

2019 OUTCOMES AND RECOMMENDED MEASURES

The Children's Board evaluates the impact of the services provided to children and families in four focus areas: Children are Healthy and Safe, Children are Developmentally on Track, Children are Ready to Learn and Succeed and Children Have Supported and Supportive Families.

The Children's Board has developed a list of outcomes and recommended measures for each of the focus areas. Outcomes are displayed by type with examples of currently approved measurement tools, applicable target populations, and corresponding indicators to evaluate participant performance.

PERFORMANCE ACCOUNTABILITY

The Children's Board promotes continuous quality improvement by working in close collaboration with our funded partners to evaluate annual program performance through the use of Empowerment Evaluation. By selecting outcomes and measures from this list, programs work collaboratively with Children's Board staff to develop a matrix/work plan that enables them to examine the ongoing effectiveness of program services.

The Children's Board annually assesses the collective impact and effectiveness of our combined investments within a Results-Based Accountability™ framework by answering the following three questions:

How Much Did We Do?  Measures the quantity of the services provided. For example, the number of babies born, number of families provided with information and referral services or number of program participants enrolled.



How Well Did We Do It?  Measures the quality of the services provided. For example, the number of participants satisfied with the services provided or the percent of staff with necessary training/certifications.

Is Anyone Better Off?

Measures the effect or impact of the services provided and the level of change produced. Outcomes are categorized by type of change: knowledge/skills, attitudes, behaviors or circumstances. For example, the percent of babies born at appropriate birth weight, the percent of youth with improved self-esteem or the percent of families with improved family well-being.

CHILDREN ARE HEALTHY AND SAFE

The primary goal of Children are Healthy and Safe is to improve overall community health by supporting pregnant women to seek prenatal care, postpartum support and care for young children.

CHILDREN ARE DEVELOPMENTALLY ON TRACK

The goal of Children are Developmentally on Track is early identification of children with special needs through developmental screening and referral linkages.

TARGET POPULATIONS



Pregnant Women



Children Birth -
Preschool Age



Elementary School
Age Children



Youth
(Up to Age 14)

CHILDREN ARE READY TO LEARN AND SUCCEED

The primary goal of Children are Ready to Learn and Succeed is to support children who are getting ready to enter Kindergarten and provide additional resources for older students.

CHILDREN HAVE SUPPORTED & SUPPORTIVE FAMILIES

The primary goal of Children Have Supported and Supportive Families is to work together by offering services that increase social supports and improve overall stability and security of the family.

DEFINITIONS

FOCUS AREA Desired results or conditions for children in our community.
Example: Children are Developmentally on Track

OUTCOME TYPE Outcomes are categorized by the type of expected change shown by participants - knowledge/skills, attitudes, behaviors and circumstances.
Example: BEHAVIOR

OUTCOME Outcomes are the desired participant change that is expected to occur as a result of program activities and services.
Example: At least 85% of a minimum of # children demonstrate improved social-emotional competence.

MEASUREMENT Instruments/tools used to measure the degree of participant change.
Example: Eyberg Child Behavior Inventory (ECBI)

INDICATOR Quantifiable evidence that demonstrates the minimum expected level of change that is required to achieve the outcome.
Example: A decrease from pretest to posttest of 7 raw score points on the ECBI Intensity Scale.

TARGET POPULATIONS The identified age group of the participants to be measured for each outcome.
Example:



Children Birth - Preschool Age

KNOWLEDGE/SKILLS

TARGET POPULATIONS

1. At least 85% of a minimum of # individuals (parents/caregivers, professionals, youth) have increased knowledge of appropriate health and safety measures.



1. Heartsaver CPR AED Skills Sheet: Assessment or Grade of "Pass" on CPR testing checklist.
2. Heartsaver Pediatric First Aid Skills Sheet: Assessment or Grade of "Pass" on First Aid Skills Checklist.
3. Life Skills Progression (Safety Subscale): A score of at least 4 on the Safety Subscale.
4. Curriculum Based (per program model).

ATTITUDES

2. At least 85% of a minimum of # pregnant women have improved attitudes towards breastfeeding.



1. Iowa Infant Feeding Attitude Scale: An increase in total score from pretest to posttest with posttest total scores of at least 55.
2. Modified Breastfeeding Attrition Prediction Tool Revised (BAPT)
3. Breastfeeding Self-Efficacy Scale-SF (Short Form)

BEHAVIOR

3. At least 75% of a minimum of # pregnant women attend routine prenatal care visits as prescribed by physician.



1. Kotelchuck Index (APNCU): A score of 80% or greater (Adequate and Adequate Plus).
2. Life Skills Progression (Prenatal Care Scale): A score of at least 3 on the Prenatal Care Scale.

