

# Appendix A: Evaluation Framework

## Issue Area 1: Children's Health

Desired Results	Level I Indicators	Strategy Code**	Priority Strategies**			
			Direct Services	Community Strengthening & Awareness	Provider Capacity Building, Support & Infrastructure	Systems Change
1.1 Children are born and stay healthy	a. % of children who are enrolled/stay enrolled in health care	1B	1A) Health Assessment, Treatment, Parent Ed  1B) Health Insurance Enrollment ( <i>HCA continued</i> )  <i>Health Assessment and Treatment cluster (HAT)</i>  <i>Parent Education Grantees-Health Focused cluster (PEG-H)</i>  <i>Welcome baby teeth (non-clustered)</i>  3C) School Readiness Initiative ( <i>continued</i> ) [cross reference with IA3]	1E) Breastfeeding and optimal infant feeding	See IA4	See IA4
	b. % of children utilizing appropriate health care resources (both preventative and urgent)	1B				
	c. % of children receiving screenings compared to target "universe"	1A 3C				
	d. % of children identified as needing assessment who receive assessment	1A 3C				
	e. % of children identified as needing treatment who receive treatment/follow-up	1A 3C				
	f. % of children receiving treatment who demonstrate improved health conditions related to the funded services they receive	1A 3C				
	g. % of children being breastfed at all at the time of hospital discharge, at 6 weeks, at 6 months	1E				
1.2 Children have access to preventative and comprehensive health care services	a. % of children who are enrolled/stay enrolled in health care	1B 1D	1A) Health Assessment, Treatment, Parent Ed  1B) Health Insurance Enrollment ( <i>HCA continued</i> )  <i>Health Assessment and Treatment cluster (HAT)</i>  <i>Parent Education Grantees-Health Focused cluster (PEG-H)</i>	1C) Immunization campaign	See IA4	See IA4
	b. % of children utilizing appropriate health care resources (both preventative and urgent)	1A 1B 1C 1D		1D) Insurance & oral/health campaign		
	c. Providers collaborate across disciplines and skill sets to provide health services to children	1A 1B				
1.3 Families have the knowledge, skills and resources they need to promote their children's optimal health	i. % of families who demonstrate increased knowledge about how to promote their child's health	1A 1C 1D 1F 3C	1A) Health Assessment, Treatment, Parent Ed  1B) Health Insurance Enrollment ( <i>HCA continued</i> )  <i>Health Assessment and Treatment cluster (HAT)</i>  <i>Parent Education Grantees-Health Focused cluster (PEG-H)</i>  3C) School Readiness Initiative ( <i>continued</i> ) [cross reference with IA3]	1C) Immunization campaign	1F) Smoking cessation and interventions through provider training	See IA4
	j. % of families who demonstrate improved skills to promote their child's health	1A 1B 1F		1D) Insurance and oral/health campaign	<i>Partnership for Smoke Free Families (non-clustered)</i>	
	b. % of families utilizing appropriate health care resources (both preventative and urgent)	1C 1D				
	k. % of households in which someone smokes	1F				

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## Issue Area 2: Children's Learning and Social-Emotional Health

