



Annual Report Appendix

Fiscal Year 2015–16

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Population Reporting by Result Area

	Children 0-5	Parents	Providers	Any
Improved Family Functioning				
Community Resource and Referral		X	X	
Distribution of Kit for New Parents		X	X	
Adult and Family Literacy Programs	X	X	X	
Targeted Intensive Family Support Services				X
General Parenting Education and Family Support Programs				X
Quality Family Functioning Systems Improvement			X	
Improved Child Development				
Preschool Programs for 3- and 4-Year-Olds	X			
Infants, Toddlers, and All-Age Early Learning Programs	X			
Early Education Provider Programs			X	
Kindergarten Transition Services				X
Quality ECE Investments	X		X	
Improved Child Health				
Nutrition and Fitness				X
Health Access	X			
Maternal and Child Health Care		X	X	
Oral Health				X
Primary and Specialty Medical Services	X			
Comprehensive Screening and Assessments	X			
Targeted Intensive Intervention for Identified Special Needs	X			
Safety Education and Injury Prevention				X
Tobacco Education and Outreach		X	X	
Quality Health Systems Improvement			X	

Improved Family Functioning – Result Area and Service Definitions

Community Resource and Referral

Programs providing referrals or service information about various community resources, such as medical facilities, counseling programs, family resource centers, and other supports for families with young children. This includes 2-1-1 services or other general helplines. This category should reflect services that are designed as a broad strategy for linking families with community services.

Note: If the major emphasis is on referrals to a specific service(s), please use a more specific category if possible. For example, Help Me Grow is included under “Comprehensive Screening and Assessments” (Result Area 3).

Note: To the extent possible, report the number of parents of children birth to five who call in to 2-1-1. Do not report website hits or referrals.

Distribution of Kit for New Parents

Programs providing and/or augmenting the First 5 California Kit for New Parents to new and expectant parents.

Adult and Family Literacy Programs

Programs designed to increase the amount of reading that parents do with their children, as well as educate parents about the benefits of reading or looking at books together (e.g. Even Start, Reach Out and Read, Raising a Reader). Family literacy may include adult education programs that provide English as a Second Language (ESL) and literacy classes, and/or a General Equivalence Diploma (GED).

Note: Adult parenting education classes should be reported in “Targeted Intensive Family Support Services” or “General Parenting Education and Family Support Programs,” depending on level of intensity.

Note: If literacy education is a component of a broader effort, the cost and services should be reported elsewhere (e.g., Infants, Toddlers, and All-Age Early Learning Programs, Result Area 2).

Targeted Intensive Family Support Services

Programs providing intensive and/or clinical services by a paraprofessional and/or professional, as well as one-to-one services in family support settings. Programs are generally evidence-based, and are designed to support at-risk expectant parents and families with young children to increase knowledge and skills related to parenting and improved family functioning (e.g., home visiting, counseling, family therapy, parent-child interaction approaches, and long-term classes or groups). This also is the category for reporting comprehensive and/or intensive services to homeless populations.

Note: Counties with Family Resource Centers (FRCs) that offer a mix of intensive and less intense support services and classes can either:

- Report all FRC investments in the category in which the majority of services are delivered OR
- Split services as needed between categories

General Parenting Education and Family Support Programs

Programs providing short-term, non-intensive instruction on general parenting topics, and/or support for basic family needs and related case management (e.g., meals, groceries, clothing, emergency funding or household goods acquisition assistance, and temporary or permanent housing acquisition assistance). Fatherhood programs also should be included here.

In general, these programs are designed to provide less intense and shorter term (“lighter touch”) support services and classes for families by non-clinical staff (e.g., FRCs).

Note: Counties with FRCs that offer a mix of intensive and less intense support services and classes can either:

- Report all FRC investments in the category in which the majority of services are delivered OR
- Split services as needed between categories

Quality Family Functioning Systems Improvement

Family functioning system efforts are designed to support the implementation and integration of services primarily in Result Area 1. This may include use of the Family Strengthening approach, Protective Factors planning or implementation, service outreach, planning and management, interagency collaboration, support services to diverse populations, database management and development, technical assistance, and provider capacity building. Provider loan forgiveness programs for which child or provider counts are not measured should be included here.

Improved Child Development – Result Area and Service Definitions

Preschool Programs for 3- and 4-Year-Olds

Programs providing preschool services, preschool spaces, and comprehensive preschool initiatives primarily targeting three and four year-olds. Child Signature Programs (CSP) 1 and 3 should be reported here, as well as county programs which mirror the quality and intensity of the CSP.

Note: Programs may be funded solely by First 5 or by “blended-funding” approaches.

Note: The key difference between this and the “Infants, Toddlers, and All-Age Early Learning Programs” category is this category focuses on 3- and 4-year-olds.