4. At least 70% of a minimum of # pregnant women receive adequate prenatal care prior to 20 weeks gestation.



1. Hospital Discharge Records or Birth Certificate: Prenatal care is received by at least 20th week gestation.

5. At least 80% of a minimum of # mothers initiate breastfeeding.



1. Hospital Breastfeeding Records: Breastfeeding (including expressing) is initiated following birth.

BEHAVIOR

TARGET POPULATIONS

6. At least 65% of a minimum of # mothers sustain breastfeeding.



- 1. WIC Case Notes or Program Client File: Postnatal mothers will sustain breastfeeding for at least 2 months.
- 2. Life Skills Progression (Breastfeeding Scale): A score of at least 4 on the LSP Breastfeeding Scale.

7. At least 85% of a minimum of # children demonstrate a secure attachment to a nurturing caregiver.



- 1. Crowell Procedure: A posttest rating of No/Little Concern for all Parent/Child Interactions identified as Needs Improvement or Primary Focus of Treatment at pretest.
- 2. The Observing the Parent-Child Relationship (PCR) Scale: A final total score of at least 30 points with no decreases in total score from pretest.

8. At least 90% of a minimum of # children attend well-baby/well-child visits as prescribed by physician.



- 1. Pediatric Health Record: Child's pediatric health record shows evidence of child attending an adequate number of prescribed visits (7 out of 9 prescribed visits during the first 2 years of life; 5 out of 6 prescribed visits in the first year of life or 2 out of 3 prescribed visits between 12 and 24 months of age; 1 out of 2 prescribed visits between 30 months and 3 years of age; 1 out of 1 prescribed visit annually for 4 years of age or older).
- 2. Life Skills Progression (Child Well Care Scale): A score of at least 4 on the LSP Child Well Care Scale.

9. At least 80% of a minimum of # parents/caregivers exhibit fewer symptoms of depression.



- 1. Edinburgh Postnatal Depression Scale: Edinburgh Postnatal Depression Scale total score of 12 or lower.
- 2. Patient Health Questionnaire (PHQ-9)
- 3. Postpartum Depression Screening Scale (PDSS)
- 4. Beck Depression Inventory-II
- 5. Model-Based (program specific)

CIRCUMSTANCE

10. At least 90% of a minimum of # babies born at appropriate birth weight.



- 1. Hospital Discharge Records or Birth Certificate: Infants weighing at least 5.5 pounds (5lbs. 8 ozs) or more.

CIRCUMSTANCE

TARGET POPULATIONS

11. At least 90% of a minimum of # babies born at term.



1. Hospital Discharge Records or Birth Certificate: Infants born at 37 weeks gestation or greater

12. At least 90% of a minimum of # babies born substance-free.



1. Drug Screen or Hospital Record: Babies born will be substance-free (with the exception of Methadone or Suboxone)

13. At least 90% of a minimum of # children have decreased vulnerability to contracting preventable diseases.



1. Florida Department of Health Florida Certificate of Immunization (HCHD blue form) or Florida Shots Record: Health Care Provider signs off that Part-A Immunizations are Complete OR Part-B Temporary Medical Exemption is complete and that immunizations are on schedule to be completed (680 form) or Part C-Medical Exemption.
2. Model-Based (program specific)

14. At least 80% of a minimum of # children at healthy height/weight.



1. CDC Growth Chart: Height/weight percentile and BMI, child is >5th percentile and <85th percentile (<5th percentile and >85% percentile is a concern); Weight for Length for children under 2 years of age (<5th percentile and >=95th percentile is a concern).

15. At least 85% of a minimum of # children at reduced risk of unintentional injury.



1. Life Skills Progression (Safety Subscale): A score of at least 4 on the LSP Safety Subscale.
2. TIPPP/Framingham Safety Survey
3. Curriculum-Based (Program Specific)

16. At least 90% of a minimum of # families have safer housing.



1. Curriculum-Based (Program Specific)

BEHAVIOR

TARGET POPULATIONS

1. At least 85% of a minimum of # parents/caregivers demonstrate behavior consistent with knowledge of age-appropriate child development and expectations.



