATORS
			DESCRIPTION	ACTIVITIES				
<b>GRANTEE/ PROJECT CHARACTERISTICS (i.e., goals and description of the project, environment, description of population/case load and partner organizations):</b>	<b>TOTAL FUNDS REQUESTED:</b> \$140,000 (for the first year of the project) <b>TOTAL PROJECT BUDGET:</b> \$140,000 (for the first year of the project)	Children 3-4 years old	Enhancing the Quality of Early Childhood and Education Programs	Identify research-based early childhood program models for a high quality universal, voluntary preschool program for all 3 and 4 year olds.	By October 2004, Early Learning Council (ELC) Program Quality and Quality Assurance identified research-based program models for a high quality universal, voluntary preschool early childhood program for all 3 and 4 year olds.	Identified research-based program models for a high quality universal, voluntary preschool early childhood program for all 3 and 4 year olds.		
<b>Illinois Department of Human Services, Office of Family Health</b> is the lead agency. This department oversees more than \$4.5 billion in state and federal funds that support a broad array of services. These programs include: Temporary Assistance to Needy Families, Child Care, community and in-patient mental health care, substance abuse prevention and treatment, domestic violence prevention and intervention and Part C Early Intervention. The Office of Family Health, which oversees the Maternal and Child Health Services Block Grant (Title V), offers many programs for families with young children. Overall, the Office of Family Health oversees grants to more than 150 agencies for more than 20 different programs and has a budget in excess of \$300 million.	<b>PROJECT INPUTS (i.e., personnel and non-personnel)</b>	Children 0-3 years old		Identify research-based early childhood program models for at-risk children 0-3 years old.	By October 2004, ELC Program Quality and Quality Assurance identified research-based early childhood program models for at-risk children 0-3 years old.	Identified research-based early childhood program models for at-risk children 0-3 years old.		
<b>Illinois' Birth To Five Project</b> provides overall leadership and coordination for early childhood system building in Illinois. The project is based out of the Ounce of Prevention Fund (Ounce), which is a public/private partnership to promote the well being of infants, children and families.	<b>Personnel:</b>	Children 0-5 years old		Ensure written program standards exist and are implemented across education-funded 0-5 programs.	Between July and December 2005, ELC Program Quality and Quality Assurance ensured written program standards exist and are implemented across education-funded 0-5 programs.	Ensured written program standards exist and are implemented across education-funded 0-5 programs.		
<b>Illinois' Early Childhood Comprehensive Systems Project</b> will extend the work that has been done in the state during the last seven years to develop a comprehensive system of services for families with young children called the Birth to Five Project. The role of Illinois' SECCS project within the state's early childhood initiatives is to support the Title V program's capacity for leadership and to develop local MCH service providers, knowledge and skills in early childhood development. This project enables the Title V program to develop specific action plans to achieve the Birth To Five Project's goals and objectives.	Program Coordinator 1.0 FTE	Publicly Funded Early Learning Programs		Develop a comprehensive, integrated system to provide training, technical assistance and monitoring to ensure high quality services are provided in all publicly funded early learning programs.	Between July and December 2005, ELC Program Quality and Quality Assurance developed a comprehensive, integrated system to provide training, technical assistance and monitoring to ensure high quality services are provided in all publicly funded early learning programs.	Developed a comprehensive, integrated system to provide training, technical assistance and monitoring to ensure high quality services are provided in all publicly funded early learning programs.		
The project goals are as follows: 1) To ensure that the Title V program is represented on the Birth To Five Project, the Illinois Children's Mental Health Partnership, the Early Learning Council, the Assuring Better Child Development project, the Strengthening Families Initiative and other early childhood system building initiatives and 2) To train local agencies that provide MCH services to families with young children in early child development through the use of Healthy Steps resource materials.	<b>Non-Personnel:</b>	Children 3-5 years old		Conduct research and identify strategies for expanding Children's Mental Health and improving mental health related support services available to families with children 3-5 who are eligible for Pre-K.	Between July and September 2004, Children's Mental Health Partnership and ELC Program Quality and Quality Assurance conducted research and identify strategies for expanding Children's Mental Health and improving mental health related support services available to families with children 3-5 who are eligible for Pre-K.	Conducted research and identify strategies for expanding Children's Mental Health and improving mental health related support services available to families with children 3-5 who are eligible for Pre-K.		
Illinois' Title V Program has been participating in a collaborative project to develop a comprehensive system of services for families with young children since 1998. The project, known as the Birth To Five Project, has been led by the Ounce of Prevention Fund. Through these efforts, Illinois was selected in 2002 as one of four states to receive funding from the Early Childhood Funders' Collaborative for the Build Initiative.	Direct Costs: Sum of fringe benefits and travel.	Children in Early Learning Programs		Child Assessment and Program Evaluation Systems	Develop guidelines for developmental screening and ongoing assessment of individual children in early learning programs to facilitate appropriate instruction and document children's progress.	By July 2004, ELC Evaluation and Assessment developed guidelines for developmental screening and ongoing assessment of individual children in early learning programs to facilitate appropriate instruction and document children's progress.	Developed guidelines for developmental screening and ongoing assessment of individual children in early learning programs to facilitate appropriate instruction and document children's progress.	

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<b>ENVIRONMENT:</b>	Indirect Costs: The Department's administrative costs are estimated as 27.28% of personnel and fringe benefits.	Early Learning Programs	Child Assessment and Program Evaluation Systems	Develop guidelines for using child and program data for self-assessment of program effectiveness to inform continuous improvement efforts in early learning programs.	By October 2004, ELC Evaluation and Assessment developed guidelines for using child and program data for self-assessment of program effectiveness to inform continuous improvement efforts in early learning programs.	Developed guidelines for using child and program data for self-assessment of program effectiveness to inform continuous improvement efforts in early learning programs.		
In the Fiscal Year (FY) 2003, Early and Periodic Screening, Diagnosis and Treatment Program (EPSDT) participation ratio (the proportion of Medicaid eligible children who received a preventive health service) was 94 percent among eligible infants. It was 73 percent among eligible one- and two-year-olds.	<b>OTHER INPUTS (contracts, other grant awards, matching funds):</b>			Develop an evaluation plan for early learning programs funded by state education dollars.	By October 2004, ELC Evaluation and Assessment developed an evaluation plan for early learning programs funded by state education dollars.	Developed an evaluation plan for early learning programs funded by state education dollars.		
There are an estimated 900,000 children under five years of age in Illinois; in a recent fiscal year, fewer than 400 children were receiving mental health services through the publicly-funded community mental health system.	Project Director .01 FTE (in kind from the Department of Human Services)	Child Care Providers	Enhancing the Quality of Child Care Programs	Provide training for child care providers on special needs/inclusion and developmental screening.	By 2004, Illinois Department of Human Services (IDHS) Bureau of Child Care and Development provided training for child care providers on special needs/inclusion and developmental screening.	Provided training for child care providers on special needs/inclusion and developmental screening.		
Nearly 7,100 children under three years of age were found to be victims of child abuse and neglect in FY'04, a rate of 14.0 per 1,000 population.	Assistant Project Director .05 FTE (in kind from the Department of Human Services)	Child Care Providers		Expand the child care mental health consultation pilots to additional communities in Illinois.	Between July 2004 and June 2005, IDHS Bureau of Child Care and Development expanded the child care mental health consultation pilots to additional communities in Illinois.	Expanded the child care mental health consultation pilots to additional communities in Illinois.		
Illinois' objective of 23.5 births per 1,000 15-17 year old women was exceeded in 2003. The actual rate, reported in the MCH Services Block Grant Application for FY 2006, was 22.9 births per 1,000.	Program Coordinator 1.0 FTE (9% of salary provided by the Maternal and Child Health Block Grant)	Child Care Providers		Establish contract standards for child care providers.	Between July and December 2005, IDHS Bureau of Child Care and Development established contract standards for child care providers.	Established contract standards for child care providers.		
The expulsion rate at the pre-kindergarten level is 2.81 times the expulsion rate at the Kindergarten through 12th grade level.	Ounce of Prevention Fund will arrange for the parent focus groups.	Child Care Providers		Implement contract standards for child care providers.	By July and December 2005, IDHS Bureau of Child Care and Development implemented contract standards for child care providers.	Implemented contract standards for child care providers.		
<b>PARTNERING ORGANIZATIONS:</b>	Advocate Health Care will conduct training programs on normal child development using Healthy Steps Materials.	Child Care Providers		Design a Quality Counts tiered reimbursement system that provides financial incentives to providers for quality care and improved accountability.	By January 2005, IDHS Child Care Advisory Committee and ELC designed a Quality Counts tiered reimbursement system that provides financial incentives to providers for quality care and improved accountability.	Designed a Quality Counts tiered reimbursement system that provides financial incentives to providers for quality care and improved accountability.		
<b>University of Illinois at Chicago Division of Specialized Care for Children (DSCC):</b> operates the Illinois' Title V program for Children with Special Health Care Needs (CSHCN). This program serves about 25,000 children annually. DSCC has received national recognition for its leadership in the development of medical homes for CSHCN. The CSHCN program, with financial support from Health Resources and Services Administration, is implementing practice-based education to increase the number of medical homes and working with Head Start programs to link children to primary care.		Child Care Providers		Implement a Quality Counts tiered reimbursement system that provides financial incentives to providers for quality care and improved accountability.	By January 2005, IDHS Child Care Advisory Committee and ELC implemented a Quality Counts tiered reimbursement system that provides financial incentives to providers for quality care and improved accountability.	Implemented a Quality Counts tiered reimbursement system that provides financial incentives to providers for quality care and improved accountability.		
<b>The Illinois Department of Healthcare and Family Services (IDHFS):</b> administers the Medicaid and State Children's Health Insurance Programs as well as a health insurance plan for uninsured parents called "FamilyCare." IDHFS is implementing the recommendations of a "perinatal task force" that examined the feasibility of implementing optional Medicaid services for pregnant women. Recent expansions have focused on screening for developmental delays and postpartum depression.		Child Care Providers		Develop strategies to link children in license-exempt child care to early education programs.	By October and December 2005, ELC Linkage and Integration developed strategies to link children in license-exempt child care to early education programs.	Developed strategies to link children in license-exempt child care to early education programs.		

