

**Logic Model for SECCS Grant Program:  
Kansas Early Childhood Comprehensive Systems (KECCS) Implementation 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)	Medicaid Providers				Increased the number of Medicaid providers.		
<b>The Maternal and Child Health</b> in the Kansas Dept. of Health and Environment is the lead agency for the implementation grant. MCH is a leader in the home visitor program, and is intensifying efforts to identify children (particularly those with special health care needs) who are eligible for, but not enrolled in the HealthWave program. MCH also takes the lead in acting as the liaison with the medical community, and on efforts to integrate <i>Caring for Our Children</i> standards into licensing regulations. MCH staff also serve on committees for school readiness, Early Learning Guidelines, and the Childcare Advisory Group.	<b>PROJECT INPUTS (i.e., personnel and non-personnel)</b>	Children Aged 0-5		Increase the number of Medicaid providers.	During the first year of the project, increased the number of Medicaid providers.	Increased the number of children in Kansas who have medical insurance and a medical home.		
<b>The Kansas Early Child Comprehensive Systems (KECCS) project</b> aims to coordinate the efforts of stakeholders to develop a comprehensive early childhood service system for Kansas children aged 0-8. The Early Learning Coordinating Council (ELCC) has developed the KECCS plan, which builds on the work of early childhood stakeholders, the Kansas School Readiness initiative, and the early childhood priorities of Gov. Sebelius. School readiness is also used as a bridging framework for integrating the state system components, initiatives, and funding streams into a system that can prepare all children for school.	<b>Personnel:</b>		Health Insurance and Access to Medical Homes			Strengthened health programs to expand access to services (i.e., oral and mental health).		
The KECCS project is a multi-agency, state-level endeavor that includes key early childhood stakeholders, and is governed by the ELCC. Current best practices in early childhood systems building, service and program coordination, and integration, have been used in the development of the School Readiness model and within the 5 core component programmatic areas required in the grant. An internal environmental scan was completed of the Kansas Title V agency, along the 5 core components, and an external scan was also completed on the existing early childhood systems, initiatives/programs, and financing available in Kansas. KECCS will also utilize the materials generated from the environmental scan in their efforts to apply for Federal and foundation funding.	There are no personnel charges for grant.	Young Children and Their Families		Strengthen health programs to expand access to services (i.e., oral and mental health).	During the second year of the project, strengthened health programs to expand access to services (i.e., oral and mental health).	Increased the number of children in Kansas who have medical insurance and a medical home.		
The project's evaluation will examine the School Readiness Model and the Performance Measures using qualitative and quantitative data, and will assess (1) to what extent the program's objectives have been met, and (2) to what extent these can be contributed to the KECCS project.	There are no fringe benefits charged to the project	Pregnant Women in Underserved Populations		Assure outreach, education, and ongoing support for pregnant women in underserved populations through collaboration with community providers.	During the first year of the project, assured outreach, education, and ongoing support for pregnant women in underserved populations through collaboration with community providers.	Assured outreach, education, and ongoing support for pregnant women in underserved populations through collaboration with community providers.		

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The goals of the KECCS project are: (1) to assure leadership to the development of cross-systems integration partnerships in support of children in early childhood in order to identify and address special needs, enhance children's health, and support early learning strategies for success in school; and (2) to support state agencies, organizations and communities in their efforts to build early childhood service systems that address the critical components.	Indirect Charges: 15% of non-equipment charges, and also the first \$25,000 of negotiated contracts.	Pregnant Women in Underserved Populations	Health Insurance and Access to Medical Homes	Assure outreach, education, and ongoing support for pregnant women in underserved populations through collaboration with community providers.	During the first year of the project, assured outreach, education, and ongoing support for pregnant women in underserved populations through collaboration with community providers.	Increased the percentage of births to women having received adequate prenatal care (81.1% in 2003, Vital Statistics).		
<b>ENVIRONMENT:</b>	<b>Non-Personnel:</b>	All Children Eligible for the Healthwave program		Promote the Healthwave program to enroll all eligible children.	During the first year of the project, promoted the Healthwave program to enroll all eligible children.	Promoted the Healthwave program to enroll all eligible children.		
In Kansas, there are between 40,000 - 60,000 eligible children who are not accessing health insurance coverage. Mental health services, as well as those who provide these services have not been adequately integrated into the state's early childhood system. Professional development initiatives also minimally include mental health in their efforts. There is also no infrastructure to determine the quality of programs. A disconnect exists between K-12 and early childhood education, with funding and education supports lacking for universal all-day kindergarten and universal pre-school programs. There is more professional development, education, and training needed for early childhood educators.	Staff travel, mileage, and per diems			Increased the number of children in Kansas who have medical insurance and a medical home.				
