

DRAFT

First 5 San Joaquin 2019-2020 Evaluation Matrix

Enhance Early Learning

| Strategy | Indicator ¹ | Output | Outcome | Measure/ Data Sources |
|--|--|---|---|--|
| <p>Preschool. Provide high quality culturally and developmentally appropriate preschool using curriculums and/or a curriculum aligned with the California Department of Education Pre-Kindergarten Learning and Development Guidelines and quality assessments.</p> <p>Child Care Quality. Provide programs focused on quality improvement for licensed care providers including work with Institutes of Higher Education to increase workforce development capacity in alignment with the Desired Results System, the CDE Learning and Development Foundations and Curriculum Frameworks, the CDE Pre-Kindergarten Learning and Development</p> | <p>Percent of children who are ready for kindergarten.</p> <p>Percent of quality child care and preschool programs.</p> | <p>a. Increase in the number of children in preschool.</p> <p>b. Increase in the number of children who receive a developmentally or culturally appropriate preschool curriculum.</p> <p>c. Increase in the number of licensed child care providers/preschool teachers participating in quality improvement efforts.</p> <p>d. Increase in the number of licensed child care providers/preschool teachers who receive program quality assessments and recommendations for quality improvement.</p> <p>e. Increase in the number of licensed child care providers/preschool teachers who receive an assessment of teacher-child interactions and</p> | <p>a. Increase in the percent of preschoolers who are rated at least at the Building Developmental Level in each of the DRDP-15 domains from fall to spring (Comprehensive View: eight domains, 56 measures; Essential View: six domains, 29 measures; and Fundamental View: six domains; 43 measures).</p> <p>b. Increase in the percent of preschoolers whose rating demonstrates improvement from fall to spring in each of the DRDP-15 domains (Comprehensive View: eight domains, 56 measures; Essential View: six domains, 29 measures; and Fundamental View: six domains; 43 measures).</p> <p>c. Increase in the percent of parents who report that their child's preschool program is supporting their child's learning and development.</p> <p>d. Increase in the percent of licensed child care/preschool programs implementing a culturally appropriate curriculum who receive a rating of good quality (5) or higher on the Environment Rating Scales.</p> <p>e. Increase in the percent of licensed preschool programs implementing a culturally appropriate curriculum who receive a score of 5 on Classroom Assessment Scoring System (CLASS) Pre-K Emotional Support; 5 on Classroom Organization; and 3 on Instructional Support.</p> <p>f. Increase in the percent of licensed child care programs implementing a culturally appropriate curriculum who receive a score of 5 on CLASS Toddler Emotional Support and 3.5 on Engaged Support for Learning.</p> <p>g. Increase in the percent of licensed child care programs implementing a culturally appropriate curriculum that receive a score of 5 on CLASS</p> | <p>a. Scope of Work</p> <p>b. Client and Service Database</p> <p>c. DRDP-15 Scores</p> <p>d. DRDP Parent Survey</p> <p>e. iPinwheel</p> <p>f. ERS scores</p> <p>g. CLASS scores</p> <p>h. QRIS tier scores</p> |

¹ Indicators will be reviewed in 2018-19.

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|--|--|--|---|---|
| Guidelines, the Quality Continuum Framework and the Professional Development Pathways. | | recommendations for quality improvement. | Infant Responsive Caregiving. h. Increase in the percent of licensed child care /preschool programs who receive a quality rating of 4 or higher on the Quality Continuum Framework Rating Matrix. | |
| Early Literacy. Develop and implement an early literacy program in the designated community using Raising a Reader, Let's Read Together, Read To Me Stockton (RTMS), or other best practice curriculum/approved platform. | Percent of parents/caregivers who read stories every day or most days with their children. | <ul style="list-style-type: none"> a. Increase in the number of parents who participate in an early literacy program. b. Increase in the number of sites (e.g. child care, preschool, community centers, doctors' offices, etc.) who participate in an early literacy program. c. Increase in the number of books distributed to children in high need areas. | <ul style="list-style-type: none"> a. Increase in the percent of parents who report reading or telling stories daily to their children. b. Increase in the percent of parents who report reading or telling stories to their children at least five days per week. c. Increase in the percent of parents who report visiting the library in the last month. d. Increase the percent of parents who report having 10 or more books in the home. | <ul style="list-style-type: none"> a. Scope of Work b. Client and Service Database c. Imagination Library data/summary of RTMS database d. RTMS Parent Survey e. Retrospective Family Literacy Survey |
| Kindergarten Bridge. Provide kindergarten bridge programs (bridge programs) for children entering kindergarten. | Percent of children who are ready for kindergarten. | <ul style="list-style-type: none"> a. Increase in the number of children who participate in a bridge program. | <ul style="list-style-type: none"> a. Increase in the percent of bridge teachers who report that the majority of children in their class have increased developmental skills. b. Increase in the percent of bridge teachers who report that the majority of children in their class are familiar with the elementary school environment. c. Increase in the percent of bridge program parents who report being involved in their child's bridge program/school readiness activities. | <ul style="list-style-type: none"> a. Scope of Work b. Client and Service Database c. Bridge Parent Survey d. Bridge Teacher Survey |

