

**Logic Model for SECCS Grant Program:
Palau Early Childhood Comprehensive Systems (PECCS) Implementation Project**

ORGANIZATIONAL STRUCTURE / ENVIRONMENT	INPUTS/RESOURCES	TARGET POPULATION	INTERVENTION		EXPECTED CHANGE (Outcomes/Objectives)	EVIDENCE OF CHANGE (Indicators)	BARRIERS	FACILITATORS
			DESCRIPTION	ACTIVITIES				
GRANTEE/ PROJECT CHARACTERISTICS (i.e., goals and description of the project, environment, description of population/case load and partner organizations):	TOTAL FUNDS REQUESTED: \$140,000 (for the first year of the project) TOTAL PROJECT BUDGET: \$140,000 (for the first year of the project)					Increased percentage of children screened for health risks and needs.		
The Palau Ministry of Health's (MOH) Bureau of Public Health, Family Health Unit/Maternal and Child Health Program (MCH) is the lead agency for the State Early Childhood Comprehensive Systems (SECCS) implementation grant. The Ministry of Health provides primary, secondary, and limited tertiary services through an 80 bed hospital and Community Health Center/Public Health Clinic located in the most populated state, Koror.	PROJECT INPUTS (i.e., personnel and non-personnel)					Increased number of children identified with risks.		
The MCH Program within the Bureau of Public Health is the only program that provides preventive health services, which are primarily clinic/home-based for children 0-5 years old. The MCH Program also provides mass education programs through public radio, television, community education, school talks, and interest group discussions. MCH is a key stakeholder in the CSN (Children with Special Needs)/High Risk Collaborative Clinic and the Palau Child Care Program, located at the Palau Community College Campus. MCH has always been active in creating community partnerships in delivering specially-targeted health issues.	Personnel:	Appropriate Ministry of Health agencies and staff, ECCS		Require "Well-Child" services of all children ages 0 – 7.	By January 2006, ECCS sub-committee required "Well-Child" services of all children ages 0 – 7.	Increased percentage of identified children managed in the Children with Special Needs/High Risk Clinic.		
The Palau Early Childhood Comprehensive Systems (PECCS) Implementation Project seeks to: a) collaborate with partner agencies; b) unify each agency's theme into one culturally appropriate message to be adapted by families to help prepare and teach their children good health practices, manners, behavior, and social skills by the time their children are ready to enter school; and c) conduct grass-root strengthening activities so families can initiate legislative changes.	Palau ECCS Project Coordinator: 1.0 FTE		Access to Health Insurance and Medical Homes			All children under age 7 will have an identified pediatrician.		
PECCS has the following five goals: 1) Develop a support system to assist families in the development of their children; 2) The medical home will be embraced and implemented by all PECCS partners; 3) Enhance and strengthen mental health services to all children; 4) Identify and provide appropriate training to target groups with knowledge of Early Childhood caring and learning programs supported by the government; and 5) Strengthen the communication between parents and early childhood education programs.	Family Health Educator: 1.0 FTE (x2)					Guidelines are revised and approved for implementation.		
The Maternal and Child Health Program of the Ministry of Health is only entity that addresses the needs of 0-3 year olds. There is a lack of collaboration between agencies and a need to develop/test/apply culturally appropriate concepts/materials for the Pacific populations of Palau. The aforementioned materials should be developed with parental education as the focal point. There is also a need to develop a National Framework for Early Childhood Development.	Family Health Administrator: .25 FTE	All pregnant women including fathers and other family members		Identify women with risk of pre-term delivery in the prenatal and postnatal clinics and provide a medical home.	By August 2006, PECCS and MOH-FHU identified women with risk of pre-term delivery in the prenatal and postnatal clinics and provided a medical home.	Staff are trained.		

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The Family Health Unit/MCH program has an established track record in developing coordinated services with other agencies outside of its parameters. This collaborative system of services for children with special health care needs has existed for over 10 years now. This system has concentrated on secondary preventive approaches to health maintenance for this population. The Palau ECCS project will initiate these same systems, but focus on the primary preventive approaches for children 0-5 years old.	Non-Personnel:	The community, faith organizations, other agencies and programs	Mental Health and Social-Emotional Development	Identify people that provide direct early childhood mental health services to children.	By the first quarter after the implementation year starts, the ECCS Group identified people that provide direct early childhood mental health services to children.	At least 90% of people that provide Early Childhood Services are identified.		