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<b>Illinois Violence Prevention Authority (IVPA):</b> oversees the Children's Mental Health Partnership, which develops Illinois' system of prevention, early intervention and treatment services for children's mental health. The partnership is giving special emphasis to the development of services for young children, especially children under age five.		Child Care Providers	Enhancing the Quality of Child Care Programs	Develop strategies to enhance the early learning of children in license-exempt care.	By October and December 2005, ELC Linkage and Integration developed strategies to enhance the early learning of children in license-exempt care.	Developed strategies to enhance the early learning of children in license-exempt care.		
<b>Early Learning Council:</b> was established two years ago to develop universal preschool for all three and four-year-olds. The council is preparing a final implementation plan for the Governor.		Child Care Providers		Develop a plan to revise the rate structure of the child care subsidy program.	By October 2004, IDHS, Child Care Advisory Committee, and AFC developed a plan to revise the rate structure of the child care subsidy program.	Developed a plan to revise the rate structure of the child care subsidy program.		
<b>Illinois State Board of Education:</b> oversees the Early Childhood Block Grant, which provides pre-kindergarten and other services (described below) for families with young children.		Child Care Providers		Develop incentives to enhance quality in child care and other 0-5 programs.	By July 2005, ELC Program Quality and Quality Assurance developed incentives to enhance quality in child care and other 0-5 programs.	Developed incentives to enhance quality in child care and other 0-5 programs.		
<b>Assuring Better Child Development (ABCD) Phase 2:</b> This project tests models for integrating early childhood social-emotional services in pediatric practices. IDHFS is the grantee, but this phase is run by the Ounce of Prevention Fund, a partner project.		Pediatric and Family Practices	Strengthening the Role of Perinatal and Primary Health Care Providers	Conduct two training programs on the medical home concept to increase the number of pediatric and family practices that are implementing the kind of family-professional partnership that characterize the medical home.	By June 2005, University of Illinois at Chicago Division of Specialized Care for Children (DSCC) and IDHS Office of Family Health conducted two training programs on the medical home concept to increase the number of pediatric and family practices that are implementing the kind of family-professional partnership that characterize the medical home.	Conducted two training programs on the medical home concept to increase the number of pediatric and family practices that are implementing the kind of family-professional partnership that characterize the medical home.		
<b>Ounce of Prevention Fund:</b> was established in 1982 as a public/private partnership to promote the well being of infants, children and families.		Office of Family Health Grantees		Conduct 10 training programs on social emotional development and perinatal depression for Office of Family Health grantees. Two training programs on each topic will be conducted in each of IDHS' administrative regions.	By June 2005, IDHS Office of Family Health conducted 10 training programs on social emotional development and perinatal depression for Office of Family Health grantees. Two training programs on each topic will be conducted in each of IDHS' administrative regions.	Conducted 10 training programs on social emotional development and perinatal depression for Office of Family Health grantees. Two training programs on each topic will be conducted in each of IDHS' administrative regions.		
<b>Illinois Department of Children and Family Services (DCFS):</b> operates the state's child protection and child welfare programs. Illinois was recently selected as one of five states to implement the Center for the Study of Social Policy's "Strengthening Families Through Early Care and Education Initiative," which will provide parenting education through center-based childcare services. The DCFS is the lead agency for this initiative.		Perinatal Women and Children 0-5		Implement recommendations of the IDPA Perinatal Task Force re: Family Care expansion, perinatal depression, oral health, smoking cessation, labor support, etc. as part of the Assuring Better Child Development (ABCD) Phase 2.	By June 2006, Illinois Department of Public Aid (IDPA) implemented the recommendations of the IDPA Perinatal Task Force re: Family Care expansion, perinatal depression, oral health, smoking cessation, labor support, etc.	Implemented the recommendations of the IDPA Perinatal Task Force re: Family Care expansion, perinatal depression, oral health, smoking cessation, labor support, etc.		
<b>Parents:</b> Six focus groups were conducted between May 6 and June 10, 2003 at the beginning of the Build Initiative for this project to gain insight from Illinois parents and caregivers who are raising children age birth to five.		Primary Care Practices		Expand the delivery of comprehensive developmental assessments, appropriate developmental referrals and parent education on developmental issues in primary care practices throughout the state as part of the ABCD Phase 2.	By December 2006, Illinois Chapter of the American Academy of Pediatrics (ICAAP), IAFP, and Advocate Health Care expanded the delivery of comprehensive developmental assessments, appropriate developmental referrals and parent education on developmental issues in primary care practices throughout the state.	Expanded the delivery of comprehensive developmental assessments, appropriate developmental referrals and parent education on developmental issues in primary care practices throughout the state.		
<b>Illinois Children's Mental Health Partnership:</b> is an advisory committee that is statutorily authorized and focuses on system development for children's mental health.		Physicians and Their Office Staff		Develop materials, training opportunities, and technical assistance for physicians and their office staff to most effectively provide comprehensive, developmentally-oriented health care to young children as part of the ABCD Phase 2.	Between July and December 2005, ICAAP, IAFP, and Advocate Health Care developed materials, training opportunities, and technical assistance for physicians and their office staff to most effectively provide comprehensive, developmentally oriented health care to young children.	Developed materials, training opportunities, and technical assistance for physicians and their office staff to most effectively provide comprehensive, developmentally oriented health care to young children.		
<b>Voices for Children:</b> is an advocacy group.		Pediatric and Family Practice Residents		Provide post-graduate training, technical assistance and information to pediatric and family practice residents re: addressing the comprehensive developmental needs of children under age three as part of the ABCD Phase 2.	Between July and December 2005, ICAAP, IAFP, and Advocate Health Care provided post-graduate training, technical assistance and information to pediatric and family practice residents re: addressing the comprehensive developmental needs of children under age three.	Provided post-graduate training, technical assistance and information to pediatric and family practice residents re: addressing the comprehensive developmental needs of children under age three.		

