

2022-2023 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 Family Support.

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. 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.



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.

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.

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 children as they grow.

CHILDREN ARE DEVELOPMENTALLY ON TRACK

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

TARGET POPULATIONS



Racial Equity/
Underserved



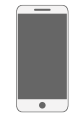
Parents/Caregivers
/Professionals



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 the necessary resources throughout their school years.

FAMILY SUPPORT

The primary goal of Family Support is to assist families in attaining services that increase formal and informal supports to improve their overall stability and security.

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 for participants with pretest raw scores of at least 131 (clinical range) or a posttest score of 130 or below for participants scoring 130 or below (normative range) at pretest.

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



Children Birth - Preschool Age

EQUITY Emphasis on providing racial equity/underserved populations with the level of resources and opportunities needed to achieve the same outcomes given disproportionate circumstances.
 Example: Reduced health disparities in the (proposed) target population with increased opportunities for adequate prenatal care.

KNOWLEDGE/SKILLS

TARGET POPULATIONS

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



1. Life Skills Progression (Safety Subscale): A score of at least 4 on the Safety Subscale.
2. Curriculum Based (per program model). (e.g., nutrition, oral health, safe sleep, newborn care, safe food handling, exercise, wellness, etc.)

BEHAVIOR

2. At least 80% of a minimum of # individuals (parents/caregivers, professionals, children) demonstrate appropriate health and safety practices.



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. Curriculum Based Observation Measures (per program model) (e.g., hand-washing, healthy eating, dental hygiene, bike/pedestrian safety)
4. Child Passenger Safety Seat Checklist
5. Food Diaries (3 day, weekly)

★Updated: Equity Target Population

3. At least 75% of a minimum of # pregnant individuals 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.

★Updated: Equity Target Population

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



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

BEHAVIOR

TARGET POPULATIONS

★ Updated: Equity Target Population

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



1. **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.

6. 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.
3. **Well Visit Planner Questionnaire**

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



1. **Edinburgh Postnatal Depression Scale:** Edinburgh Postnatal Depression Scale (EPDS) total score of 12 or lower (Females); Total EPDS score of 10 or lower (Males).
2. **Patient Health Questionnaire (PHQ-9):** A total score of 9 or lower on the final Patient Health Questionnaire PHQ-9 (Pre-natal) for participants scoring 14 or lower at initial screening or a decrease in total score from initial to final score for participants scoring 15 or above at initial screening.
3. **Center for Epidemiologic Studies Depression Scale Revised (CESD-R):** A total score of 15 or lower on the posttest CESD-R for participants scoring below 16 at initial pretest screening OR a decrease in total score from initial pretest screening to posttest for participants scoring 16 or above at initial pretest screening.
4. **Model-Based (program specific)**

BEHAVIOR

TARGET POPULATIONS

8. At least 85% of a minimum of # individuals (parents/caregivers, children) demonstrate increased physical activity.



- 1. Energy Expenditure: Metabolic Equivalent Tasks (METs)/MET-Minutes per week of Moderate and Vigorous Physical Activity (MVPA)
- 2. Monitor-based activity measures (motion/physiological sensor devices)
- 3. Previous Day Physical Activity Recall/3 Day Physical Activity Recall
- 4. Children's Physical Activity Questionnaire/Youth Physical Activity Questionnaire

CIRCUMSTANCE

9. 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.

10. 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

11. 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)

12. 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 (must be administering immunizations): 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)

CIRCUMSTANCE

TARGET POPULATIONS

13. At least 80% of a minimum of # children with improved physical fitness.



1. Body Mass Index (BMI) Charts/ CDC Growth Chart: A 1% decrease in BMI percentile from pretest to posttest for participants with pretest BMI percentiles of 85 or higher (overweight or obese) OR maintain BMI percentiles from pretest to posttest for participants with pretest BMI percentiles of 84 or lower.
2. VO2 Max/Fitness Calculator
3. FitnessGram/Progressive Aerobic Cardiovascular Endurance Run (PACER)
4. Resting Heart Rate
5. Body Composition (% Body Fat) (calipers, bioelectrical impedance analysis)

14. At least 85% of a minimum of # children at reduced risk of unintentional injury (Examples: drowning, shaken baby, unsafe sleep, exposure to dangers such as poison, weapons or other unsafe conditions).