1. **Parent Education Profile (PEP) Scale I:** Minimum posttest score of at least a 3 with no decreases from pretest to posttest on Scale I of the PEP.
2. **Nurturing Skills Competency Scale:** 1. A minimum posttest score of 40 on Part (C) (Use of Nurturing Skills) of the Nurturing Skills Competency Scale-B5 Short Version (Parent version). 2. A minimum posttest score of 40 on Part (F) (Use of Nurturing Skills) of the Nurturing Skills Competency Scale Long Form (Parent version).
3. **The University of Idaho Survey of Parenting Practices (UISPP):** A 1 step increase in average NOW scores from average THEN scores on the UISPP (completed first year parents/caregivers only).
4. **Home Observation for Measurement of the Environment (HOME):** An increase of at least 3 points in pretest total scores to posttest total scores for participants scoring below the median score (Infant/Toddler median score = 32; Early Childhood median score = 40) at pretest OR maintenance of at least the median score with no decreases at posttest for participants scoring at or above the median score at pretest.
5. **Parenting Interactions with Children Checklist of Observations Linked to Outcomes (PICCOLO)** (ages 10-47 months)
6. **Model-based** (program specific).

2. At least 85% of a minimum of # parents/caregivers support their child's healthy development. *(Note: cannot be combined with parent involvement outcome under Children are Ready to Learn and Succeed birth - age 5 focus area)*



1. **ASQ-3 Parent Conference Form:** Completed ASQ3 Parent Conference Form with verified completion of activities.
2. **Life Skills Progression (Nurturing, Discipline, Support of Development Scales):** Score of at least a 4 on the final post LSP measure for question 5 – nurturing, and 6 – discipline and 7 support of development.
3. **Curriculum-based** (program specific)

BEHAVIOR

TARGET POPULATIONS

3. At least 85% of a minimum of # children demonstrate improved social-emotional competence.



1. Social Skills Improvement System (SSIS) Rating Scales (ages 3 and up)
2. Eyberg Child Behavior Inventory (ages 2 and up): A decrease from pretest to posttest of 7 raw score points on the ECBI Intensity Scale.
3. BRIGANCE Inventory of Early Development
4. Preschool and Kindergarten Behavior Scales 2nd Edition (PKBS-2) (ages 3-6)
5. Model-based (program specific).

CIRCUMSTANCE

4. At least 95% of a minimum of # children (34 months of age or younger) will access developmental screening services for early identification of developmental concerns.



1. Case Notes (including screening scores), referral consent forms: Developmental screening scores (or re-screening scores when applicable) are consistent with age-appropriate ranges or children are referred with consent to Early Steps.

5. At least 95% of a minimum of # children (older than 34 months of age) will access developmental screening services for early identification of developmental concerns before they start Kindergarten.



1. Case Notes (including screening scores), referral consent forms: Developmental screening scores (or re-screening scores when applicable) are consistent with age-appropriate ranges or children are referred with consent to Child Find or ECC screening.

6. At least 85% of a minimum of # individuals have increased concrete supports.



1. FRIENDS Family Support Program Outcome Survey: A score of 5 or higher on TODAY scores for questions 2 and 5.
2. Case Notes: Date of linkage for referrals to concrete support(s) related to their developmental needs.