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		Wards age 0-5	Enhancing the Child Welfare System's Services	Implement the Integrated Assessment Program to provide developmental testing for all 0-5 wards.	By January 2005, Department of Children and Family Services (DCFS) implemented the Integrated Assessment Program to provide developmental testing for all 0-5 wards.	Implemented the Integrated Assessment Program to provide developmental testing for all 0-5 wards.		
		Wards age 3-5		Implement the Integrated Assessment Program to behavior/mental health screenings of wards ages 3-5.	By January 2005, DCFS implemented the Integrated Assessment Program to behavior/mental health screenings of wards ages 3-5.	Implemented the Integrated Assessment Program to behavior/mental health screenings of wards ages 3-5.		
		Wards age 3-5		Improve access to preschool for 3-5 wards.	Between July 2004 and December 2005, ELC Expansion and DCFS improved access to preschool for 3-5 wards.	Improved access to preschool for 3-5 wards.		
		At-risk children 3-4 years old	Expanding Access to High-Quality Preschool	Expand the Early Childhood Education Block (ECBG) grant by an additional \$30 million in FY05 and FY06 to fulfill the Governor's campaign pledge and reach additional at-risk 3 and 4 year olds.	By June 2005, Office of the Governor, OPF, VIC, Administration for Children and Families (ACF) expanded the Early Childhood Education Block (ECBG) grant by an additional \$30 million in FY05 and FY06 to fulfill the Governor's campaign pledge and reach additional at-risk 3 and 4 year olds.	Expanded the Early Childhood Education Block (ECBG) grant by an additional \$30 million in FY05 and FY06 to fulfill the Governor's campaign pledge and reach additional at-risk 3 and 4 year olds.		
		Public and Private Preschool Programs		Complete an inventory of existing public and private preschool programs in Illinois.	By October 2004, ELC Expansion completed an inventory of existing public and private preschool programs in Illinois.	Completed an inventory of existing public and private preschool programs in Illinois.		
		Children 3-4 years old		Develop a process for ongoing assessment of needs for public and private preschool programs in Illinois.	By October 2004, ELC Expansion developed a process for ongoing assessment of needs for public and private preschool programs in Illinois.	Developed a process for ongoing assessment of needs for public and private preschool programs in Illinois.		
		0-5 Early Learning System		Develop a plan to provide universal, voluntary access to high quality preschool for all 3 and 4 year olds in a variety of settings.	Between July 2004 and June 2005, ELC Expansion developed a plan to provide universal, voluntary access to high quality preschool for all 3 and 4 year olds in a variety of settings.	Developed a plan to provide universal, voluntary access to high quality preschool for all 3 and 4 year olds in a variety of settings.		
		Child Care and Head Start Programs and 0-3 Programs		Implement a financing policy to support a high-quality, comprehensive, accessible 0-5 early learning system.	Between January and December 2005, ELC Expansion, implemented a financing policy to support a high-quality, comprehensive, accessible 0-5 early learning system.	Implemented a financing policy to support a high-quality, comprehensive, accessible 0-5 early learning system.		
		Preschools		Monitor access to ECBG Pre-K funding for child care and Head Start programs and 0-3 programs and promote new models.	Between July 2004 and July 2005, OPF and ELC Expansion monitored access to ECBG Pre-K funding for child care and Head Start programs and 0-3 programs and promote new models.	Monitored access to ECBG Pre-K funding for child care and Head Start programs and 0-3 programs and promote new models.		
				Dedicate ECBG funding to build capacity for preschool expansion in high need.	Between July 2004 and December 2005, Illinois State Board of Education (ISBE) and ELC Expansion dedicated ECBG funding to build capacity for preschool expansion in high need.	Dedicated ECBG funding to build capacity for preschool expansion in high need.		
		At-risk 0-3 year olds		Expanding Access to High-Quality Early Childhood Programs	Expand the Early Childhood Education Block Grant by an additional \$30 million in FY05 and FY06 to fulfill the Governor's campaign pledge and reach additional at-risk 0-3 year olds.	By June 2005, Office of the Governor, OPF, VIC, AFC expanded the Early Childhood Education Block Grant by an additional \$30 million in FY05 and FY06 to fulfill the Governor's campaign pledge and reach additional at-risk 0-3 year olds.	Expanded the Early Childhood Education Block Grant by an additional \$30 million in FY05 and FY06 to fulfill the Governor's campaign pledge and reach additional at-risk 0-3 year olds.	
				Develop and implement a plan to serve all at-risk children ages 0-3 in high-quality early learning programs, as a component of a universal plan.	By October 2004, ELC Expansion developed and implemented a plan to serve all at-risk children ages 0-3 in high-quality early learning programs, as a component of a universal plan.	Developed and implemented a plan to serve all at-risk children ages 0-3 in high-quality early learning programs, as a component of a universal plan.		
		Families	Expanding Access to Child Care	Extend initial eligibility for child care for all families to six months.	By January 2005, IDHS, ELC Linkage and Integration extended initial eligibility for child care for all families to six months.	Extended initial eligibility for child care for all families to six months.		
				Make co-pays reasonable and affordable for all families.	By December 2005, IDHS and AFC made co-pays reasonable and affordable for all families.	Made co-pays reasonable and affordable for all families.		
				Include job search as an "allowable activity" for child care eligibility.	By December 2005, IDHS included job search as an "allowable activity" for child care eligibility.	Included job search as an "allowable activity" for child care eligibility.		

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		Child Care Providers		Expand the Special Needs Add On Reimbursement Rate to cover all child care providers.	By December 2005, IDHS, ELC Linkage and Integration expanded the Special Needs Add On Reimbursement Rate to cover all child care providers.	Expanded the Special Needs Add On Reimbursement Rate to cover all child care providers.		
		Children of and Parents who are Involved in "Allowable Activities" during Nontraditional Hours	Expanding Access to Child Care	Expand eligibility for child care to include children of and parents who are involved in "allowable activities" during implementation nontraditional hours.	Pilot in 2005 (full implementation by July 2005-June 2006), IDHS, ELC Linkage and Integration expanded eligibility for child care to include children of and parents who are involved in "allowable activities" during implementation nontraditional hours.	Expanded eligibility for child care to include children of and parents who are involved in "allowable activities" during implementation nontraditional hours.		
		Early Childhood Committee		Lead the Early Childhood Committee of the Illinois Children's Mental Health Partnership and monitor the implementation of the early childhood portion of the Children's Mental Health Strategic Plan.	On an ongoing basis, Ounce of Prevention Fund (OPF) and VIC led the Early Childhood Committee of the Illinois Children's Mental Health Partnership and monitor the implementation of the early childhood portion of the Children's Mental Health Strategic Plan.	Led the Early Childhood Committee of the Illinois Children's Mental Health Partnership and monitor the implementation of the early childhood portion of the Children's Mental Health Strategic Plan.		
		Expecting Parents and Children 0-5 Years Old		Expand funding for mental health treatment and consultation services for expecting parents and children 0-5, including dedicated funding for 0-5.	By 2006, OPF, VIC, and Children's Mental Health Partnership, expanded funding for mental health treatment and consultation services for expecting parents and children 0-5, including dedicated funding for 0-5.	Expanded funding for mental health treatment and consultation services for expecting parents and children 0-5, including dedicated funding for 0-5.		
		Working Group		Convene a small working group to design the community mental health system's role in supporting families with young children. Additional representatives include: community mental health, Medicaid, Children's Mental Health Partnership and Part C. Work will include: <ul style="list-style-type: none"> <li>• Guidelines for consultation, technical assistance, referral and early intervention</li> <li>• Recommendations for funding the system of mental health support</li> <li>• Strategies for implementing the system through training programs and other activities to build relationships between community mental health centers and other earl childhood service providers.</li> </ul>	By December 2004, IDHS Office of Family Health and IDHS Division of Mental Health convened a small working group to design the community mental health system's role in supporting families with young children.	Convened a small working group to design the community mental health system's role in supporting families with young children.		
		Children 0-3 years old with developmental delays and disabilities in Part C	Expanding Social Emotional Prevention, Intervention and Treatment Services	Expand the Early Intervention social emotional component to all Children and Family Connections (CFCs) to increase the capacity of the Early Intervention (Part C of the Individuals with Disabilities Act (IDA)) system to assess, diagnose and intervene to address the mental health needs of children 0-3.	By December 2005, IDHS Bureau of Early Intervention expanded the Early Intervention social emotional component to all CFCs (Part C systems point of entry) to increase the capacity of the Early Intervention (Part C of the IDA) system to assess, diagnose and intervene to address the mental health needs of children 0-3.	Expanded the Early Intervention social emotional component to all CFCs (Part C systems point of entry) to increase the capacity of the Early Intervention (Part C of the IDA) system to assess, diagnose and intervene to address the mental health needs of children 0-3.		
		Child Care Social Emotional Pilots		Expand the mental health consultants to additional communities in FY05.	Between July 2004 and June 2005, IDHS Bureau of Child Care and Development expanded the mental health consultants to additional communities in FY05.	Expanded the mental health consultants to additional communities in FY05.		
		Primary Health Care Providers		Promote strategies for strengthening the role of primary health care providers in addressing social emotional needs of children 0-5 (training, technical assistance, information dissemination) as part of the ABCD Phase 2.	Between July 2004 and December 2005, IDPA, OPF, ICAAP, IAFF, and CDPH promoted strategies for strengthening the role of primary health care providers in addressing social emotional needs of children 0-5 (training, technical assistance, information dissemination).	Promoted strategies for strengthening the role of primary health care providers in addressing social emotional needs of children 0-5 (training, technical assistance, information dissemination).		
		Women		Promote strategies for ensuring that all women are screened for perinatal/maternal depression.	Between July 2004 and June 2005, I IDHS, IDPA, and Governor's Office promoted strategies for ensuring that all women are screened for perinatal/maternal depression.	Promoted strategies for ensuring that all women are screened for perinatal/maternal depression.		
		Government Interagency Team		Work with the Government Interagency Team to develop a social emotional screening, referral and follow-up system.	Between July 2004 and June 2005, OPF worked with the Government Interagency Team to develop a social emotional screening, referral and follow-up system.	Worked with the Government Interagency Team to develop a social emotional screening, referral and follow-up system.		