The PECCS collaboration committee involves parents and non-governmental organizations to work on developing a National Framework for Early Childhood.	Direct Costs: Sum of fringe benefits, travel, equipment, supplies, contractual, and other costs (e.g., phone, mail, and internet costs).	People that provide direct early childhood mental health services to children		Train identified people who provide direct early childhood mental health services to children.	By the third quarter after the implementation year starts (June/July 2006), the ECCS Group and BHD trained at least 90% of the identified people that provide direct early childhood mental health services to children.	At least 90% of the identified people providing Early Childhood Mental Health are trained and certified.		
ENVIRONMENT:	Indirect Costs: Indirect costs are factored at 12% of base salary and used for the financial management of program activities.	Children prenatal through age 5	Early Care and Education/Child-Care	Identify health care and education needs for children prenatal through age 5.	By October 2005, the ECCS subcommittee identified health care and education needs for children prenatal through age 5.	A statement of health care and education needs for children prenatal through age 5 is formulated.		
The Republic of Palau is an archipelago of volcanic islands, raised limestone, barrier reefs, and classic atolls. Given the geographical nature of the islands, several significant geographic barriers exist in Palau. Most people in Palau travel by boat, and only the states of Koror and parts of Airai have accessible paved roads. The dirt roads in the state of Babeldaob that connect to Koror are usually impassable during the six-month tropical rainy season. Even boat travel depends on weather conditions. Furthermore, the high cost of transportation adds to the geographic isolation. There is no public transportation, and taxis are expensive. These factors prevent people from accessing needed services.	OTHER INPUTS (contracts, other grant awards, matching funds):			Develop health care activities and education curriculum for children prenatal through age 5.	By February 2006, the ECCS subcommittee developed health care activities and education curriculum for children prenatal through age 5.	Curriculum models are identified.		
The entire nation is a rural area by U.S. standards. Palau is a medically underserved area with a health manpower shortage. Only 12% of the Community Health Center users have health insurance.	One or two contractors will provide technical assistance on the development and translation of culturally appropriate and multi-ethnic materials for early childhood development. These documents include a training manual for caretakers and a uniform curriculum for early childhood development.			An appropriate model to meet the assessed needs of children prenatal through age 5 is designed.				
The current census data shows that 27% of the total population is non-Palauan - primarily Filipino and Chinese. This adds to the diversity of the island nation that the Palau ECCS project must consider as it implements its plan. Plus, many Filipinos provide the childcare as extended family is no longer relied upon to look after children. However, these Filipinos are not knowledgeable or sensitive about proper Palauan childcare practices. These foreign caregivers do not know the traditional and cultural values of Palau as they care for Palauan children. Furthermore, the language barrier between the Filipino caregiver and the Palauan family adds to the challenges.	The Pacific Regional Education Laboratory (PREL) is a contractor who assists in developing standards and guidelines for early childhood development.			Develop health care and education learning materials for children prenatal through age 5.	By June 2006, the ECCS subcommittee developed health care and education learning materials for children prenatal through age 5.	Appropriate materials, information and resources to develop learning models to fit the curriculum models are gathered.		
The 70.9% of the individuals or 58.6% of families have income levels below the U.S. poverty level.				Learning models to fit the curriculum models are developed.				
PARTNERING ORGANIZATIONS:		Instructional materials on health care and education for children prenatal through age 5 are printed and disseminated.						

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Japan International Cooperation Assistance (JICA): a volunteer childcare services professional from JICA works with PECCS to assist in the development of the National Framework.		Children prenatal through age 5	Early Care and Education/Child-Care	Amend mandatory education law to include government support of the Early Childhood Program.	By March 2006, the ECCS subcommittee amended mandatory education law to include government support of the Early Childhood Program.	Mandatory education law is amended to include government support of the Early Childhood Program.		
Head Start Program: provides culturally appropriate health and education services to families and children. Their intervention strategies include developing social, psychological, and academic skills to prepare for school entry.		Parents and extended families	Parenting Education	Identify traditional practices that expand the parent's capacity as a parent.	On an ongoing basis, PC/ECCS, PH Community Advocacy Program, Council of Chief, Cultural Affairs Division, and Women's Group identify traditional practices that expand the parent's capacity as a parent.	Traditional practices are identified and incorporated into teaching modules that expand the parent's capacity as a parent.		