It is difficult to involve parents in organizational-level decision-making, and parents are also often unaware of their early childhood options. Often, eligible families are not accessing the services/programs that are available to them, particularly non-English speaking or at-risk populations that may be difficult to reach and connect with services.	General office supplies have been charged to the grant, but no equipment purchases were made for the grant.	All Uninsured Pregnant Women, Including Non-Citizens		Expand state-funded insurance to provide coverage to all uninsured pregnant women, including non-citizens.	During the second year of the project, expanded state-funded insurance to provide coverage to all uninsured pregnant women, including non-citizens.	Expanded state-funded insurance to provide coverage to all uninsured pregnant women, including non-citizens.		
<b>PARTNERING ORGANIZATIONS:</b>	<b>OTHER INPUTS (contracts, other grant awards, matching funds):</b>	All Kansas Women of Reproductive Age				Increased the percentage of births to women having received adequate prenatal care (81.1% in 2003, Vital Statistics).		
<b>Kansas Children's Cabinet and Trust Fund:</b> A member of the KECCS. The Cabinet has worked with the Dept. of Health and Environment to engage key stakeholders across the state to serve as active participants in the ECCS planning. The Cabinet will also continue to convene the Early Learning Coordinating Council, and will work with KDHE to convene, monitor, and implement the Kansas ECCS plan.	Project coordination is outsourced to the University of Kansas Center for Research (Project Coordinator: 0.50 FTE).			Ensured that all women receive early and comprehensive health care before, during, and after pregnancy through public awareness.				
<b>The Office of the Governor:</b> The Governor's Office has been included in all phases of the planning process for KECCS. The Governor agrees with early stakeholders on the direction that Kansas is going in early childhood, and the Governor's support helps minimize the territorial issues that often hinder systems-building efforts. The Governor's Office has been deeply involved in developing the Implementation Schedule, and in working with various groups to inform policy priorities. The KECCS has also received the Governor's nod as the means through which her priorities and the School Readiness Vision will be achieved.	Director, Bureau for Children, Youth & Families: 0.05 FTE (in-kind)	All Kansas Women of Reproductive Age		Ensure that all women receive early and comprehensive health care before, during, and after pregnancy through public awareness.	During the first year of the project, ensured that all women received early and comprehensive health care before, during, and after pregnancy through public awareness.	Increased the percent of births to women having received adequate prenatal care (81.1% in 2003, Vital Statistics).		

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<b>Kansas Dept. Social and Rehabilitative Services (SRS):</b> The Kansas SRS mission is "to protect children and promote adult self-sufficiency." The SRS has been providing services in Kansas since the mid-1970s and is comprised of three main divisions: Administration, Health Care Policy, and Integrated Service Delivery.	Director, Kansas Children's Cabinet: 0.05 FTE (in-kind)		Health Insurance and Access to Medical Homes	Ensure that all women receive early and comprehensive health care before, during, and after pregnancy through public awareness.	During the first year of the project, ensured that all women received early and comprehensive health care before, during, and after pregnancy through public awareness.	Increased the percent of pregnant women who receive prenatal care beginning in the first trimester of pregnancy.		
<b>Kansas State Dept. of Education (KSDE):</b> KSDE promotes the mission of the Kansas State Board of Education through leadership and support for children learning in Kansas. The Kansas State Board of Education is charged with the general supervision of public education and other educational interests in the state.	The project's evaluation will be conducted by the School Program Evaluation and Research (SPEAR) project in the School of Education (from the University of Kansas Center for Research).	Children aged 0-5		Develop additional items on School Readiness Assessment to measure social-emotional readiness.	During the first year of the project, developed additional items on School Readiness Assessment to measure social-emotional readiness.	Developed additional items on School Readiness Assessment to measure social-emotional readiness.		
<b>Kansas Association of Child Care Resources and Referral Agencies (KACCRRRA):</b> The mission of KACCRRRA is to ensure that high-quality early education is available to all Kansas families. KACCRRRA has been funded by SRS since 1993. It consists of 16 agencies that serve all 105 counties in Kansas. KACCRRRA provides services to families, the early childhood field, the community, and employers in the workplace.	Mini-grants Implementation: Approximately 7 grants to "communities" to assist with the implementation of the components of the SECCS State Plan.						Increased the State's ability to assess social-emotional readiness outcomes for children.	