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		Medicaid	Expanding Social Emotional Prevention, Intervention and Treatment Services	Develop the adoption of the Diagnostic Classification (DC):O-3 and the Diagnostic Statistical Manual (DSM) Procedural Code (PC) by the Medicaid program to diagnose early childhood mental health issues.	By December 2006, OPF and IDPA explored adoption of the DC:O-3 and the DSM PC by the Medicaid program to diagnose early childhood mental health issues.	Explored adoption of the DC:O-3 and the DSM PC by the Medicaid program to diagnose early childhood mental health issues.		
		Primary Health Care Sites		Develop and implement three pilots to test the integration of a social emotional component/protocol into three primary health care sites: large pediatric practice, public health department, and community health center as part of the ABCD Phase 2.	Between July 2004 and December 2005, IDPA, OPF, ICAAP, IAFF, and CDPH developed and implement three pilots to test the integration of a social emotional component/protocol into three primary health care sites: large pediatric practice, public health department, and community health center.	Developed and implement three pilots to test the integration of a social emotional component/protocol into three primary health care sites: large pediatric practice, public health department, and community health center.		
				Develop materials and training based on pilots to raise awareness of social emotional issues among 40 primary care practices statewide.	Between July 2004 and September 2005, ICAAP and IAFF developed materials and training based on pilots (see 10) to raise awareness of social emotional issues among 40 primary care practices statewide.	Developed materials and training based on pilots (see 10) to raise awareness of social emotional issues among 40 primary care practices statewide.		
		KidCare Families		Develop and disseminate to all KidCare families materials for parents on the comprehensive developmental health of young children as part of the ABCD Phase 2.	Between January and December 2005, IDPA developed and disseminate to all KidCare families, materials for parents on the comprehensive developmental health of young children.	Developed and disseminate to all KidCare families, materials for parents on the comprehensive developmental health of young children.		
		Families with Children under Age Five and Perinatal Women		Review and make recommendations relative to Illinois' current Medicaid policy and guidelines to specifically address mental health screening, assessment and referrals for families with children under age five and perinatal women as part of the ABCD Phase 2.	Between July 2004 and June 2005, OPF reviewed and make recommendations relative to Illinois' current Medicaid policy and guidelines to specifically address mental health screening, assessment and referrals for families with children under age five and perinatal women.	Reviewed and make recommendations relative to Illinois' current Medicaid policy and guidelines to specifically address mental health screening, assessment and referrals for families with children under age five and perinatal women.		
		Children 0-5 Years Old and Perinatal Women		Coordinate Medicaid financing of mental health for children 0-5 and perinatal women with the IDHS Office of Mental Health as part of the ABCD Phase 2.	Between July 2004 and December 2005, IDPA coordinated Medicaid financing of mental health for children 0-5 and perinatal women with the IDHS Office of Mental Health.	Coordinated Medicaid financing of mental health for children 0-5 and perinatal women with the IDHS Office of Mental Health.		
		Early Childhood Mental Health Workforce		Expand the early childhood mental health workforce as part of the ABCD Phase 2.	Between July 2004 and December 2005, Children's Mental Health Partnership expanded the early childhood mental health workforce.	Expanded the early childhood mental health workforce.		
		Birth to Five Project Government Interagency Team	Increasing Government Interagency Initiatives	Convene the Birth to Five Project Government Interagency Team three times a year.	September 2004, January 2005 and April 2005, OPF convened the Birth to Five Project Government Interagency Team three times a year.	Convened the Birth to Five Project Government Interagency Team three times a year.		
		Government Interagency Team		Continue to share models that can be taken to scale with the Government Interagency Team.	On an ongoing basis, OPF continued to share models that can be taken to scale with the Government Interagency Team.	Continued to share models that can be taken to scale with the Government Interagency Team.		
		AOK Early Childhood Networks and Other Sources		Share input from the AOK Early Childhood Networks and other sources to identify new/ongoing cross-agency gaps and system barriers.	Ongoing OPF, IDHS Office of Family Health shared input from the All Our Kids Early Childhood Networks (AOK) Early Childhood Networks and other sources to identify new/ongoing cross-agency gaps and system barriers.	Shared input from the AOK Early Childhood Networks and other sources to identify new/ongoing cross-agency gaps and system barriers.		
		Chicago Government Interagency		Explore creation of a Chicago Government Interagency (Chicago Department of Public Health, Chicago Team Department of Children and Youth Services, Chicago Public Schools and Office of the Mayor).	OPF and Government Interagency Team explored creation of a Chicago Government Interagency.	Explored creation of a Chicago Government Interagency.		
		Government Interagency Team		Identify next set of priority cross agency issues for Government Interagency Team to address.	OPF and Government Interagency Team identified next set of priority cross agency issues for Government Interagency Team to address.	Identified next set of priority cross agency issues for Government Interagency Team to address.		

**Logic Model for SECCS Grant Program:  
Illinois' Early Childhood Comprehensive Systems Project**

ORGANIZATIONAL STRUCTURE / ENVIRONMENT	INPUTS/RESOURCES	TARGET POPULATION	INTERVENTION		EXPECTED CHANGE (Outcomes/Objectives)	EVIDENCE OF CHANGE (Indicators)	BARRIERS	FACILITATORS
			DESCRIPTION	ACTIVITIES				
		State Policy Makers, Planners and Other Key Stakeholders	Increasing Government Interagency Initiatives	Disseminate data to targeted state policy makers, planners and other key stakeholders to facilitate joint funding and planning across agencies.	On an ongoing basis, OPF disseminated data to targeted state policy makers, planners and other key stakeholders to facilitate joint funding and planning across agencies.	Disseminated data to targeted state policy makers, planners and other key stakeholders to facilitate joint funding and planning across agencies.		
		Programs and Service Systems		Explore capacity to share service delivery and child outcome data across programs and service systems for evaluation and program planning purposes.	Between January and December 2005, ELC Evaluation and Assessment explored capacity to share service delivery and child outcome data across programs and service systems for evaluation and program planning purposes.	Explored capacity to share service delivery and child outcome data across programs and service systems for evaluation and program planning purposes.		
		Communities	Coordination among Intensive Home Visiting Programs	Reconvene project teams in eight communities so that communities can report on their progress and receive technical assistance in coordinating intensive home visiting programs.	By September 2004, IDHS Office of Family Health, ISBE, Region V Health and Human Services (HHS), and OPF reconvene project teams in eight communities so that communities can report on their progress and receive technical assistance in coordinating intensive home visiting programs.	Reconvened project teams in eight communities so that communities can report on their progress and receive technical assistance in coordinating intensive home visiting programs.		
		City, State and Federal Agencies		Convene a series of meetings including city, state and federal agencies to develop a coordination effort in select Chicago communities with multiple intensive home visiting programs funded by different agencies.	By December 2004 Office of the Mayor/Born Learning, OPF convened a series of meetings including city, state and federal agencies to develop a coordination effort in select Chicago communities with multiple intensive home visiting programs funded by different agencies.	Convened a series of meetings including city, state and federal agencies to develop a coordination effort in select Chicago communities with multiple intensive home visiting programs funded by different agencies.		
		Government Interagency Team		Report back to Government Interagency Team.	By January 2005, IDHS Office of Family Health and the Office of the Mayor reported back to Government Interagency Team.	Reported back to Government Interagency Team.		
		Administrators of Part C and Part B	Coordination of Part C and Part B of IDEA	Meet with the administrators of Part C and Part B at the state and Chicago levels to discuss recommendations from the Birth to Five Project's ad hoc committee on transitions.	By Fall 2004, OPF met with the administrators of Part C and Part B at the state and Chicago levels to discuss recommendations from the Birth to Five Project's ad hoc committee on transitions.	Met with the administrators of Part C and Part B at the state and Chicago levels to discuss recommendations from the Birth to Five Project's ad hoc committee on transitions.		
				Identify recommendations that can be implemented based on the meeting of administrators of Part C and Part B at the state and Chicago levels to discuss recommendations from the Birth to Five Project's ad hoc committee on transitions.	By Fall 2004, IDHS Bureau of Early Intervention, ISBE and Chicago Public Schools identified recommendations that can be implemented based on the meeting of administrators of Part C and Part B at the state and Chicago levels to discuss recommendations from the Birth to Five Project's ad hoc committee on transitions.	Identified recommendations that can be implemented based on the meeting of administrators of Part C and Part B at the state and Chicago levels to discuss recommendations from the Birth to Five Project's ad hoc committee on transitions.		
				Monitor implementation of recommendations based on the meeting of administrators of Part C and Part B at the state and Chicago levels to discuss recommendations from the Birth to Five Project's ad hoc committee on transitions.	On an ongoing basis, OPF monitored implementation of recommendations based on the meeting of administrators of Part C and Part B at the state and Chicago levels to discuss recommendations from the Birth to Five Project's ad hoc committee on transitions.	Monitored implementation of recommendations based on the meeting of administrators of Part C and Part B at the state and Chicago levels to discuss recommendations from the Birth to Five Project's ad hoc committee on transitions.		
		Local Collaborations on Early Childhood in Illinois Communities.	Broad-Based Local Childhood Collaboration and Planning	Monitor the development of local collaborations on early childhood in Illinois communities.	On an ongoing basis, OPF monitored the development of local collaborations on early childhood in Illinois communities.	Monitored the development of local collaborations on early childhood in Illinois communities.		
		Early Learning Programs		Identify and disseminate information on successful models for collaboration among early learning programs.	On an ongoing basis, ELC Linkage and Integration identified and disseminated information on successful models for collaboration among early learning programs.	Identified and disseminated information on successful models for collaboration among early learning programs.		
		Early Childhood Programs		Develop strategies to foster/ensure communication between 3-5 early childhood programs when expanding programs in particular communities.	Between July and October 2004, ELC Linkage and Integration developed strategies to foster/ensure communication between 3-5 early childhood programs when expanding programs in particular communities.	Developed strategies to foster/ensure communication between 3-5 early childhood programs when expanding programs in particular communities.		