1. Life Skills Progression (Safety Subscale): A score of at least 4 on the LSP Safety Subscale.
2. TIPP/Framingham Safety Survey
3. Strengths and Difficulties Questionnaire Parent/Teacher version: A decrease in total externalizing problem score (sum of hyperactivity and conduct subscales) for pretest scores of 11 or higher (4 band categorization) or maintenance of pretest total externalizing problem scores of 10 or lower (close to average or slightly raised) at posttest.
4. Curriculum-Based (Program Specific)

15. 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 raw score of 40 on Part (C) (Use of Nurturing Skills) of the Nurturing Skills Competency Scale 2.0-B5 Short Version (Parent version). 2. A minimum posttest raw score of 40 on Part (F) (Use of Nurturing Skills) of the Nurturing Skills Competency Scale 2.0 Long Form (Parent version). 3. Posttest Sten score of 4 or higher on Part (F) (About My Use of Nurturing Skills) of the Nurturing Skills Competency Scale 3.0 Short Version (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): Total domain scores within at least average scoring grid ranges by child age at posttest.
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 75% 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 for participants with pretest raw scores of at least 131 (clinical range) or a posttest score of 130 or below for participants scoring 130 or below (normative range) at pretest.
3. **BRIGANCE Inventory of Early Development**
4. **Preschool and Kindergarten Behavior Scales 2nd Edition (PKBS-2)** (ages 3-6)
5. **Model-based** (program specific).

4. 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.
3. **Kerns Security Scale (ages 5-14):** An increase in total score from pretest to posttest for participants scoring below 40 at pretest or maintain total pretest scores (with no decreases) of at least 40 at posttest on the Kerns Security Scale.
4. **Modified Brief Attachment Scale (infants to age 4):** An increase in total score from pretest to posttest for participants scoring below 10 at pretest or maintain total pretest scores (with no decreases) of at least 10 on the Modified Brief Attachment Scale.

CIRCUMSTANCE

5. 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:** Total area scores are above the cutoff OR total area scores are close to cutoff and re-screening scores are above the cutoff OR total area scores are close or below cutoff with a referral date to Early Steps (within the fiscal year).

CIRCUMSTANCE

TARGET POPULATIONS

6. 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:** Total area scores are above the cutoff OR total area scores are close to cutoff and re-screening scores are above the cutoff OR total area scores are close or below cutoff with a referral date to Child Find or ECC screening (within the fiscal year).

7. 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.

8. 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.

9. 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, age 6:0-6:11 68 or higher.
5. **Model-based (program specific).**

2. At least 85% of a minimum of # Early Childhood 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 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)

★Updated: Equity Target Population

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



1. **Developmental Reading Assessment (DRA) Kindergarten:** 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.
2. **Developmental Reading Assessment (DRA) 1st Grade:** 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.
3. **Developmental Reading Assessment (DRA) 2nd Grade:** A posttest DRA (Developmental Reading Assessment) level of at least an 12 for students scoring a 10 or lower at pretest OR a posttest DRA of at least a 18 for students scoring 12 or higher at pretest.
4. **Developmental Reading Assessment (DRA) 3rd Grade:** A posttest DRA (Developmental Reading Assessment) level of at least an 28 for students scoring a 18 or lower at pretest OR a posttest DRA of at least a 34 for students scoring 24 or higher at pretest.
5. **iReady Diagnostic Reading Assessment (Student Diagnostic Growth Report):** A posttest iReady Diagnostic End of Year Reading score of at least the Annual Typical Growth score determined by the pretest iReady Diagnostic Reading assessment.
6. **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).
7. Curriculum-based (program specific)

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

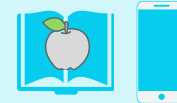


1. **Social Skills Improvement System (SSIS) Rating Scales Elementary (K-6)/Secondary (7-12) – Performance Screening Guide Motivation to Learn Subscale:** An increase of at least one level from pretest to posttest on the motivation to learn skill scale OR maintenance of pretest scores of at least a 4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

KNOWLEDGE/SKILLS

TARGET POPULATIONS

7. At least 85% of a minimum of # children/youth achieve improved skills.
(Examples: language, digital, financial, arts, STEM)



- 1. Curriculum Based (per program model)

ATTITUDES

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



- 1. **Education and Expectations Aspirations Scale:** A score of 3 (Probably will) or 4 (Definitely will) 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 # 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):** Increase in total posttest scores from pretest or minimum posttest total scores of at least 18.
- 4. Model-Based (per program model)
- 5. Curriculum Based (per program model)

10. 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 on the sum of the 2 subscales (responding to my child’s needs and providing predictable schedule/routines and appropriate environment for my child) OR maintain (with no decreases) a total pretest score of at least 50 on the sum of the 2 scales for infants or a total pretest score of at least 90 on the sum of the 2 subscales for toddlers or preschoolers. (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. **Modified Father Engagement Scale:** An increase from average pretest total score to average posttest total score with average posttest total scores of at least 3.5 OR maintain (with no decreases from pretest) an average pretest total score of at least 3.5 at posttest.
7. **Curriculum-based (Program Specific)**