<b>Kansas Head Start and Early Head Start:</b> Head Start is a national child development program for children from birth to age 5, providing services to promote academic, social and emotional development, as well as social, health and nutrition services for income-eligible families. Early Head Start targets the needs of pregnant women, infants and toddlers. The Kansas Head Start Association represents 29 Head Start programs in Kansas, which serve 86 counties. There are 16 Early Head Start programs in the state.	State Implementation Conference (held twice per year): Equipment rental, room rentals, conference materials, copy charges, etc.	Early Childhood Professionals	Mental Health and Social Emotional Development	Provide assessment training for early childhood professionals to increase early identification of mental health needs.	During the second year of the project, provided assessment training for early childhood professionals to increase early identification of mental health needs.	Provided assessment training for early childhood professionals to increase early identification of mental health needs.		
<b>Caring for Infants &amp; Toddlers (CFIT):</b> A KECCS Implementation Plan partner; this is an American Academy of Pediatrics physician education initiative on early intervention.						Increased the early identification of children who need mental health services.		
<b>Early Learning Coordinating Council (ELCC):</b> An interagency group that is charged with governance of the KECCS plan. The ELCC has participated in the national school readiness project, and is now working to promote collaboration and ensure that early childhood policy decisions, funding streams and services are coordinated. The members of the group include key stakeholders that have the vested authority to make decisions.		Institutions of Higher Education		Partner with institutions of higher education to develop courses focusing on early childhood mental health.	During the second year of the project, partnered with institutions of higher education to develop courses focusing on early childhood mental health.	Partnered with institutions of higher education to develop courses focusing on early childhood mental health.		
<b>Interagency Coordinating Council on Early Childhood Development Services (ICC):</b> A KECCS Implementation Plan partner.						Developed a system to provide mental health services so that young, at-risk children and families receive needed services.		
<b>Children with Special Health Care Needs Program:</b> A KECCS Implementation Plan partner.		Mental Health Centers		Partner with mental health centers for consultation to providers on mental health issues.	During the first year of the project, partnered with mental health centers for consultation to providers on mental health issues.	Partnered with mental health centers for consultation to providers on mental health issues.		
<b>Kansas Action for Children:</b> A KECCS Implementation Plan partner.							Developed a system to provide mental health services so that young, at-risk children and families receive needed services.	

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The Kansas Health Foundation: A KECCS Implementation Plan partner.		Early Childhood Providers	Mental Health and Social Emotional Development	Integrate mental health into professional development activities for providers.	During the first year of the project, integrated mental health into professional development activities for providers.	Integrated mental health into professional development activities for providers.		
		Early Childhood Providers		Integrate mental health into professional development activities for providers.	During the first year of the project, integrated mental health into professional development activities for providers.	Increased the ability of providers to identify, address and prevent social-emotional problems in early childhood.		
		Parents of Children Aged 0-5		Target hard-to-reach parents and engage them in the education of their children.	During the first year of the project, targeted hard-to-reach parents and engaged them in the education of their children.	Targeted hard-to-reach parents and engaged them in the education of their children.		
						Strengthened relationships schools have with families and communities.		
		Providers Serving Special Needs Children		Support the needs of providers who serve special needs children to identify and increase quality services.	During the second year of the project, supported the needs of providers who serve special needs children to identify and increase quality services.	Supported the needs of providers who serve special needs children to identify and increase quality services.		
						Increased the number of early childhood programs that are high quality.		
		Young Children and Their Families		Strengthen community collaboration to promote and ensure high quality childcare.	During the first year of the project, strengthened community collaboration to promote and ensure high quality childcare.	Strengthened community collaboration to promote and ensure high quality childcare.		
						Increased the number and percent of early childhood programs that are high quality.		
		Early Childhood Programs		Implement the Kansas Quality Rating System (KQRS) for early childhood programs statewide.	Before the end of the third year, implemented the Kansas Quality Rating System (KQRS) for early childhood programs statewide.	Implemented the Kansas Quality Rating System for early childhood programs statewide.		
						Increased the number of early childhood programs that are high quality.		
						Increased the number and percent of child care programs that have achieved a KQRS rating of three or higher.		
		Early Childhood Professionals		Maintain and, where possible, expand the current <i>Professional Development Initiative</i> .	During the first year of the project, where possible, expanded the current <i>Professional Development Initiative</i> .	Where possible, expanded the current <i>Professional Development Initiative</i> .		
						Increased the number of early childhood programs that are high quality.		