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			DESCRIPTION	ACTIVITIES				
				Identify key collaboration functions at the local level.	Between July and October, ELC Linkage and Integration identified key collaboration functions at the local level.	Identified key collaboration functions at the local level.		
		Children 0-5 Years Old and Their Families	Broad-Based Local Childhood Collaboration and Planning	Link early learning programs to other early childhood providers, programs and services to meet comprehensive needs of children 0-5 and their families (health care, EI, etc.)	On an ongoing basis, ELC Linkage and Integration linked early learning programs to other early childhood providers, programs and services to meet comprehensive needs of children 0-5 and their families (health care, EI, etc.)	Linked early learning programs to other early childhood providers, programs and services to meet comprehensive needs of children 0-5 and their families (health care, EI, etc.)		
		Child Care- Head Start, and Child Care- Pre-K Collaboration Programs	Aligning Program Requirements Across Early Childhood Programs	Monitor implementation on new regulations for Child Care- Head Start, and Child Care- Pre-K collaboration programs.	On an ongoing basis, ELC Linkage and Integration monitored implementation on new regulations for Child Care- Head Start, and Child Care- Pre-K collaboration programs.	Monitored implementation on new regulations for Child Care- Head Start, and Child Care- Pre-K collaboration programs.		
		Early Childhood Collaboration Programs		Enhance the quality and stability of approved early childhood collaboration programs by disbursing child care funding through an upfront grant mechanism rather than through monthly fee for service reimbursement.	Between July 2005 and June 2006, IDHS, ELC Linkage and Integration enhanced the quality and stability of approved early childhood collaboration programs by disbursing child care funding through an upfront grant mechanism rather than through monthly fee for service reimbursement.	Enhanced the quality and stability of approved early childhood collaboration programs by disbursing child care funding through an upfront grant mechanism rather than through monthly fee for service reimbursement.		
		Head Start/Child Care or Pre-K/Child Care Collaboration Programs		Expand policies currently in place in the Partners in Care and Education program to all other Head Start/child care or Pre-K/child care collaboration programs.	On an ongoing basis, as new programs request, IDHS expanded policies currently in place in the Partners in Care and Education program to all other Head Start/child care or Pre-K/child care collaboration programs.	Expanded policies currently in place in the Partners in Care and Education program to all other Head Start/child care or Pre-K/child care collaboration programs.		
		Child Care Providers		Provide technical assistance and training to child care providers to help them understand and implement programs with blended funding.	On an ongoing basis, IDHS and ELC Linkage and Integration provided technical assistance and training to child care providers to help them understand and implement programs with blended funding.	Provided technical assistance and training to child care providers to help them understand and implement programs with blended funding.		
		Head Start, Pre-K and Child Care		Address collaboration issues and barriers between Head Start, Pre-K and Child Care through monthly Good Start/Grow Smart meetings.	On an ongoing basis, IDHS, ISBE, Region V HHS, and DCFS addressed collaboration issues and barriers between Head Start, Pre-K and Child Care through monthly Good Start/Grow Smart meetings.	Addressed collaboration issues and barriers between Head Start, Pre-K and Child Care through monthly Good Start/Grow Smart meetings.		
		Providers		Pilot test the policy to determine eligibility annually rather than every six months for providers beyond Partners in Care and Education providers.	Between July 2005 and June 2006, IDHS, ELC Linkage and Integration pilot tested the policy to determine eligibility annually rather than every six months for providers beyond Partners in Care and Education providers.	Pilot tested the policy to determine eligibility annually rather than every six months for providers beyond Partners in Care and Education providers.		
		Early Childhood Programs		Advocate for a common sliding fee scale for part-day programs, partial co-pays for early childhood programs operating less than 5 hours, and full co-pays for programs operating more than 5 hours.	IDHS, ELC Linkage and Integration advocated for a common sliding fee scale for part-day programs, partial co-pays for early childhood programs operating less than 5 hours, and full co-pays for programs operating more than 5 hours.	Advocated for a common sliding fee scale for part-day programs, partial co-pays for early childhood programs operating less than 5 hours, and full co-pays for programs operating more than 5 hours.		
		ISBE's Pre-K and Child Care Programs		Provide Pre-K funding on a 12-month basis to align with IDHS child care funding.	Between July 2004 and December 2005, IDHS, ISBE, ELC Linkage and Integration provided Pre-K funding on a 12-month basis to align with IDHS child care funding.	Provided Pre-K funding on a 12-month basis to align with IDHS child care funding.		
		Early Learning Council		Finalize the career lattice model and present to the Early Learning Council for implementation.	By October 2004, PDAC finalized the career lattice model and presented to the Early Learning Council for implementation.	Finalized the career lattice model and presented to the Early Learning Council for implementation.		
		Early Childhood and Infant/Toddler Staff and Home Visitors		Early Childhood Career Lattice	Establish requirements for receiving and maintaining credentials for early childhood staff, including those for infant/toddler staff and home visitors.	On an ongoing basis, PDAC established requirements for receiving and maintaining credentials for early childhood staff, including those for infant/toddler staff and home visitors.	Established requirements for receiving and maintaining credentials for early childhood staff, including those for infant/toddler staff and home visitors.	
		Early Childhood Staff	Ensure that the career lattice is officially recognized by the Early Learning Council as the framework for the early childhood professional development system in Illinois.		Between July and December 2004, PDAC, OPF, ELC Workforce Development ensured that the career lattice is officially recognized by the Early Learning Council as the framework for the early childhood professional development system in Illinois.	Ensured that the career lattice is officially recognized by the Early Learning Council as the framework for the early childhood professional development system in Illinois.		