7. At least 85% of a minimum of # children identified with a hearing concern are linked with a medical assessment.



1. Case Notes: Date of completed medical assessment.

8. At least 85% of a minimum of # children identified with a vision concern are linked with a medical assessment.



1. Case Notes: Date of completed medical assessment.

KNOWLEDGE/SKILLS

TARGET POPULATIONS

1. At least 85% of a minimum of # children have improved school readiness skills.



1. **Early Literacy Skills Assessment (ELSA):** Increase in raw scores from pretest to posttest for Comprehension, Phonological Awareness and Concepts about Print Subscales for pretest scores that are below the maximum score or maintenance of the maximum pretest scores and an increase in raw scores from pretest to posttest on Alphabetic Principle or maintenance from pretest to posttest for raw pretest scores of at least 50.
2. **Get Ready to Read Screening Tool (25 item Paper Version):** Achieve a minimum performance level score equivalent to Average as specified by age range at posttest (age 3:0-3:5 = 7 or higher, age 3:6-3:11 = 9 or higher, age 4:0-4:5 = 12 or higher, age 4:6-4:11 = 14 or higher, age 5:0-5:5 = 17 or higher, age 5:5-5:11 = 18 or higher)
3. **Teaching Strategies Gold:** Children who have completed a minimum of two checkpoints (Fall & Spring) will meet or exceed Widely Held Expectations (WHE) in each of the following domains: physical, social/emotional; literacy, cognitive, language and mathematics by Spring check point.
4. **Bracken School Readiness Assessment 3rd Edition (BRSA):** Achieve a minimum performance level score equivalent to Average as specified by age range at posttest: age 3:0-3:2 = 13 or higher, age 3:3-3:5 = 16 or higher, age 3:6-3:8 = 19 or higher, age 3:9-3:11 = 23 or higher, age 4:0-4:2 = 28 or higher, age 4:3-4:5 = 33 or higher, age 4:6-4:8 = 37 or higher, age 4:9-4:11 = 42 or higher, age 5:0-5:2 = 47 or higher, age 5:3-5:5 = 52 or higher, age 5:6-5:8 = 56 or higher, age 5:9-5:11 = 60 or higher.
4. **Model-based (program specific).**

2. At least 85% of a minimum of # Early Childhood and Education (ECE) practitioners demonstrate increased early literacy skills.



1. **Early Language & Literacy Classroom Observation (ELLCO):** An increase from pretest to posttest in the average "General Classroom Environment Subscale" scores AND the average "Language and Literacy Subscale" scores.

3. At least 80% of a minimum of # Early Childhood and Education (ECE) practitioners/professionals have increased knowledge of developmentally appropriate practices (DAP).



1. **Gains Survey:** Achieve at least 15 correct responses (75%) on the Gains Survey.
2. **Curriculum-based (per provider model)**

KNOWLEDGE/SKILLS

TARGET POPULATIONS

4. At least 75% of a minimum of # families have increased knowledge of strategies to support their child’s social-emotional development.



1. Curriculum-based (program specific)

5. At least 80% of a minimum of # children demonstrate improved progress toward academic success.



1. **Developmental Reading Assessment (DRA):** A posttest DRA level of at least a 2 for participants scoring below a 2 at pretest or an increase of at least 1 level for participants scoring a 2 or higher at pretest (For Kindergarten students).
2. **Developmental Reading Assessment (DRA):** A posttest DRA (Developmental Reading Assessment) level of at least an 8 for students scoring a 4 or lower at pretest OR a posttest DRA of at least a 12 for students scoring 6 or higher at pretest (For 1st Grade students).
3. **Florida Child and Adolescent Needs and Strengths (CANS) School Achievement Subscale:** CANS school achievement subscale posttest score of 0 or 1 with no increases from pretest to posttest for participants with pretest scores below 3 or posttest scores of 2 or less for participants with pretest scores of 3.
4. **Social Skills Improvement System (SSIS) Rating Scales Elementary (K-6) – Performance Screening Guide Reading or Math Subscales:** An increase of at least one level from pretest to posttest on the reading or math skill scale OR maintenance of pretest scores of at least a 4 or 5 at posttest on the reading or math skill scale (case notes to support ratings).
5. Curriculum-based (program specific)

6. At least 80% of a minimum of # children/youth demonstrate improved motivation to learn skills.



1. **Social Skills Improvement System (SSIS) Rating Scales Elementary (K-6)/Secondary (7-12) – Performance Screening Guide Motivation to Learn Subscale:** An increase of at least one level from pretest to posttest on the motivation to learn skill scale OR maintenance of pretest scores of at least a 4 or 5 at posttest on the motivation to learn skill scale (case notes to support ratings).
2. Curriculum-based (program specific)

7. At least 85% of a minimum of # youth achieve improved skills.



1. **Casey Life Skills Assessment – Work and Study Life Subscale:** An increase in total average pretest score to total average posttest score with total average posttest scores of at least 3.0 for the Work and Study Life subscale questions.
2. Curriculum Based (per program model)

ATTITUDES

TARGET POPULATIONS

8. At least 85% of a minimum of # youth have increased educational aspirations.



- 1. **Education and Expectations Aspirations Scale:** A score of 3 or 4 on at least one of the 5 after high school questions of the Education and Expectations Aspirations Scale at posttest.
- 2. **Model-Based (per program model)**

BEHAVIOR

9. At least 85% of a minimum of # parents/caregivers are involved with their child’s development, education and/or school.