Desired Results	Level I Indicators	Strategy Code**	Direct Services	Priority Strategies**			
				Community Strengthening & Awareness	Provider Capacity Building, Support & Infrastructure	Systems Change	
IA2: Children's Learning and Social-Emotional Health	2.1 Children have access to quality services that promote their early learning	a. % of parents from diverse cultural and linguistic backgrounds who utilize preliteracy services compared to target "universe"	2D) Culturally and linguistically sensitive preliteracy services	2E) CARES <i>(continued)</i>	2H) Preschool for All		
		b. % of providers who exhibit high standards as defined by best practices in their field	3C) School Readiness Initiative <i>(continued)</i> [cross reference with IA3]			2G) Early learning/Pre-literacy training to providers	2I) Preliteracy services integration through multidisciplinary partnership and collaborative long range planning
		c. Providers collaborate across disciplines and skill sets to provide early learning and preliteracy services to children				<i>SD Reads (non-clustered)</i>	
	2.2 Children are socially and emotionally healthy	d. % of children receiving screenings compared to target "universe"	2B 2F 3C	2B) Developmental/behavioral assessment and treatment; parent ed	2F) Health and behavioral health consultant services for early care/education providers	See IA4	
		e. % of children identified as needing assessment who receive assessment	2B 2F 3C	2C) Other behavioral service (filling service gaps)			See IA4
		f. % of children identified as needing treatment who receive treatment/follow-up	2B 2F 3C	<i>Developmental Assessment and Treatment (DAT) cluster</i>			
		g. % of children receiving treatment who demonstrate behavioral/developmental gains related to the services received	2B 2C 2F 3C	<i>Social Emotional Parent Education cluster (SoEmo and SEC)</i>			
				3C) School Readiness Initiative <i>(continued)</i> [cross reference with IA3]			
2.3 Children are cognitively developing appropriately	d. % of children receiving screenings compared to target "universe"	2B 2F 3C	2B) Developmental/behavioral assessment and treatment; parent ed	2F) Health and behavioral health consultant services for early care/education providers	2I) Preliteracy services integration through multidisciplinary partnership and collaborative long range planning		
	e. % of children identified as needing assessment who receive assessment	2B 2F 3C	<i>Developmental Assessment and Treatment cluster (DAT)</i>	2G) Early learning/Pre-literacy training to providers			
	f. % of children identified as needing treatment who receive treatment/follow-up	2B 2F 3C	<i>Cognitive Parent Education cluster (COG and SEC)</i>				
	g. % of children receiving treatment who demonstrate cognitive/developmental gains related to the services received	2B 2F 3C	3C) School Readiness Initiative <i>(continued)</i> [cross reference with IA3]				
	h. Children are seamlessly connected from one partnering organization to another	2I 3C					
2.4 Families have the knowledge and skills they need to support their children's learning and social-emotional health	i. % of families who demonstrate increased knowledge about promoting their child's cognitive and social/emotional health	2A 2B 3C	2A) Parent Ed supporting pre-literacy	See IA4	See IA4		
	j. % of families who demonstrate improved skills to promote their child's cognitive and social/emotional health	2A 2B 3C	2B) Developmental/behavioral assessment and treatment; parent ed				
	k. % of families utilizing appropriate cognitive/social emotional care resources to benefit their child age 0-5	2A 2B 3C	<i>Developmental Assessment and Treatment cluster (DAT)</i>				
	l. % of families who read/tell stories to their child more often	2A 2D 2H 3C	<i>Social Emotional Parent Education cluster (SoEmo and SEC)</i> <i>Cognitive Parent Education cluster (COG and SEC)</i> 3C) School Readiness Initiative <i>(continued)</i> [cross reference with IA3]				

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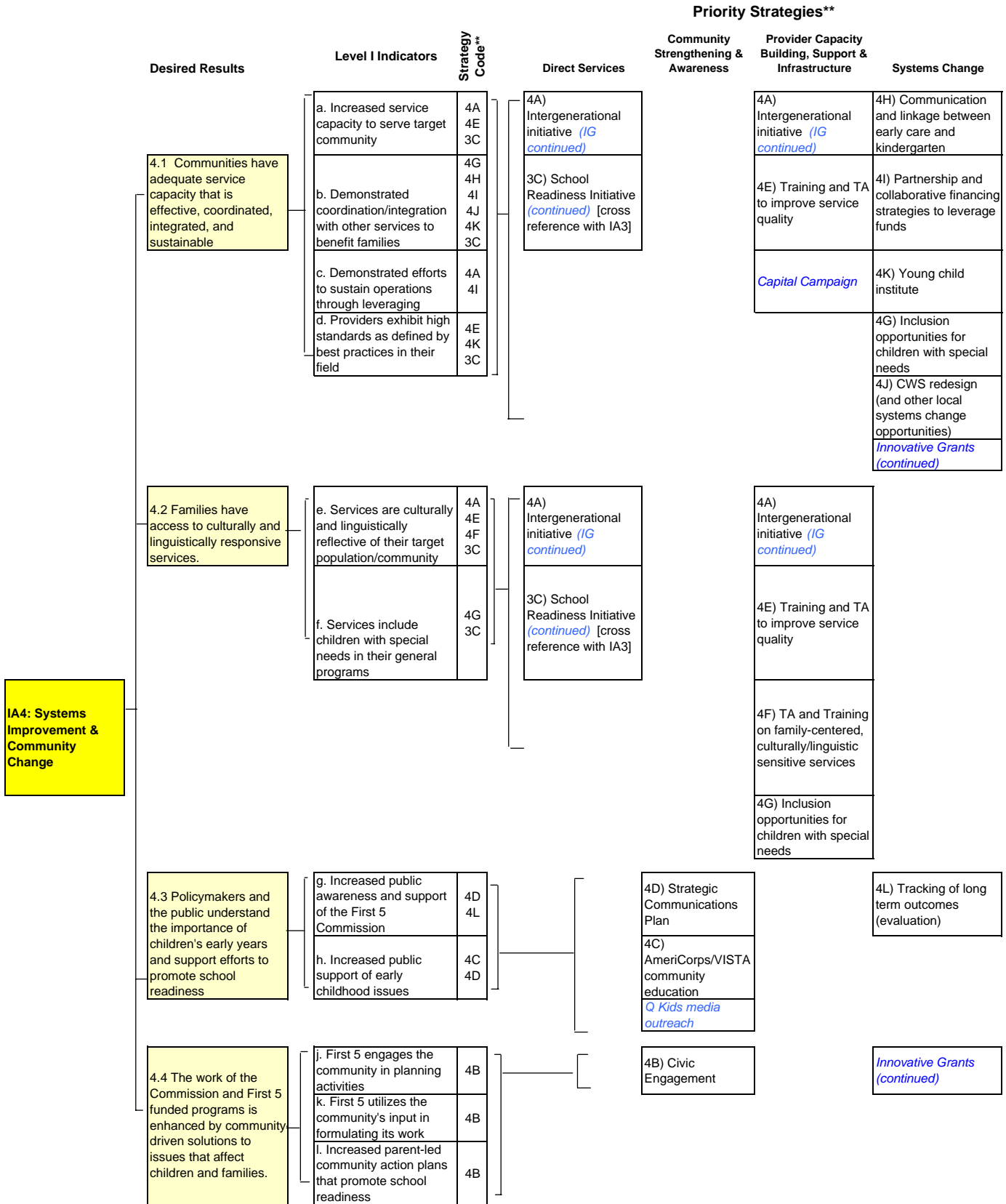
### Issue Area 3: Parent and Family Development and Resources