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			DESCRIPTION	ACTIVITIES				
		Key State Officials	Early Childhood Career Lattice	Arrange and host individual meetings with key state officials (ISBE, DCFS, IDHS, iBHE, ICCB) to ensure their support of the career lattice.	Between July and December 2004, PDAC, OPF, ELC Workforce Development arranged and hosted individual meetings with key state officials (ISBE, DCFS, IDHS, iBHE, ICCB) to ensure their support of the career lattice.	Arranged and hosted individual meetings with key state officials (ISBE, DCFS, IDHS, iBHE, ICCB) to ensure their support of the career lattice.		
				Develop presentation materials and talking points on career lattice is officially recognized by the Early Learning Council as the framework for the early childhood professional development system in Illinois.	Between July and December 2004, PDAC, OPF, ELC Workforce Development developed presentation materials and talking points on career lattice is officially recognized by the Early Learning Council as the framework for the early childhood professional development system in Illinois.	Developed presentation materials and talking points on career lattice is officially recognized by the Early Learning Council as the framework for the early childhood professional development system in Illinois.		
		Early Childhood Professionals		Designate a credentialing entity responsible for issuing credentials, approving higher education and training programs, and identifying ongoing professional development requirements for professionals to maintain credentials.	Between July and December 2004, ELC and PDAC designated a credentialing entity responsible for issuing credentials, approving higher education and training programs, and identifying ongoing professional development requirements for professionals to maintain credentials.	Designated a credentialing entity responsible for issuing credentials, approving higher education and training programs, and identifying ongoing professional development requirements for professionals to maintain credentials.		
		Early Childhood Staff		If needed, identify and pursue legislative strategies for ensuring success of the lattice, including securing funding.	Between September 2004 and May 2005, OPF if needed, identified and pursued legislative strategies for ensuring success of the lattice, including securing funding.	If needed, identified and pursued legislative strategies for ensuring success of the lattice, including securing funding.		
				Work with the Mayor's Office, CPS, City Colleges, and CYS to connect state-level workforce efforts to the Mayor's Early Childhood Initiative and other city efforts.	On an ongoing basis, OPF worked with the Mayor's Office, CPS, City Colleges, and CYS to connect state-level workforce efforts to the Mayor's Early Childhood Initiative and other city efforts.	Worked with the Mayor's Office, CPS, City Colleges, and CYS to connect state-level workforce efforts to the Mayor's Early Childhood Initiative and other city efforts.		
		Early Childhood Staff		Develop a standardized nomenclature of roles for early childhood staff.	Between July 2004 and June 2005, ELC Workforce Development developed a standardized nomenclature of roles for early childhood staff.	Developed a standardized nomenclature of roles for early childhood staff.		
				Work with state legislators to monitor development and implementation of the Associate of Arts in Teaching in early childhood to ensure it meets expectations for addressing articulation barriers.	On an ongoing basis, OPF worked with state legislators to monitor development and implementation of the Associate of Arts in Teaching in early childhood to ensure it meets expectations for addressing articulation barriers.	Worked with state legislators to monitor development and implementation of the Associate of Arts in Teaching in early childhood to ensure it meets expectations for addressing articulation barriers.		
		Early Childhood Practitioners		Research possibilities for reducing articulation barriers for those who received associate degrees before legislation was passed.	Between January and July 2005, OPF researched possibilities for reducing articulation barriers for those who received associate degrees before legislation was passed.	Researched possibilities for reducing articulation barriers for those who received associate degrees before legislation was passed.		
				Improve availability of information about professional development opportunities, including updating training and higher education directories.	Between July and December 2005, OPF improved availability of information about professional development opportunities, including updating training and higher education directories.	Improved availability of information about professional development opportunities, including updating training and higher education directories.		
		Student Teachers		Professional Preparation and Development Opportunities for Current and Future Early Childhood Practitioners	Research strategies for reducing barriers to meeting student teaching requirements.	Between October and December 2004, OPF researched strategies for reducing barriers to meeting student teaching requirements.	Researched strategies for reducing barriers to meeting student teaching requirements.	
		Early Childhood Professionals and Students	Develop strategies to ensure that early childhood professionals and students have financial access to college courses by identifying current gaps in financial aid opportunities and identifying strategies for increasing the availability of scholarships, loan relief, and other financial aid opportunities.		Between July and November 2004, OPF and ELC Workforce Development developed strategies to ensure that early childhood professionals and students have financial access to college courses by identifying current gaps in financial aid opportunities and identifying strategies for increasing the availability of scholarships, loan relief, and other financial aid opportunities.	Developed strategies to ensure that early childhood professionals and students have financial access to college courses by identifying current gaps in financial aid opportunities and identifying strategies for increasing the availability of scholarships, loan relief, and other financial aid opportunities.		
		Early Childhood Practitioners	Assess the capacity of the higher education system to meet current and future demand for early childhood degrees and research strategies to expand capacity.		Between October 2004 and March 2005, OPF and ELC Workforce Development assessed the capacity of the higher education system to meet current and future demand for early childhood degrees and research strategies to expand capacity.	Assessed the capacity of the higher education system to meet current and future demand for early childhood degrees and research strategies to expand capacity.		

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			DESCRIPTION	ACTIVITIES				
		Training Coordination Subcommittee of the ELC's Workforce Development Committee	Professional Preparation and Development Opportunities for Current and Future Early Childhood Practitioners	Convene and staff a Training Coordination Subcommittee of the ELC's Workforce Development Committee to assess 2005 and Ongoing training needs and coordinate training opportunities across funding streams and systems.	Beginning January and Ongoing, ELC Workforce Development convened and staffed a Training Coordination Subcommittee of the ELC's Workforce Development Committee to assess 2005 and Ongoing training needs and coordinate training opportunities across funding streams and systems.	Convened and staffed a Training Coordination Subcommittee of the ELC's Workforce Development Committee to assess 2005 and Ongoing training needs and coordinate training opportunities across funding streams and systems.		
		Coverage/Substitute care for Early Childhood Staff in Training		Develop strategies for ensuring programs have access to and funding for back-up coverage/substitute care for staff attending trainings.	Between April and June 2005, ELC Workforce Development developed strategies for ensuring programs have access to and funding for back-up coverage/substitute care for staff attending trainings.	Developed strategies for ensuring programs have access to and funding for back-up coverage/substitute care for staff attending trainings.		
		Trainers		Ensure quality of trainings through development of a trainer approval process.	Between July and December 2005, PDAC ensured quality of trainings through development of a trainer approval process.	Ensured quality of trainings through development of a trainer approval process.		
				Research models and develop recommendations for a statewide assessment of prior learning process.	Between April and December 2005, PDAC and ELC Workforce Development researched models and develop recommendations for a statewide assessment of prior learning process.	Researched models and develop recommendations for a statewide assessment of prior learning process.		
		Early Childhood Practitioners		Implement an on-line professional development information system.	Between July and December 2005, PDAC implemented an on-line professional development information system.	Implemented an on-line professional development information system.		
		Early Childhood Workforce	Recruitment and Retention of Qualified Early Childhood Professionals	Coordinate with the Illinois Education Research Council to gather data on the current workforce and the needs of the field.	On an ongoing basis, OPF coordinated with the Illinois Education Research Council to gather data on the current workforce and the needs of the field.	Coordinated with the Illinois Education Research Council to gather data on the current workforce and the needs of the field.		
		Early Childhood Professionals		Develop strategies to improve compensation and benefits link them to job responsibilities and level of education.	Between January and December 2005, ELC Workforce Development developed strategies to improve compensation and benefits link them to job responsibilities and level of education.	Developed strategies to improve compensation and benefits link them to job responsibilities and level of education.		
				Research the link between working conditions and retention and identify strategies for addressing working conditions.	Between January and March 2005, ELC Workforce Development researched the link between working conditions and retention and identify strategies for addressing working conditions.	Researched the link between working conditions and retention and identify strategies for addressing working conditions.		
		Child Care Workers		Explore options for providing access to health insurance at an affordable rate for child care workers.	Between July and December 2004, AFC and IDHS explored options for providing access to health insurance at an affordable rate for child care workers.	Explored options for providing access to health insurance at an affordable rate for child care workers.		
			Bilingual/Bicultural Issues and Barriers	Compile key issues and barriers from Birth to Five Project's panel discussion on bilingual and bicultural issues as they related to early childhood.	By July 2004, OPF compiled key issues and barriers from Birth to Five Project's panel discussion on bilingual and bicultural issues as they related to early childhood.	Compiled key issues and barriers from Birth to Five Project's panel discussion on bilingual and bicultural issues as they related to early childhood.		
		0-5 Programs and Families from Diverse Cultures		Convene an ad hoc committee of the Birth to Five Project to further refine issues identified and develop strategies.	By September 2004, OPF convened an ad hoc committee of the Birth to Five Project to further refine issues identified and develop strategies.	Convened an ad hoc committee of the Birth to Five Project to further refine issues identified and develop strategies.		
		0-5 Programs and Families from Diverse Cultures		Conduct research on key issues, barriers and strategies.	On an ongoing basis, OPF conducted research on key issues, barriers and strategies.	Conducted research on key issues, barriers and strategies.		
		Families with Young Children of Diverse Cultural Backgrounds		Hold focus groups with families with young children of diverse cultural backgrounds.	By June 2005, OPF held focus groups with families with young children of diverse cultural backgrounds.	Held focus groups with families with young children of diverse cultural backgrounds.		
				Discuss and recommend next steps to address issues and barriers and implement strategies from the ad hoc committee.	By Spring 2005, Government Interagency Team and ELC discussed and recommended next steps to address issues and barriers and implement strategies from the ad hoc committee.	Discussed and recommended next steps to address issues and barriers and implement strategies from the ad hoc committee.		