- 1. **Parent Education Profile (PEP) Scale I, II, or III:** A minimum posttest score of at least a 3 with no decreases from pretest on all of the corresponding subscales of the PEP Scale I, II or III.
- 2. **Get Ready to Read Home Literacy Environment Checklist:** A posttest score of 20 or higher on the Get Ready to Read (GRTR) Home Literacy Environment Checklist (Birth-Preschool age).
- 3. **Social-Emotional Assessment Evaluation Measure (SEAM) Family Profile:** An increase of 5 or more points from total pretest score to total posttest score for pretest scores that are below the maximum score on the 2 subscales (responding to my child’s needs and providing predictable schedule/routines and appropriate environment for my child) or maintenance of the maximum total pretest scores at posttest for these 2 subscales of the Social-Emotional Assessment/Evaluation Measure (SEAM) Family Profile. (Ages 2 months-66 months)
- 4. **Parent-Teacher-Student COMPACT/Parent Checklist-Revised – Short Form:** Increase in average total score from pretest to posttest or maintain average total score of at least 3.60 on the Revised parent checklist – Short Form AND Parent/student/teacher compact signed by parent. (Elementary School)
- 5. **Parent and Teacher Involvement Questionnaire:** Parent Version (original): Increase in average score from pretest to posttest on the Parent’s Involvement and Volunteering at School subscale (Questions 5-7, 9-10, 18-22) or maintain an average subscale pretest score of at least 3 at posttest on the Parent’s Involvement and Volunteering at School subscale (Questions 5-7, 9-10, 18-22) of the Parent and Teacher Involvement Questionnaire: Parent Version (Original). (Grades K-3)
- 6. **Parents and School Survey (PASS; Elementary)**
- 7. **Family-School Partnership Lab Scales**
- 8. **Curriculum-based (Program Specific)**

BEHAVIOR

TARGET POPULATIONS

10. At least 85% of a minimum of # youth demonstrate positive relationships with parents and other adults.



- 1. **Vaux Social Support Record:** Increase in total (final) posttest scores from pretest for questions 1-6 or a minimum (final) posttest total score of at least 8 for questions 1-6 on the Vaux Social Support Record.
- 2. **Modified Adapted Parent-Child Attachment Survey (Rochester Youth Development Survey):** An increase in total average pretest score to total average posttest score with total average posttest scores of at least 3.0.
- 3. **Positive Relationship with Parents Scale for Teenagers (Child Trends) (Ages 12-17)**
- 4. **Model-Based (per program model)**
- 5. **Curriculum Based (per program model)**

11. At least 75% of a minimum of # Early Childhood and Education (ECE) practitioners/professionals demonstrate developmentally appropriate practices (DAP).



- 1. **Teaching Pyramid Observation Tool (TPOT)/Teaching Pyramid Infant Toddler Observation Scale (TPITOS):** Practitioners receiving a minimum of 3 months of technical assistance will demonstrate a 2% increase from pretest overall score to post overall score on the TPITOS or TPOT OR maintenance of an overall score of 80% and above OR Practitioners receiving a minimum of 6 months of technical assistance will demonstrate a 5% increase from pretest overall score to post overall score on the TPITOS or TPOT OR maintenance of an overall score of 80% and above.
- 2. **Classroom Assessment Scoring System (CLASS):** Practitioners will demonstrate an increase from pretest to posttest in at least: one domain of the Pre-K CLASS, or two dimensions of the Infant CLASS or four dimensions of the Toddler CLASS.
- 3. **Illinois Children’s Mental Health Partnership Self-Reflection tool:** A posttest score of at least a 4 (Competent) on the Self-Reflection tool as rated by consultant and provider (consultant rates provider and provider self-evaluation).
- 4. **Environmental Rating Scale (ERS):** Practitioners who score an average below a 3.0 at pretest will achieve a .5 global increase. Practitioners who score an average of 3.0 or above at pretest will achieve a .25 global increase.
- 5. **Ready! for Kindergarten Childcare Provider Observation Assessment Tool:** An increase of at least one level in Total Scores from pretest to posttest (e.g., Deficient to Fair, Fair to Basic, Basic to Above Average, Above Average to Exemplary) OR increase or maintain pretest Total Scores of at least 55 (Exemplary level) at posttest.