	Desired Results	Level I Indicators	Strategy Code**	Priority Strategies**														
				Direct Services	Community Strengthening & Awareness	Provider Capacity Building, Support & Infrastructure	Systems Change											
IA3: Parent and Family Development & Resources	3.1 Families have the skills, comprehensive support and resources they need to promote their children's optimal development and school readiness	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">a. % of families who demonstrate increased knowledge about how to promote their child's optimal development and school readiness</td> <td style="padding: 2px;">3A 3B 3C 3D</td> </tr> <tr> <td style="padding: 2px;">b. % of families who demonstrate improved parenting skills</td> <td style="padding: 2px;">3A 3B 3C 3D</td> </tr> <tr> <td style="padding: 2px;">c. % of families who know where to go to find needed resources and support</td> <td style="padding: 2px;">3B 3C 3D</td> </tr> <tr> <td style="padding: 2px;">d. % of families utilizing appropriate services that support their child's development</td> <td style="padding: 2px;">3A 3B 3C 3D</td> </tr> </table>	a. % of families who demonstrate increased knowledge about how to promote their child's optimal development and school readiness	3A 3B 3C 3D	b. % of families who demonstrate improved parenting skills	3A 3B 3C 3D	c. % of families who know where to go to find needed resources and support	3B 3C 3D	d. % of families utilizing appropriate services that support their child's development	3A 3B 3C 3D	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">3A) Parent skills training</td> <td rowspan="4" style="text-align: center; vertical-align: middle;">See IA4</td> <td rowspan="4" style="text-align: center; vertical-align: middle;">See IA4</td> <td rowspan="4" style="padding: 2px;">3D) 211 <i>(continued)</i></td> </tr> <tr> <td style="padding: 2px;">3B) Kit for New Parents <i>(continued)</i></td> </tr> <tr> <td style="padding: 2px;">3C) School Readiness Initiative <i>(continued)</i></td> </tr> <tr> <td style="padding: 2px;"><i>Exceptional Families (non-clustered)</i></td> </tr> </table>	3A) Parent skills training	See IA4	See IA4	3D) 211 <i>(continued)</i>	3B) Kit for New Parents <i>(continued)</i>	3C) School Readiness Initiative <i>(continued)</i>	<i>Exceptional Families (non-clustered)</i>
a. % of families who demonstrate increased knowledge about how to promote their child's optimal development and school readiness	3A 3B 3C 3D																	
b. % of families who demonstrate improved parenting skills	3A 3B 3C 3D																	
c. % of families who know where to go to find needed resources and support	3B 3C 3D																	
d. % of families utilizing appropriate services that support their child's development	3A 3B 3C 3D																	
3A) Parent skills training	See IA4	See IA4	3D) 211 <i>(continued)</i>															
3B) Kit for New Parents <i>(continued)</i>																		
3C) School Readiness Initiative <i>(continued)</i>																		
<i>Exceptional Families (non-clustered)</i>																		

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## Issue Area 4: Systems Improvement and Community Change



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### Community Context (Level II) Indicators

**Definition:** Community Context (Level II) Indicators are cross-county, preferably population-based, data elements that track if “big-picture” changes are happening over time for children ages 0-5 and their families in San Diego County. (See *San Diego First 5 Indicators* document for details.) These indicators address (or are a proxy for) Commission identified issues of concern. Depending on the data available, these indicators may be used for trend analysis and GIS mapping. In cases where there is no preexisting, ongoing data source for the County’s 0-5 population the information will be gathered by the Commission through various primary data collection efforts. In many of these instances there is reliable State- and National-level data and/or data for children 0-18 available from preexisting, ongoing data sources external to the Commission. These other sources will provide comparisons to the data gathered by the Commission at the County-level.