Infants, Toddlers, and All-Age Early Learning Programs

Programmatic investments in early learning programs for infants and toddlers, as well as all-age programs. Examples of all-age programs that might be included here are child related early literacy and Science, Technology, Engineering, and Math programs; programs for homeless children; migrant programs; and similar investments.

Note: This category does not include drop-in or other short-term programs, which should be reported in either “Kindergarten Transition Services” (Result Area 2), or “General Parenting Education and Family Support Programs” (Result Area 1).

Early Education Provider Programs

Programs providing training and educational services, supports, and funding to improve the quality of care. This includes CARES Plus and workforce development programs.

Note: This category will have provider counts only.

Kindergarten Transition Services

Programs of all types (e.g., classes, home visits, summer bridge programs) that are designed to support the kindergarten transition for children and families.

Note: This category includes drop-in or other short-term programs.

Quality Early Childhood Education (ECE) Investments

Improvement efforts designed to support the implementation and integration of services primarily in Result Area 2. This may include First 5 Improve and Maximize Programs so All Children Thrive (F5 IMPACT) and other Quality Rating and Improvement System investments.

This category includes early literacy and STEM systems-building projects. This also could include interagency collaboration, facility grants and supply grants to providers, support services to diverse populations, and database management and development.

Note: In general, this category will not have parent counts, but may have provider or child counts.

Improved Child Health – Result Area and Service Definitions

Nutrition and Fitness

Programs providing strategies to promote children’s healthy development through nutrition and fitness, including programs to teach the facts about healthy weight, basic principles of healthy eating, safe food handling and preparation, and tools to help organizations incorporate physical activity and nutrition. Recognized strategies include “Let’s Move” Campaign, MyPyramid for Preschoolers, and sugar-sweetened beverage initiatives.

Health Access

Programs designed to increase access to health/dental/vision insurance coverage and connection to services, such as health insurance enrollment and retention assistance, programs that ensure use of a health home, and investments in local “Children’s Health Initiative” partnerships. Providers might be participating in Medi-Cal Administrative Activities to generate reimbursements.

Note: This does not include health care prevention or treatment programs.

Maternal and Child Health Care

Programs designed to improve the health and well-being of women to achieve healthy pregnancies and improve their child’s life course. Voluntary strategies may include prenatal care/education to promote healthy pregnancies, breastfeeding assistance to ensure that the experience is positive, screening for maternal depression, and home visiting to promote and monitor the development of children from prenatal to two years of age. Providers might be participating in Medi-Cal Administrative Activities to generate reimbursements.

Note: To the extent possible, report the count of parents served, not children served.

Oral Health

Programs providing an array of services that can include dental screening, assessment, cleaning and preventive care, treatment, fluoride varnish, and parent education on the importance of oral health care. This may include provider training and care coordination of services.

Note: Loan forgiveness programs specific to oral health, and other broad systems investments, for which child or provider counts aren’t the best measure of impact, should be reported in “Quality Health Systems Improvement.”

Primary and Specialty Medical Services

Programs designed to expand and enhance primary and specialty care in the community to ensure the capacity to serve children. Services include preventive, diagnostic, therapeutic, and specialty medical care provided by licensed healthcare professionals/organizations. Services may include immunizations, well child check-ups, care coordination, asthma services, vision services, services for autism/attention-deficit hyperactivity disorder, other neurodevelopmental disorders, and other specialty care.

Comprehensive Screening and Assessments

Programs providing screening, assessment, and diagnostic services, including developmental, behavioral, mental health, physical health, body mass index, and vision. Screening may be performed in a medical, education, or community setting.

These services determine the nature and extent of a problem and recommend a course of treatment and care. This may include strategies to connect children to services which promote health development, such as Help Me Grow.

Targeted Intensive Intervention for Identified Special Needs

Programs providing early intervention or intensive services to children with disabilities and other special needs, or at-risk for special needs. May include strategies targeting language and communication skills, social and emotional development, developmental delays, and related parent education. Mental Health Consultations in ECE settings should be included here. "Special Needs" refers to those children who are between birth and five years of age and meet the definition of "Special Needs" provided in the General Definitions this Appendix. (See page 14.)

Safety Education and Injury Prevention

Programs disseminating information about child passenger and car safety; safe sleep; fire, water, and home (childproofing) safety; and the dangers of shaking babies. Includes education on when and how to dial 911, domestic violence prevention, and intentional injury prevention. Referrals to community resources that specifically focus on these issues also may be included.

Tobacco Education and Outreach

Education on tobacco-related issues and abstinence support for people using tobacco products. Includes providing information on reducing young children's exposure to tobacco smoke.