BEHAVIOR

TARGET POPULATIONS

12. At least 75% of a minimum of # children demonstrate improved social-emotional competence.



1. **Social-Emotional Assessment Evaluation Measure (SEAM):** An increase of 4 or more points from pretest to posttest on the Social-Emotional Assessment/Evaluation Measure (SEAM) (observation notes to support ratings).
2. **Social Skills Improvement System (SSIS) Rating Scales Preschool– Performance Screening Guide Prosocial Behavior Scale:** An increase of at least one level from pretest to posttest on the prosocial behavior skill scale OR maintenance of pretest scores of at least a 4 or 5 at posttest on the prosocial behavior skill scale (case notes to support ratings).
3. **Eyberg Child Behavior Inventory (ECBI; ages 2 and up):** A decrease from pretest to posttest of 7 raw score points on the ECBI Intensity Scale.
4. **BRIGANCE Inventory of Early Development**
5. **Preschool and Kindergarten Behavior Scales 2nd Edition (PKBS-2)**
6. **Model-based (Program Specific)**

13. At least 75% of a minimum of # children/youth demonstrate improved positive social behaviors.



1. **DESSA-mini:** An increase of at least 5 T-score units from pretest to posttest for participants with pretest T scores of 40 or less OR maintain or increase T scores from pretest to posttest for participants with pretest T scores of at least 41. (Case notes to support ratings)
2. **Social Skills Improvement System (SSIS) Rating Scales Elementary (K-6)/Secondary (7-12)– Performance Screening Guide Prosocial Behavior Scale:** An increase of at least one level from pretest to posttest on the prosocial behavior skill scale OR maintenance of pretest scores of at least a 4 or 5 at posttest on the prosocial behavior skill scale (case notes to support ratings).
3. **Social Skills Improvement System (SSIS) Rating Scales**
4. **Sutter-Eyberg Student Behavior Inventory Revised (up to age 16)**
5. **Model-based (Program Specific)**
6. **Curriculum-based (Program Specific)**

14. At least 90% of a minimum of # children/youth regularly attend school.



1. **Report Card:** Student attends at least 95% of school days (absent {unexcused} 9 days or less).

BEHAVIOR

TARGET POPULATIONS

15. At least 85% of a minimum of # youth demonstrate increased school connection/engagement.



1. **School Engagement Scale – Behavioral, Emotional and Cognitive Engagement:** An increase in total average pretest score to total average posttest score with total average posttest scores of at least a 2.50.
2. **Educational Engagement Scale for Teenagers:** An increase in total pretest score to total posttest score with total posttest scores of at least 19 OR maintenance of a total pretest score of at least 19.
3. **Engagement vs. Disaffection with Learning Student Report**
4. **Identification with School Questionnaire**
5. **Student Engagement Instrument**
6. **“How I Feel About School” Student Survey**

CIRCUMSTANCE

16. At least 80% of a minimum of # children are read to or read at least 4 times per week at home.



1. **Get Ready to Read (GRTR) Home Literacy Environment Checklist:** A response of True for Q14 (I or adult in house read a book with my child at least 4 times per week) and Reading Log indicates frequency of reading activities (Birth-Preschool age).
2. **Parent Education Profile (PEP) Scale II:** Minimum posttest score of at least a 3 with no decreases from pretest to posttest on Scale II of the PEP and Reading Log indicates frequency of reading activities.
3. **Curriculum-based Reading Log (program specific)**

17. At least 75% of a minimum of # children demonstrate readiness for Kindergarten.



1. **Get Ready to Read Screening Tool (25 item Paper Version):** Typically developing children will achieve a minimum performance level score equivalent to Average as specified by age range at posttest (age 3:0-3:5 = 7 or higher, age 3:6-3:11 = 9 or higher, age 4:0-4:5 = 12 or higher, age 4:6-4:11 = 14 or higher, age 5:0-5:5 = 17 or higher, age 5:6-5:11 = 18 or higher).

18. At least 70% of a minimum of # children maintain or secure inclusive child care placements.



1. **Child Record:** Child maintained current placement in program or secured alternate inclusive program.

CIRCUMSTANCE

TARGET POPULATIONS

19. At least 70% of a minimum of # Early Childhood Education (ECE) programs demonstrate progress towards achieving or maintaining high quality.