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			DESCRIPTION	ACTIVITIES				
		Bilingual Staff	Recruiting and Training Bilingual Practitioners	Gather existing information on barriers to recruiting and retaining qualified bilingual staff.	Between July - December 2004, OPF gathered existing information on barriers to recruiting and retaining qualified bilingual staff.	Gathered existing information on barriers to recruiting and retaining qualified bilingual staff.		
				Share findings with the ELC Workforce Development Committee on barriers to recruiting and retaining qualified bilingual staff.	Between Winter 2004-2005, OPF shared findings with the ELC Workforce Development Committee on barriers to recruiting and retaining qualified bilingual staff.	Shared findings with the ELC Workforce Development Committee on barriers to recruiting and retaining qualified bilingual staff.		
		Families with Limited English Proficiency		Research policy guidance on assistance to families with limited English proficiency.	Between July and September 2004, OPF researched policy guidance on assistance to families with limited English proficiency.	Researched policy guidance on assistance to families with limited English proficiency.		
		Bilingual Practitioners		Begin identifying potential strategies for addressing gaps and barriers to recruiting and training bilingual practitioners.	Between September 2004 and July 2005, ELC Workforce Development began identifying potential strategies for addressing gaps and barriers to recruiting and training bilingual practitioners.	Began identifying potential strategies for addressing gaps and barriers to recruiting and training bilingual practitioners.		
			Economic Impact Study of Early Care and Education	Develop a report on the economic impact of early care and education in Illinois.	By January 2005, Metropolis 2020, Illinois Facilities Fund, AFC developed a report on the economic impact of early care and education in Illinois.	Developed a report on the economic impact of early care and education in Illinois.		
		Policy Makers, Business, Government and Advocacy Organizations		Develop a campaign to publicize, report and share findings with policy makers, business, government and advocacy organizations.	By February 2005, Metropolis 2020, Illinois Facilities Fund, AFC developed a campaign to publicize, report and share findings with policy makers, business, government and advocacy organizations.	Developed a campaign to publicize, report and share findings with policy makers, business, government and advocacy organizations.		
		Children 3-5 years old	Special Education (Part B) System	Identify the needs of children 3-5 who are not eligible for special education and identify services to address their needs.	Between July and December 2004, OPF identified the needs of children 3-5 who are not eligible for special education and identify services to address their needs.	Identified the needs of children 3-5 who are not eligible for special education and identify services to address their needs.		
				Research social emotional services provided through Part B.	Between July and December 2004, OPF researched social emotional services provided through Part B.	Researched social emotional services provided through Part B.		
		Birth to Five Project Steering Committee	State-Level Birth to Five Project Infrastructure	Convene and staff an annual meeting of the Birth to Five Project Steering Committee to connect leaders of a variety of early childhood efforts.	By June 2005, OPF, TBD convened and staffed an annual meeting of the Birth to Five Project Steering Committee to connect leaders of a variety of early childhood efforts.	Convened and staffed an annual meeting of the Birth to Five Project Steering Committee to connect leaders of a variety of early childhood efforts.		
		Birth to Five Project's Government Interagency Team		Convene and staff three meetings per year of the Birth to Five Project's Government Interagency Team.	By September 2004, January 2005, April 2005, September 2005, OPF convened and staffed three meetings per year of the Birth to Five Project's Government Interagency Team.	Convened and staffed three meetings per year of the Birth to Five Project's Government Interagency Team.		
		Birth to Five Project's Social Emotional Health Committee		Convene the Birth to Five Project's Social Emotional Health Committee twice a year for information sharing.	Between Fall 2004 and Spring 2005, OPF convened the Birth to Five Project's Social Emotional Health Committee twice a year for information sharing.	Convened the Birth to Five Project's Social Emotional Health Committee twice a year for information sharing.		
		Birth to Five Project's Ad Hoc Working Groups		Convene and staff ad hoc working groups to address new and emerging issues like transitions and bilingual/bicultural issues.	On an ongoing basis, OPF convened and staffed ad hoc working groups to address new and emerging issues like transitions and bilingual/bicultural issues.	Convened and staffed ad hoc working groups to address new and emerging issues like transitions and bilingual/bicultural issues.		
		Birth to Five Project		Host a meeting of the full Project annually that includes an expert presentation on key issues relevant to the Birth to Five Project.	By June 2005, OPF hosted a meeting of the full Project annually that includes an expert presentation on key issues relevant to the Birth to Five Project.	Hosted a meeting of the full Project annually that includes an expert presentation on key issues relevant to the Birth to Five Project.		
		Birth to Five Project Steering Committee		Recruit new members to the Steering Committee as appropriate (e.g., new CYS Commissioner).	On an ongoing basis, OPF recruited new members to the Steering Committee as appropriate (e.g., new CYS Commissioner).	Recruited new members to the Steering Committee as appropriate (e.g., new CYS Commissioner).		

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		Birth to Five Project	Development of an Early Learning System	Collect follow-up data for the Birth to Five Project logic model.	By October 2005, local evaluator collected follow-up data for the Birth to Five Project logic model.	Collected follow-up data for the Birth to Five Project logic model.		
				Compare follow-up and baseline data and review progress made.	By December 2005, local evaluator compared follow-up and baseline data and reviewed progress made.	Compared follow-up and baseline data and reviewed progress made.		
				Work with the local evaluator to monitor progress, develop case studies, etc.	On an ongoing basis, OPF worked with the local evaluator to monitor progress, develop case studies, etc.	On an ongoing basis, OPF worked with the local evaluator to monitor progress, develop case studies, etc.		
				Collect ongoing evidence of progress.	On an ongoing basis, OPF collected ongoing evidence of progress.	Collected ongoing evidence of progress.		
		Early Learning Council	Work of the Illinois Early Learning Council	Provide support for the Co-Chairs of the Council.	On an ongoing basis, OPF, Governor's Office provided support for the Co-Chairs of the Early Childhood Council.	Provided support for the Co-Chairs of the Early Childhood Council.		
				Provide staff support for the Council and its committees: • Full Council • Executive Committee • Program Quality and Quality Assurance • Expansion • Evaluation and Assessment • Linkage and Integration • Workforce Development	On an ongoing basis, OPF provided staff support for the Early Childhood Council and its committees.	Provided staff support for the Early Childhood Council and its committees.		
				Coordinate the work of the Early Learning Council with the Birth to Five Project and other systems building initiatives.	On an ongoing basis, OPF coordinated the work of the Early Learning Council with the Birth to Five Project and other systems building initiatives.	Coordinated the work of the Early Learning Council with the Birth to Five Project and other systems building initiatives.		
		Members and the General Public		Develop resources and information about the Council and its progress for members and the general public through quarterly e-mail highlights and the website.	On a quarterly and ongoing basis, OPF and the Governor's Office developed resources and information about the Council and its progress for members and the general public through quarterly e-mail highlights and the website.	Developed resources and information about the Council and its progress for members and the general public through quarterly e-mail highlights and the website.		
		0-5 Programs and Stakeholders in Illinois, Other States and at the National Level .	Early Learning System	Write and disseminate Birth 2 5 News, the bi-annual newsletter of the Birth to Five Project, to a wide variety of 0-5 programs and stakeholders in Illinois, other states and at the national level.	By December 2004, June 2004, December 2005, OPF wrote and disseminated Birth 2 5 News, the bi-annual newsletter of the Birth to Five Project, to a wide variety of 0-5 programs and stakeholders in Illinois, other states and at the national level.	Wrote and disseminated Birth 2 5 News, the bi-annual newsletter of the Birth to Five Project, to a wide variety of 0-5 programs and stakeholders in Illinois, other states and at the national level.		
		Birth to Five Project		Maintain the Birth to Five Project web pages on the Ounce of Prevention Fund's web site, including key resources and publications.	On an ongoing basis, OPF maintained the Birth to Five Project web pages on the Ounce of Prevention Fund's web site, including key resources and publications.	Maintained the Birth to Five Project web pages on the Ounce of Prevention Fund's web site, including key resources and publications.		
		Project Members, 0-5 Programs, Government Agency Staff and Other Constituencies		Disseminate the revised Birth to Five Program Inventory to Project members, 0-5 programs, government agency staff and other constituencies.	By July 2005, OPF disseminated the revised Birth to Five Program Inventory to Project members, 0-5 programs, government agency staff and other constituencies.	Disseminated the revised Birth to Five Program Inventory to Project members, 0-5 programs, government agency staff and other constituencies.		
				Conduct the Early Learning Left Out study.	Between July 2004 and June 2005, VIC, Child and Family Policy conducted the Early Learning Left Out study.	Conducted the Early Learning Left Out study.		
				Produce a report on the Early Learning Left Out study.	Between July 2004 and June 2005, VIC, Child and Family Policy produced a report on the Early Learning Left Out study.	Produced a report on the Early Learning Left Out study.		
		0-5 programs		Implement and disseminate the Birth to Five Project GIS web site and database of 0-5 programs in Illinois.	Between July 2004 and June 2005, OPF and IDHS implemented and disseminated the Birth to Five Project GIS web site and database of 0-5 programs in Illinois.	Implemented and disseminated the Birth to Five Project GIS web site and database of 0-5 programs in Illinois.		