		All Children Attending Kindergarten		Promote universal, all-day, voluntary kindergarten.	During the first year of the project, promoted universal, all-day, voluntary kindergarten.	Promoted universal, all-day, voluntary kindergarten.		
						Increased the number of early childhood programs that are available.		
		Children Aged Four-Years-Old		Promote universal community-based, school-based, and faith-based programs for four-year-olds.	During the first year of the project, promoted universal community-based, school-based, and faith-based programs for four-year-olds.	Promoted universal community-based, school-based, and faith-based programs for four-year-olds.		
						Increased the number of early childhood programs that are available.		
		Children with Special Needs		Promote early intervention for special needs children.	During the first year of the project, promoted early intervention for special needs children.	Promoted early intervention for special needs children.		
						Increased the number of early childhood programs that are available.		
		At-risk Children		Promote early intervention for at-risk children.	During the first year of the project, promoted early intervention for at-risk children.	Promoted early intervention for at-risk children.		
						Increased the number of early childhood programs that are available.		

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		School Districts	Early Care and Education Services	Develop local and regional range of options for promoting and providing high-quality learning environments through collaborations with local school districts.	During the first year of the project, developed local and regional range of options for promoting and providing high-quality learning environments through collaborations with local school districts.	Developed local and regional range of options for promoting and providing high-quality learning environments through collaborations with local school districts.		
				Strengthened relationships schools have with families and communities.				
		All Children Attending Kindergarten		Provide developmentally appropriate, inclusive, and culturally sensitive all-day kindergarten for all children as part of any school funding proposal.	During the first year of the project, provided developmentally appropriate, inclusive, and culturally sensitive all-day kindergarten for all children as part of any school funding proposal.	Provided developmentally appropriate, inclusive, and culturally sensitive all-day kindergarten for all children as part of any school funding proposal.		
				Increased the number of schools that provide high-quality learning environments.				
		Core Childcare Services		Provide adequate funding for core childcare services of quality early childcare, health care, developmental intervention, and education.	During the second year of the project, provided adequate funding for core childcare services of quality early childcare, health care, developmental intervention, and education.	Provided adequate funding for core childcare services of quality early childcare, health care, developmental intervention, and education.		
				Increased the number of early childhood programs that are available.				
		General Public and Policymakers		Coordinate public awareness campaigns and messages to increase public and political investment in early childhood development.	During the first year of the project, coordinated public awareness campaigns and messages to increase public and political investment in early childhood development.	Coordinated public awareness campaigns and messages to increase public and political investment in early childhood development.		
				Increased the number of early childhood programs that are high quality.				
		Early Childhood Programs		Utilize Early Learning Guidelines to align curriculum and standards between community and early childhood programs and public education to cover developmental domains.	During the first year of the project, utilized Early Learning Guidelines to align curriculum and standards between community and early childhood programs and public education to cover developmental domains.	Utilized Early Learning Guidelines to align curriculum and standards between community and early childhood programs and public education to cover developmental domains.		
				Increased the quality of classroom learning environments.				
		Early Childhood Programs	Utilize Kansas Quality Standards and Core Competencies for early childhood programs to promote high quality, developmentally appropriate learning environments.	During the first year of the project, utilized Kansas Quality Standards and Core Competencies for early childhood programs to promote high quality, developmentally appropriate learning environments.	Utilized Kansas Quality Standards and Core Competencies for early childhood programs to promote high quality, developmentally appropriate learning environments.			
		Early Childhood Programs			Increased the quality of classroom learning environments.			

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		Parents of Children Aged 0-5	Parent Education	Implement evidence-based practices that increase parental involvement.	During the second year of the project, implemented evidence-based practices that increase parental involvement.	Implemented evidence-based practices that increase parental involvement.			
				Increased parent involvement in their children's education.					
		Young Children and Their Families		Promote and enhance Parents as Teachers and Early Head Start programs.	During the first year of the project, promoted and enhanced Parents as Teachers and Early Head Start programs.	Promoted and enhanced Parents as Teachers and Early Head Start programs.			
				Increased the number of programs that promote parent education on the six developmental domains: physical health, social-emotional development, communication and literacy, early numeracy, symbolic knowledge, and learning to learn.					
		Children Aged 0-5		Develop materials to promote school readiness on the six developmental domains: physical health, social-emotional development, communication and literacy, early numeracy, symbolic knowledge, and learning to learn.	During the first year of the project, developed materials to promote school readiness on the six developmental domains.	Developed materials to promote school readiness on the six developmental domains.			
				Increased the number of programs that promote parent education on the six developmental domains.					