Improve Child Health

| Strategy | Indicator | Output | Outcome | Measure/ Data Sources |
|---|--|--|--|---|
| <p>Oral Health. Through the SJ TEETH program, provide community-based preventive dental care, including Virtual Dental Home; care coordination; and opportunities for medical, dental, social service, and education providers to improve their oral health knowledge and collaboration.</p> | <p>Percent of children who had a preventive dental service in the last 12 months.</p> | <p>a. Number of children served by SJ TEETH. b. Number of children referred to SJ TEETH care coordination by a F5SJ funded program.</p> | <p>a. Increase in the percent of children who received a preventive dental service in the past 12 months. b. Increase in the percent of children who received a preventive oral care service and then a subsequent preventive oral care service after six months from the same provider/service location. c. Increase in the percent of parents who were satisfied with their child's dental care.</p> | <p>a. Scope of Work b. Client and Service Database c. SJ TEETH Database d. SJ TEETH Parent Survey</p> |
| <p>Breastfeeding. Provide training and technical assistance to develop breastfeeding support at health care agencies to make them "baby-friendly"(hospitals)/"breastfeeding-focused";</p> | <p>Percent of any breastfeeding, in-hospital. Percent of exclusive breastfeeding, in-hospital. Percent of hospitals who are Baby Friendly.</p> | <p>a. Increase in the number of providers who participate in trainings or receive technical assistance to make them "baby-friendly"/"breastfeeding-focused" hospitals and clinics.</p> | <p>a. Increase the percent of in-hospital exclusively breastfed infants. b. Increase the percent of exclusively breastfed infants at 1 month and 3 months postpartum.</p> | <p>a. Scope of Work b. California Department of Public Health (CDPH) in-hospital breastfeeding initiation rates c. CDPH Maternal Infant Health Assessment (MIHA) self-reported postpartum breastfeeding rates</p> |

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|---|--|--|--|---|
| <p>Developmental Screening and Early Intervention Services. Provide assessment, screening, referral, and intervention services to children ages 0-5 and their families to increase access to early education resources, including preschool, child care, and developmental services.</p> | <p>Percent of children with a developmental delay or other special need who are connected to services.</p> | <p>a. Increase in the number of children who receive a screening to identify a developmental delay or other special need.</p> <p>b. Increase in the number of the following children who participate in a First 5 funded program 1) at risk or mild to moderate developmental or behavioral problems, 2) have an Individual Education Plan (IEP) or Individual Family Service Plan (IFSP) program, 3) have an identified disability, health, or mental health condition requiring early intervention, special education services, or other specialized services and supports, and 4) without an identified condition but requiring specialized services, supports, or monitoring.</p> <p>c. Increase in the number of providers who attend a workshop to assist them in increasing their capacity to work with children with disabilities and other special needs.</p> | <p>a. Increase in the number and percent of children ages 0-5 with an identified developmental delay or other special need who:</p> <ul style="list-style-type: none"> • Are referred for services • Are connected to the services to which they were referred • Receive a service to which they were referred. <p>b. Increase in the number and percent of children ages 0-5 who receive interdisciplinary developmental assessment to identify mild to moderate developmental delays, and/or therapeutic service(s) for one or more developmental delays.</p> | <p>a. Scope of Work</p> <p>b. Client and Service Database (data source for non HMG contractors)</p> <p>c. Help Me Grow Database</p> <p>d. iPinwheel (data source for RaisingQuality! IMPACT classrooms)</p> |