**Logic Model for SECCS Grant Program:  
Illinois' Early Childhood Comprehensive Systems Project**

ORGANIZATIONAL STRUCTURE / ENVIRONMENT	INPUTS/RESOURCES	TARGET POPULATION	INTERVENTION		EXPECTED CHANGE (Outcomes/Objectives)	EVIDENCE OF CHANGE (Indicators)	BARRIERS	FACILITATORS
			DESCRIPTION	ACTIVITIES				
			Preschool For All Campaign	Coordinate a statewide field operation for Preschool For All.	Between July 2004 and December 2005, OPF, V1C, and AFC coordinated a statewide field operation for Preschool For All.	Coordinated a statewide field operation for Preschool For All.		
		Grassroots Participants		Develop and disseminate Preschool for All toolkits to inform and involve grassroots participants.	By Fall 2004, OPF developed and disseminated Preschool for All toolkits to inform and involve grassroots participants.	Developed and disseminated Preschool for All toolkits to inform and involve grassroots participants.		
		Endorsers and Activists		Recruit endorsers and activists to take an activist role in Preschool for All Campaign.	Between July and December 2004, OPF recruited endorsers and activists to take an activist role in Preschool for All Campaign.	Recruited endorsers and activists to take an activist role in Preschool for All Campaign.		
		Activists and Lobbyists of Endorsing Organizations		Host meeting for activists and lobbyists of endorsing organizations.	Between August and December 2004, OPF hosted meeting for activists and lobbyists of endorsing organizations.	Hosted meeting for activists and lobbyists of endorsing organizations.		
		Activists		Host Preschool for All Campaign training sessions for activists.	By Fall 2004, OPF hosted Preschool for All Campaign training sessions for activists.	Hosted Preschool for All Campaign training sessions for activists.		
		Stakeholders		Engage key education stakeholders to support Preschool for All (e. g. principals, superintendents).	On an ongoing basis, VIC engaged key education stakeholders to support Preschool for All (e. g. principals, superintendents).	Engaged key education stakeholders to support Preschool for All (e. g. principals, superintendents).		
		Low-Income Communities		Coordinate town hall meetings to solicit input on Preschool for All from low-income communities.	Between Winter 2004 and 2005, OPF coordinated town hall meetings to solicit input on Preschool for All from low-income communities.	Coordinated town hall meetings to solicit input on Preschool for All from low-income communities.		
		Supporters of Preschool for All		Develop and disseminate newsletters to Preschool for All supporters.	On an ongoing basis beginning in Fall 2004, OPF developed and disseminated newsletters to Preschool for All supporters.	Developed and disseminated newsletters to Preschool for All supporters.		
				Develop and disseminate campaign questions related to Preschool for All for use in general election campaign activities statewide.	Beginning Fall 2004, OPF, AFC and VIC developed and disseminated campaign questions related to Preschool for All for use in general election campaign activities statewide.	Developed and disseminated campaign questions related to Preschool for All for use in general election campaign activities statewide.		
				Organize Preschool for All.	By Spring 2005, OPF, VIC, and AFC organized Preschool for All.	Organized Preschool for All.		
		Parents	Parent and Community Input	Conduct focus groups or public hearings to receive parent comment and input on a variety of key policy and program changes recommended by the Early Learning Council.	By July 2005 ELC, OPF, IUHS conducted focus groups or public hearings to receive parent comment and input on a variety of key policy and program changes recommended by the Early Learning Council.	Conducted focus groups or public hearings to receive parent comment and input on a variety of key policy and program changes recommended by the Early Learning Council.		
		Parent Focus Groups		Monitor findings from All Our Kids Early Childhood Networks bi-monthly parent focus groups.	On an ongoing basis, IDHS monitored findings from All Our Kids Early Childhood Networks bi-monthly parent focus groups.	Monitored findings from All Our Kids Early Childhood Networks bi-monthly parent focus groups.		
		Parents		Identify additional opportunities for parent involvement.	On an ongoing basis, ELC identified additional opportunities for parent involvement.	Identified additional opportunities for parent involvement.		
			Information Sharing	Ensure Illinois is represented at Build national meetings.	On an ongoing basis, OPF ensured Illinois is represented at Build national meetings.	Ensured Illinois is represented at Build national meetings.		
		National Build Staff		Maintain contact with national Build staff about Illinois work.	On an ongoing basis, OPF maintained contact with national Build staff about Illinois work.	Maintained contact with national Build staff about Illinois work.		
		Local, State and National Conferences and Articles in Local, State and National Publications		Disseminate Illinois' work through presentations at targeted local, state and national conferences and articles in local, state and national publications.	On an ongoing basis, OPF disseminated Illinois' work through presentations at targeted local, state and national conferences and articles in local, state and national publications.	Disseminated Illinois' work through presentations at targeted local, state and national conferences and articles in local, state and national publications.		

**Logic Model for SECCS Grant Program:  
Illinois' Early Childhood Comprehensive Systems Project**

ORGANIZATIONAL STRUCTURE / ENVIRONMENT	INPUTS/RESOURCES	TARGET POPULATION	INTERVENTION		EXPECTED CHANGE (Outcomes/Objectives)	EVIDENCE OF CHANGE (Indicators)	BARRIERS	FACILITATORS
			DESCRIPTION	ACTIVITIES				
			Incorporation of Lessons Learned	Participate in Build technical assistance calls and meetings on topics relevant to Illinois.	On an ongoing basis, OPF, Steering Committee Members participated in Build technical assistance calls and meetings on topics relevant to Illinois.	Participated in Build technical assistance calls and meetings on topics relevant to Illinois.		
				Monitor new national efforts and trends related to early childhood systems building.	On an ongoing basis, OPF monitored new national efforts and trends related to early childhood systems building.	monitored new national efforts and trends related to early childhood systems building.		
		Sustainability		Develop a plan to provide universal, voluntary access to high quality preschool for all 3 and 4 year olds in a variety of settings.	Between July 2004 and June 2005, ELC Expansion developed a plan to provide universal, voluntary access to high quality preschool for all 3 and 4 year olds in a variety of settings.	Developed a plan to provide universal, voluntary access to high quality preschool for all 3 and 4 year olds in a variety of settings.		
				Implement a financing policy to support a high-quality, comprehensive, accessible 0-5 early learning system.	Between January and December 2005, ELC Expansion implemented a financing policy to support a high-quality, comprehensive, accessible 0-5 early learning system.	Implemented a financing policy to support a high-quality, comprehensive, accessible 0-5 early learning system.		
				Monitor access to ECBG Pre-K funding for child care and Head Start programs and 0-3 programs, and promote new models.	Between July 2004 and July 2005, OPF and ELC Expansion monitored access to ECBG Pre-K funding for child care and Head Start programs and 0-3 programs, and promoted new models.	Monitored access to ECBG Pre-K funding for child care and Head Start programs and 0-3 programs, and promoted new models.		
				Dedicate ECBG funding to build capacity for preschool expansion in high need.	Between July 2004 and December 2005, Illinois State Board of Education (ISBE) and ELC Expansion dedicated ECBG funding to build capacity for preschool expansion in high need.	Dedicated ECBG funding to build capacity for preschool expansion in high need.		
				The current grant period ends in December 2005 and the Ounce will be applying for a renewal, which they expect to continue at the current level.	The current grant period ended in December 2005 and the Ounce applied for a renewal, which they expect to continue at the current level.	The current grant period ended in December 2005 and the Ounce applied for a renewal, which they expect to continue at the current level.		
				The Ounce and the Birth to Five Project (BT5) Project Steering Committee are always exploring alternative sources of support, including state appropriation or federal funds appropriated for Early Learning Councils as a part of the Head Start Reauthorization bill that was recently passed by the U.S. House of Representatives.	The Ounce and the BT5 Project Steering Committee are always exploring alternative sources of support, including state appropriation or federal funds appropriated for Early Learning Councils as a part of the Head Start Reauthorization bill that was recently passed by the U.S. House of Representatives.	The Ounce and the BT5 Project Steering Committee are always exploring alternative sources of support, including state appropriation or federal funds appropriated for Early Learning Councils as a part of the Head Start Reauthorization bill that was recently passed by the U.S. House of Representatives.		
		Evaluation		The BT5 Project's steering committee has adopted a core set of outcome-focused indicators to characterize the well-being of young children in Illinois. These indicators focus on the four areas of our vision for children: that they be safe, healthy, eager to learn and ready to succeed. In most cases, we have identified reliable, existing sources of data to measure the indicator.	Measured the indicator using identified reliable, existing sources of data.	Measured the indicator using identified reliable, existing sources of data.		
				These indicators will be reviewed annually by the Government Interagency Team of the Birth to Five Project.	These indicators were reviewed annually by the Government Interagency Team of the Birth to Five Project.	These indicators were reviewed annually by the Government Interagency Team of the Birth to Five Project.		