Maris Stella School: provides education for five year olds and up.		Parents, extended families and caregiver		Strengthen traditional practices of child rearing by incorporating them into teaching modules.	On an ongoing basis, PC/ECCS, PH Community Advocacy Program, Council of Chief, Cultural Affairs Division, and Women's Group strengthen traditional practices of child rearing.	Traditional parental education is included as part of prenatal care and incorporated into teaching modules.		
Emmaus Kindergarten: academically prepares 3-5 year olds for school entry.		Community representatives, NGOs, Faith Based agencies	Family Support	Organize focus group of community representatives, non-governmental organizations (NGO), and faith based agencies to help identify family support service needs.	ECCS and the FC Subcommittee organized focus group to help identify family support service needs.	Family support service needs are identified.		
Non-governmental organizations (NGOs): assist SECCS in getting education materials out to the public.		Family , Community Members, sub-ethnic population representatives		Conduct a study to better understand the family support service needs of the community.	ECCS/FC/PC/BF SCA conducted a study to better understand the family support service needs of the community.	A study is conducted to better understand the family support service needs of the community.		
Churches: mostly includes schools with a religious denomination (e.g., Maris Stella School and Emmaus Kindergarten) that work on the SECCS project.				Publish results of the study on family support service needs of the community.	By June 2006, ECCS/FC/PC/BF SCA published results of the study.	Results of the study on family support service needs of the community are published.		
Palau Parent Network, Palau Community Action Agency, Palau Community College, Ministry of Community and Cultural Affairs, Ibobang Elementary School, Businesses, Pacific Regional Education Laboratory, Ministry of Education, Seventh Day Adventist School, Belau Family, School and Community Association, Parents, Koror State Government/Community and Cultural Affairs, and Berkel Belau Theater Association.			Sustainability	The President of the Republic of Palau will leverage funds into early childhood education and school readiness activities by using the early childhood recommendations that the various PECCS Collaborative Committee members have incorporated into the President's plan to enhance school curriculum.	The President of the Republic of Palau leveraged funds into early childhood education and school readiness activities by using the early childhood recommendations that the various PECCS Collaborative Committee members incorporated into the President's plan to enhance school curriculum.	Funds are leveraged into early childhood education and school readiness activities.		
				Ensure funding streams go directly to services in the public and private entities because Palau's constitution mandates the government to use public monies to support faith and NGO-based services.	Ensured funding streams go directly to services in the public and private entities because Palau's constitution mandates the government to use public monies to support faith and NGO-based services.	Funding streams go directly to services in the public and private entities.		
				Use project monies to strengthen/enable various childcare programs to develop to the point whereby all childcare services in Palau will embrace the PECCS model concept.	Used project monies to strengthen/enable various childcare programs to develop to the point whereby all childcare services in Palau embrace the PECCS model concept.	All childcare services in Palau embrace the PECCS model concept.		
				Ensure that the proposed constitution mandates SECCS.	Ensured that the proposed constitution mandates SECCS.	The proposed constitution mandates SECCS.		
				Incorporate SECCS activities into ongoing practices/health education through trainings and Memorandum of Agreements (MOAs).	Incorporated SECCS activities into ongoing practices/health education through trainings and Memorandum of Agreements (MOAs).	Trainings are conducted, and Memorandum of Agreements (MOAs) are established.		
		Evaluation	Review objectives and activities and chart them on newsprints so that every member has a basic knowledge of where the work of the committee stands at any given time/month.	Reviewed objectives and activities and charted them on newsprints so that every member has a basic knowledge of where the work of the committee stands at any given time/month.	Every committee member has a basic knowledge of where the work of the committee stands at any given time/month.			
			Conduct a process evaluation.	Conducted a process evaluation.	An assessment and documentation of progress made on project activities is conducted.			
			Conduct a pre/post survey of childhood providers to assess knowledge and awareness of mental health in early childhood services.	Conducted a pre/post survey of childhood providers to assess knowledge and awareness of mental health in early childhood services.	Conducted a pre/post survey of childhood providers to assess knowledge and awareness of mental health in early childhood services.			