Quality Health Systems Improvement

Efforts designed to support the implementation and integration of services primarily in Result Area 3. This may include Service Outreach, planning and management (general planning and coordination activities, interagency collaboration, support services to diverse populations, database management and development, technical assistance and support, contracts administration, and oversight activities), and provider capacity building (provider training and support, contractor workshops, educational events, and large community conferences). Provider loan forgiveness programs for which child or provider counts are not measured should be included here.

Includes Baby Friendly Hospital investments, projects for cross-sector data integration, and designing a community-endorsed developmental screening framework.

Note: In general, this category will not have child or adult counts, but may have provider counts.

Improved Systems of Care – Result Area and Service Definitions

Policy and Broad Systems-Change Efforts

Investments in broad systems-change efforts, including inter-agency collaboration, work with local and statewide stakeholders, policy development, and related efforts. Counties working with The Children’s Movement and/or on grassroots advocacy efforts should report those investments here.

Organizational Support

Training and support provided to organizations that does not apply to one of the three programmatic Result Areas, but instead has a more general impact. Other examples of organizational support include business planning, grant writing workshops, sustainability workshops, and assistance in planning and promoting large community conferences or forums. Database management and other cross-agency systems evaluation support should be reported here. General First 5 program staff time should be reported here.

Public Education and Information

Investments in community awareness and educational events on a specific early childhood topic that does not apply to one of the three programmatic Result Areas, or promoting broad awareness of the importance of early childhood development.

Population Definitions

Children Less than Three Years Old

Children ages zero up to their third birthday.

Children from Third to Sixth Birthday

Children from the day of their third birthday up to the day of their sixth birthday.

Children - Ages Unknown

Any child whose age is not known from age zero up to their sixth birthday.

Parents/Guardians/Primary Caregivers

Adults acting as the primary caregivers for a child age zero to their sixth birthday who receive direct services from a commission program. Includes parents, legal guardians, foster parents, grandparents, or other family members.

Other Family Members

Family members who are not primary caregivers who participate with children in First 5 activities. Includes siblings age six or older.

Providers

Includes health, social service, child care and education providers, or other persons who provide services to pregnant women and/or children ages zero to their sixth birthday, or who participate in First 5 training or support programs.

Bilingual

A person who speaks two languages equally well and uses one or both languages in any number of settings.

Note: To report the primary language spoken in the home on the AR-2, select language predominantly spoken in the home. If the primary language spoken in the home is unknown, enter the best choice.

Ethnicity

The heritage, nationality, group, lineage, or country of birth of a person or the person's parents or ancestors before their arrival in the United States. The Framework categories are consistent with those in the U.S. Census, with the addition of the ethnic category "Hispanic/Latino."

Note: To report the ethnic breakdown of population served on the AR-2, select the ethnicity that best describes the program participant. Report Filipinos under the Asian category.

General Definitions

Program

A specific service with a common objective funded and/or provided by a commission and/or public or private agency, or California Children and Families Act (Proposition 10) dollars. Programs are mapped to one or more of the results and services.

Program Expenditures

Funds expended under the established definition of program costs: “Costs incurred by local First 5 commissions readily assignable to a program, grantee, contractor, or service provider (other than evaluation activities) and/or in the execution of direct service provision.” Refer to the First 5 Financial Management Guide for additional guidance.

Compelling Outcome

Outcomes are changes to beliefs, attitudes, knowledge, or actions produced by the program and directly linked to the program goals. Compelling outcomes are those that demonstrate the most significant shifts in beliefs, attitudes, knowledge, and action. They make the biggest differences for the program’s target population.

Benchmark/Baseline Data

A benchmark is a point of reference by which something can be measured. Baseline data is basic information gathered before a program begins and used later to provide a comparison for assessing program impact. Both are directly linked to the program’s goals or objectives.

Special Needs

Children with special needs includes those identified with disabilities, health, or mental health conditions requiring early intervention, special education services, or other specialized services and supports. Special needs children include those:

- Who are protected by the Americans with Disabilities Act (ADA)
- Who have, or are at-risk for, a developmental disability as defined by the Individuals with Disabilities Education Act (IDEA) Part C (Early Start 0 to 3 years old), or have a specific diagnosis as defined by IDEA Part B (3 years and above)
- Who meet the Diagnostic and Statistical Manual of Mental Disorders [American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders (5th ed.). Arlington, VA: American Psychiatric Publishing]/ZERO to THREE/California Infant, Preschool, and Family Mental Health Initiative definition, or the Federal Maternal and Child Health Bureau at the U.S. Department of Health and Human Services Special Needs definition

In addition, children with special needs includes those without identified conditions, but requiring specialized services, supports, or monitoring. These children may not have a specific diagnosis, but are children whose behavior, development and/or health affect their family's ability to find and maintain services.

Reporting Requirements by Cost Component