- 1. Model-based (Program Specific)

20. At least 75% of a minimum of # youth have improved self-esteem.



- 1. **CDC Self-Esteem Inventory:** An increase in total score from pretest to posttest OR maintenance (with no decreases) of a total pretest score of at least 24 on the CDC Self Esteem Inventory.
- 2. **Schwarzer Self-Efficacy Scale:** An increase from overall pretest to posttest score on the 10 question Schwarzer Self- Efficacy Scale.
- 3. **Individual Protective Factors Index:**
- 4. **General Self-Efficacy – Sherer (GSESH)**
- 5. **Curriculum-based (per program model)**

21. At least 95% of a minimum of # children have on-time grade promotion.
(For Reporting Only--Outcome: Children with on-time grade promotion)



- 1. **End of year report card or summer notice of promotion:** On-time promotion to the next grade level.
(For Reporting Only: Number of children promoted on-time by grade level)

22. At least 95% of a minimum of # youth have on-time grade promotion or graduate.
(For Reporting Only--Outcome: Youth with on-time grade promotion or graduation)



- 1. **End of year report card or summer notice of promotion/graduation:** On-time promotion to the next grade level or graduate on-time.
(For Reporting Only: Number of youth promoted on-time by grade level or number of youth graduated on-time)

TARGET POPULATIONS

KNOWLEDGE/SKILLS

1. At least 80% of a minimum of # parents/caregivers have increased parenting skills.



1. **Adult Adolescent Parenting Inventory-2.1:** Posttest Sten score of 4 or higher on all AAPI-2.1 constructs.
2. **Circle of Security Participant Survey:** An increased Now total average score from Before total average score on parenting skills Questions 3-9.
3. **Adapted Therapy Attitude Inventory:** Achieve a raw score of at least 35 points on the Adapted Therapy Attitude Inventory.
4. **Model-based (program specific)**

2. At least 80% of a minimum of # parents/caregivers have increased literacy skills (family literacy).



1. **CASAS/Test of Adult Basic Education (TABE):** Increased reading scores of at least 5 points on the CASAS assessment OR increased GE reading scores of at least 0.3 on the Test of Adult Basic Education-TABE.
2. **Reading Evaluation Adult Diagnosis (READ)**
3. **Basic English Skills Test Plus (BEST Plus)**

3. At least 85% of a minimum of # parents/caregivers have increased knowledge of community resources.



1. **Curriculum-based (program specific)** {must include specific activities to support formal Information & Referral of community partners}

ATTITUDES

4. At least 70% of a minimum of # parents/caregivers have reduced stress.



1. **Perceived Stress Scale:** Decrease in total score from pretest to posttest on the Perceived Stress Scale.
2. **Parental Stress Scale:** Decrease in total score from pretest to posttest on the Parental Stress Scale.
3. **Community Life Skills Scale:** An increase from pretest total score to posttest total score and posttest scores of at least 19 (case notes to support ratings).

BEHAVIOR

TARGET POPULATIONS

5. At least 95% of a minimum of # parents/caregivers demonstrate positive parent/child or family interactions (No verified child maltreatment).



1. **Florida Safe Families Network (FSFN) database:** Open participants enrolled for at least 6 months shall have no "verified" finding of child maltreatment during their participation or Closed participants who complete the program will have no "verified" findings more than 12 and up through 24 months after completion.

6. At least 85% of a minimum of # parents/caregivers are involved with their child's development, education and/or school.



1. **Parent/Teacher Compact Form; Revised Parent Checklist – Short Form:** Increase in average score from pretest to posttest or maintain average score of at least 3.60 on the Revised Parent Checklist – Short Form; Parent/Student/Teacher Compact signed by parent.
2. **Parent Education Profile (PEP) {scale(s) selected based on program model and age of child(ren)}:** A minimum posttest score of at least a 3 with no decreases from pretest on each of the subscale items of the Parent Education Profile Scale.
3. **Get Ready to Read Home Literacy Environment Checklist (Kindergarten age children or younger):** A posttest score of 20 or higher on the Get Ready to Read (GRTR) Home Literacy Environment Checklist.