		Parents as Teachers Program		Evaluate the Parents as Teachers program.	During the first year of the project, evaluated the Parents as Teachers program.	Evaluated the Parents as Teachers program.			
				Increased the quality of parent education programs.					
		All Kansas Children		Develop a state comprehensive Child Abuse Neglect and Prevention plan.	During the first year of the project, developed a state comprehensive Child Abuse Neglect and Prevention plan.	Developed a state comprehensive Child Abuse Neglect and Prevention plan.			
						Increased the number of children living in homes free of violence.			
			Decreased the number (per 1000) of substantiated child victims of abuse and/or neglect, ages birth-17.						
		Kansas Department of Social and Rehabilitations Services (SRS)	Family Supports	Partner with Kansas Department of Social and Rehabilitations Services (SRS) to ensure that eligible families are receiving services.	During the first year of the project, partnered with SRS to ensure that eligible families are receiving services.	Partnered with SRS to ensure that eligible families are receiving services.			
						Increased the number of children living in families that can afford basic necessities.			
		All Pregnant and Parenting Youth		Provide comprehensive services to pregnant and parenting youth to help them complete their high school education.	During the first year of the project, provided comprehensive services to pregnant and parenting youth to help them complete their high school education.	Provided comprehensive services to pregnant and parenting youth to help them complete their high school education.			
			Increased the number of mothers who are high school graduates.						
			Increased the number of infants born to mothers with at least a high school degree.						
					Provide funding for childcare for all youth with children to complete their high school education.	During the second year of the project, provided funding for childcare for all youth with children to complete their high school education.	Provided funding for childcare for all youth with children to complete their high school education.		
					Increased the number of mothers who are high school graduates.				

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		Young Children and Their Families	Family Supports	Coordinate efforts to support the Governor's Hunger Team.	During the first year of the project, coordinated efforts to support the Governor's Hunger Team.	Coordinated efforts to support the Governor's Hunger Team.				
						Increased the number of children living in families that can afford basic necessities.				
						Increased the percent of children receiving free or reduced school lunch.				
		Early Childhood System		Define financing structures for early childhood services, including both public and private financing.	By the end of the second year, defined financing structures for early childhood services, including both public and private financing, during the second year of the project.	Defined financing structures for early childhood services, including both public and private financing.				
						Increased the affordability of early childhood programs.				
		Early Childhood System	Sustainability	Remove policy barriers to funding at the State and federal levels.	By the end of the second year, removed policy barriers to funding at the State and federal levels during the first year of the project.	Removed policy barriers to funding at the State and federal levels.				
						Increased the affordability of early childhood programs.				
		Federal and Foundation Organizations		Map early childhood funding streams, initiatives, and programs to demonstrate to potential funders the resources available and the resources needed for the system.	By the end of the third year, mapped early childhood funding streams, initiatives, and programs to demonstrate to potential funders the resources available and the resources needed for the system.	Increased the Federal and foundation funding opportunities successfully applied for and received.				
		Early Childhood Stakeholders		Ensure the ongoing support and participation of major early childhood stakeholders in implementing the KECCS plan.	By the end of the second year, ensured the ongoing support and participation of major early childhood stakeholders in implementing the KECCS plan.	Increased the commitment of resources (e.g., monetary, staff) from major early childhood stakeholders.				
		Early Childhood System	Evaluation	Continue ongoing collection of county-level data on school readiness influences (e.g., family, community, school), and collection of child-level data on the six developmental domains.	By the end of the second year, continued ongoing collection of county-level data on school readiness influences (e.g., family, community, school), and collection of child-level data on the six developmental domains.	Increased children's levels of school readiness as the KECCS plan is implemented.				
						Explore the relationship between school readiness indicators and school readiness results.	By the end of the third year, explored the relationship between school readiness indicators and school readiness results.	Increased the knowledge of how much of the progress related to school readiness is attributable to the KECCS plan.		
						Monitor and track activities and outcome measures using the Implementation Schedule and a Continuous Quality Improvement format.	By the end of the third year, monitored and tracked activities and outcome measures using the Implementation Schedule and a Continuous Quality Improvement format.	Ensured that the KECCS project completed activities on time.		
								Ensured that the KECCS project accomplished what it said it would accomplish.		
						Evaluate the strength of the Early Learning Coordinating Council (ELCC) partnership and contribution to the overall KECCS project.	By the end of the third year, evaluated the strength of the ELCC partnership and contribution to the overall KECCS project.	Evaluated the strength of the ELCC partnership and contribution to the overall KECCS project.		
					Increased the levels of collaboration according to the KECCS scale and map.					