11. At least 75% of a minimum of # Early Childhood 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. **Best Practices in Inclusive Early Childhood Education (BPIECE):** Practitioners receiving a minimum of 1 month of technical assistance will achieve or maintain (with no decreases) 95% (38/40) of the indicators on the BPIECE scored at Occasionally or higher at posttest.
- 3. **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.
- 4. **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).
- 5. **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.
- 6. **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.
- 7. **Curriculum Based (per program model)**

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 for participants with pretest raw scores of at least 131 (clinical range) or a posttest score of 130 or below for participants scoring 130 or below (normative range) at pretest.
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

★Updated: Equity Target Population

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



1. **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.
2. **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

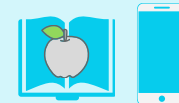
TARGET POPULATIONS

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



1. **Business Administration Scale (BAS) /Program Administration Scale (PAS):** An increase in Average BAS Item Score from pretest to posttest or an increase in Average PAS Item Score from pretest to posttest.
2. **Program Quality Assessment (PQA):** An increase in Grand Average Classroom Score (all classrooms summed and averaged) from pretest to posttest for Infant -Toddler or Preschool PQAs or an increase in Average Family Child Care Score (all items summed and averaged) from pretest to posttest for Family Child Care PQAs.
3. **Entrepreneurial Operating System (EOS) Organizational Checkup:** An increase in total EOS Organizational Checup score from pretest to posttest with posttest scores of at least 50.
4. **CIRCLE Environmental Checklist; CIRCLE Infant & Toddler Classroom Environment Checklist:** Environmental Checklist (Preschool & Infant/Toddler) An increase in Grand Average Classroom Score (all classrooms summed and averaged) from pretest to posttest for Infant -Toddler or Preschool Checklist.
5. **Model-based (Program Specific)**

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



1. **Modified Rosenberg Self-Esteem Inventory:** An increase in total score from pretest to posttest OR maintenance (with no decreases from pretest) of a total pretest score of at least 24 on the Modified Rosenberg Self Esteem Inventory.
2. **Child Rosenberg Self-esteem Scale:** An increase in total self-esteem score from pretest to posttest for participants with pretest scores below 40 OR maintenance of pretest scores of 40 (no decreases) at posttest.
3. **Schwarzer Self-Efficacy Scale:** An increase from overall pretest to posttest score on the 10 question Schwarzer Self- Efficacy Scale.
4. **Individual Protective Factors Index:** An increase in total score from pretest to posttest with a minimum posttest score of at least 13 OR maintenance (with no decreases from pretest) of a total pretest score of at least 42 on the Individual Protective Factors Index Survey.
5. **General Self-Efficacy – Sherer (GSESH)**
6. **Curriculum-based (per program model)**

CIRCUMSTANCE

TARGET POPULATIONS

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)

KNOWLEDGE/SKILLS

TARGET POPULATIONS

1. 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}

2. At least 80% of a minimum of parents/caregivers have increased literacy skills (language, digital or financial).



- 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)
- 4. Your Money, Your Goals What You Know Self-Assessment: Achieve at least 7 correct responses (70%) by posttest.
- 5. Curriculum-based (per program model)

★ NEW OUTCOME

3. At least 80% of a minimum of # parents/caregivers demonstrate progress towards educational success.



1. Curriculum-based (per program model)

★ NEW OUTCOME

4. At least 80% of a minimum of # parents/caregivers have increased skills towards achieving economic mobility.



1. Curriculum-based (per program model)

KNOWLEDGE/SKILLS

TARGET POPULATIONS

5. 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. **Parenting Sense of Competence Scale**
5. **Model-based (program specific)**

ATTITUDES

6. 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).
4. **Model-based (program specific)**

BEHAVIOR

7. 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.

8. 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.
4. **Fatherhood Research and Practice Network Father Engagement Scale:** An increase from average pretest total score to average posttest total score with average posttest total scores of at least 2.0 OR maintain an average pretest score of at least 2.0 at posttest (with no decreases).
5. **Parent/Caregiver Involvement Scale**

CIRCUMSTANCE

9. 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 (case notes to support ratings).
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.
5. **Curriculum-based (program specific)**

10. 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)**

11. 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/Teacher 4-10 Form or Teacher 11-17 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.

12. 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 (case notes to support ratings).
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)**