CIRCUMSTANCE

7. At least 80% of a minimum of # families have improved family well-being.



1. **Family Resource Support Guide- Resource Scale:** An increase from average pretest to posttest score with minimum average posttest scores of at least 3.25 OR maintenance or increases in average pretest scores of 3.25 or higher.
2. **North Carolina Family Assessment Scale-G (NCFAS-G):** Posttest scores of at least zero on the 7 overall domains (Environment, Parental Capabilities, Family Interactions, Family Safety, Child Well-Being, Self-Sufficiency, and Family Health) for participants scoring below a zero at pretest OR increased or maintenance of pretest scores of at least zero at posttest for participants scoring a zero or higher at pretest on the 7 overall domains (Environment, Parental Capabilities, Family Interactions, Family Safety, Child Well-Being, Self-Sufficiency, and Family Health).
3. **FRIENDS National Resource Center Family Support Program Outcome Survey {program specific questions}**
4. **Parent Assessment of Protective Factors (PAPF):** An increase in total Protective Factors Index Score from pretest to posttest for participants scoring below a 4.0 OR maintenance of pretest scores of at least a 3.0 with no decreases at posttest for participants scoring at or above 3.0 at pretest.
4. **Curriculum-based (program specific)**

CIRCUMSTANCE

TARGET POPULATIONS

8. At least 85% of a minimum of # individuals have increased social supports.



1. **North Carolina Family Assessment Scale-G (NCFAS-G; Community/Social Life Scale):** North Carolina Family Assessment Scale (NCFAS-G) posttest scores of at least 0 on the overall Social/Community Life domain for participants scoring below a 0 at pretest OR increase or maintenance of pretest scores of at least 0 at posttest for participants scoring a 0 or higher at pretest for the overall Social/Community Life domain.
2. **Family Support Scale:** An increase in the average total score from pretest to posttest.
3. **FRIENDS National Resource Center Family Support Program Outcome Survey:** A score of 5 or higher on Today scores for questions 1, 2, and 4 on the Family Support Program Outcome Survey.
4. **Family Resource Support Guide Resource Map:** An increase from pretest to posttest in the number of formal and informal supports/resources identified in the participant's network that can be accessed for assistance in meeting goals on the family support plan.
5. **Florida Child and Adolescent Needs and Strengths (CANS) Social Resources Subscale:** A score of either 0 or 1 on the CANS scale of Social Resources at posttest.
6. **NCAST Network Survey:** An increase from pretest to posttest in the number of formal and informal supports/resources identified in the participant's network that are also rated as being "Somewhat" helpful or "A great deal" helpful on the NCAST Network Survey.
7. **Ecomap:** An increase from pretest to posttest in the number of informal or formal supports identified in the participant's network as strong/positive connections (supporting documentation in case notes).
8. **MOS Social Support Survey:** An increase to an average of 3 points from pretest to posttest for participants with pretest scores less than a 3 or achieve/maintain minimum posttest score of average of 3 on the Emotional/Informational Subscale (Items: 3,4,8,9, 13,16,17,19).
9. **Karitane Parenting Confidence Scale:** An increase of 6 points from pretest to posttest for participants with pretest scores of 35 or less or achieve/maintain minimum posttest score of 40 for those participants with pretest scores above 35.
10. **Protective Factors Survey:** Increased mean score (average) from pre to post test on the Social Support subscale (Q6, Q7, Q10) OR maintenance at posttest of an average pretest score of 6 or higher for the Social Supports subscale.
11. **Multidimensional Scale of Perceived Social Support**
12. **Model-based (Program specific)**
13. **Curriculum-based (program specific)**

CIRCUMSTANCE

TARGET POPULATIONS

9. At least 85% of a minimum of # individuals have increased concrete supports.



1. **FRIENDS National Resource Center Family Support Program Outcome Survey:** A score of 5 or higher on Today scores for questions 2 and 5 on the Family Support Program Outcome Survey.
2. **Protective Factors Survey:** Increased mean score (average) from pre to post test Concrete Support subscale (Q8, Q9, Q11) OR maintenance at posttest of an average pretest score of 6 or higher for the Concrete Support subscale.
3. **Case Notes:** Date of linkage for referrals to concrete support service(s) related to their needs.
4. **Model-based (Program specific)**
5. **Curriculum-based (program specific)**

10. At least 80% of a minimum of # individuals have improved mental well-being.



1. **Children's Functioning Assessment Rating Scale (CFARS):** A decrease of at least 10% from initial to final scores on the CFARS (children).
2. **Functioning Assessment Rating Scale (FARS):** A decrease of at least 10% from initial to final scores on the FARS (adults).
3. **The Strengths and Difficulties Questionnaire (SDQ):** A decrease in total difficulties score or maintain a pretest total difficulties score of 13 or lower (Parent 4-10 Form).
4. **Columbia Suicide Severity Rating Scale:** Posttest scores of "No" on at least Questions 3, 4 and 5 on the Columbia Suicide Severity Rating Scale AND a documented linkage to a behavioral health provider.