Strengthen Family and Community Support and Partnership

| Strategy | Indicator | Output | Outcome | Measure/ Data Sources |
|---|---|--|--|---|
| <p>Home Visitation Provide research based home visitation programs and models (e.g. PAT, UCCE, FamilyWORKs) that are culturally sensitive and serve areas and populations of high need. Programs focus on parent stress relief and support, knowledge of child development, access to community resources, support for families to meet their employment, self-sufficiency, and nutrition/physical activity goals.</p> | <p>Percent of parents who become employed after program participation.</p> <p>Percent of parents who participate in their child's learning and development.</p> | <p>a. Increase in the number children ages 0-5 and their parents who participate in a home visitation program.</p> | <p>a. Increase in the percent of parents who are employed (full time, part time, or enough employment to move off cash aid)</p> <p>b. Increase in the percent of parents who know how to look for a job or search job openings</p> <p>c. Increase in the percent of parents who are prepared to accept a job offer</p> <p>d. Increase in the percent of parents who have an up-to-date resume</p> <p>e. Increase in the percent of parents who know how to complete a job application</p> <p>f. Increase in the percent of parents who know how to prepare for an interview</p> <p>g. Increase in the percent of parents who have resources and support to meet their employment goals.</p> <p>h. Increase in the percent of parents who report more parental resilience (self-confidence, positive attitude, managing anger)</p> <p>i. Increase in the percent of parents who report increased social connections (emotional support, informational support, meaningful interactions)</p> <p>j. Increase in the percent of parents who report increase concrete support in times of need (being able to identify, find, and receive basic necessities, understanding rights, learning to navigate systems, seeking help)</p> <p>k. Increase in the percent of parents who report increased social and emotional competence of their children (positive parental mood, fostering strong parent-child relationship, promote child's vocabulary)</p> <p>l. Increase in the percent of parents who report increased knowledge of parenting and child development (appropriate developmental expectations, positive discipline techniques)</p> | <p>a. Scope of Work</p> <p>b. Client and Service Database</p> <p>c. Pre Post PAPP</p> <p>d. CalWORKs administrative data/C-IV</p> |

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|--|--|--|---|--|
| <p>Information and Referral. Provide integrated, coordinated and comprehensive information and referrals to community services at a convenient location, by utilizing a single eligibility criterion/point of entry/application or enrollment form or a comprehensive needs assessment, or by using 2-1-1 or another approved platform.</p> | <p>Percent of children who have health insurance.</p> <p>Percent of parents who report food security.</p> <p>Percent of parents who receive food subsidies.</p> <p>Percent of families who receive income subsidies.</p> | <p>a. Increase in the number of families who receive comprehensive information and referral services from a 2-1-1 call center.</p> | <p>a. Increase in the percent of parents who receive a referral related to basic needs or health insurance.</p> | <p>a. Scope of Work</p> <p>b. Client and Service Database</p> <p>c. 2-1-1 Client Outcomes Report (calls to 2-1-1)</p> <p>d. Help Me Grow Database (calls to HMG)</p> |

The strategies below are funded only in a supportive role to the strategies above that provide community level programs to children ages 0-5 and their families. Indicators have not been selected for these strategies.

Organizational Capacity, Sustainability, Cultural Competency, and Accessibility

| Strategy | Output | Outcome | Measure/ Data Sources |
|---|--|---------|---|
| Evaluation. Utilize data for program improvement and planning through ongoing data collection, analysis, and dissemination efforts. | a. Increase in the number of programs that use data for program improvement and planning. | a. N/A | a. Scope of Work |
| Outreach and Recruitment. Use culturally and linguistically appropriate outreach strategies and materials. | a. Increase in the number of programs that use culturally and linguistically appropriate strategies and materials. | a. N/A | a. Scope of Work |
| Professional Development. Funded program staff attend professional development trainings. | a. Increase in the number of programs that fund staff to attend professional development trainings. | a. N/A | a. Scope of Work |
| Program Staff Supervision. Funded program staff provide oversight and supervision to staff. | a. Increase in the number of programs that provide oversight and supervision to staff. | a. N/A | a. Scope of Work |
| Articulation. Create and implement a plan of articulation between early care and education, the prek-12 school community and services to promote successful kindergarten transitions. | a. Increase in the number of programs that create and implement articulation plans between preschools, the child care community, and kindergartens. b. Increase in the number of preschools with formal linkages to public and private elementary schools, child-care centers, Head Start and Early Head Start programs, home-visiting programs, and community resources. | a. N/A | a. Scope of Work |
| Accessibility. Programs use a variety of methods to reach families including providing co-location of services, providing services in an easily accessible location, and utilizing multimedia (text4baby, e-news, Facebook, etc.). | a. Increase in the number of programs working to increase the accessibility of services (e.g., co-location of services, utilizing multi-media, etc.). | a. N/A | a. Scope of Work |
| Family/Education Involvement and Support. Programs provide family and community engagement activities such as parent workshops, parent conferences, parent advisory committees, etc. | a. Increase in the number of programs that provide parents and community education support and engagement services. b. Increase in the number of programs that develop a plan to implement and facilitate regular parent involvement in school based decision making bodies. | a. N/A | a. Scope of Work b. Client and Services Database |