Issue Area	Desired Results	Community Context (Level II) Indicators (Indicators included in the 2004-2009 strategic plan are marked with an asterisk)	Source (See <i>San Diego First 5 Indicators</i> document for details)
IA1: Children's Health	1.1 Children are born and stay healthy	% of low birth weight births (under 2,500 grams), % of very low birth weight births (under 1,500 grams)*	County HHSA Stats
		% of live births where mother received first trimester prenatal care*	County HHSA Stats
		% of women who drank alcohol during pregnancy	County HHSA Stats
		% of women who smoked during pregnancy*	County HHSA Stats
		Rates of births to teen girls ages 15-17 (births per 1,000 populations)	County HHSA Stats
		% of Kindergarteners who received the recommended vaccinations	County HHSA Stats
	1.2 Children have access to preventative and comprehensive health care services	% of children who breastfed at hospital discharge, at six weeks, and at six months*	Commission Family Survey (H+C) [Comparative State data from MCH]
		% of parents who self-report their children's health is "very good or excellent"	Commission Family Survey (H+C) [Comparative State data from CHIS]
		% of children who received well-baby and child checkups by age 2*	Commission Family Survey (H+C) [Comparative State (sub-population) data from State First 5]
		% of households with children with medical insurance coverage	County HHSA Stats/Commission Family Survey (H+C)
		% of children receiving vision screenings	Commission Family Survey (H+C)
		% of children with a regular source of medical care	County HHSA Stats/Commission Family Survey (H+C)
1.3 Families have the knowledge, skills and resources they need to promote their children's optimal health	% of children receiving regular dental care*	Commission Family Survey (H+C)	
	% of children who have had developmental assessments*	Commission Family Survey (H+C)	
IA2: Children's Learning and Social-Emotional Health	2.1 Children have access to quality services that promote their early learning	% of children with up to date and on time immunizations	County immunization survey [proxy data from Commission Family Survey (H+C)]
		% of households in which someone smokes	Commission Family Survey (H+C)
	2.2 Children are socially and emotionally healthy	<i>Also cross-reference with subset of indicators for Desired Results 1.2 and 3.1 (i.e., insurance, childcare, parent support, etc.)</i>	
		% of children who have access to resources that promote their early learning (access to reading and writing materials)	Commission Family Survey (H+C)/YMCA
		% of children that exhibit age-appropriate self-soothing and self-regulation behaviors	Commission Family Survey (H+C)
	2.3 Children are cognitively developing appropriately	% of children entering kindergarten ready for school (socio-emo)*	Longitudinal study (special project TBD)
		% of children with high levels of interaction with their parents/other children	Commission Family Survey (H+C)
		% of children with disabilities and other special needs who participate in early childhood care and education programs*	TBD - YMCA may have data
		% of families who report reading, telling stories, singing regularly to their children*	Commission Family Survey (H+C)
	2.4 Families have the knowledge and skills they need to support their children's learning and social-emotional health	# of hours children spend watching television	Commission Family Survey (H+C)
		% of children entering kindergarten ready for school (cog)*	Longitudinal study (special project TBD)
	IA3: Parent and Family Development and Resources	3.1 Families have the skills, comprehensive support and resources they need to promote their children's optimal development and school readiness	% of children identified with disabilities or as high risk who receive development and/or behavioral services by kindergarten entry
% of parents practicing positive discipline techniques			Commission Family Survey (H+C)
4.1 Communities have adequate service capacity that is effective, coordinated, integrated, and sustainable		% of parents reporting high level of confidence in their parental roles	Commission Family Survey (H+C)
	% of parents who know where to access key services (i.e., health care, childcare, parent support)	Commission Family Survey (H+C)	
IA4: Systems Improvement and Community Change	4.2 Families have access to culturally and linguistically responsive services	% of parents who report having adequate childcare	Commission Family Survey (H+C)
		Services are aware of the work of other First 5 grantees and children's services	Funded program survey (H+C)
	4.3 Policymakers and the public understand the importance of children's early years and support efforts to promote school readiness	Services coordinate to create a system of care	Funded program survey (H+C)
		Funding from other sources for sustainability	Funded program survey (H+C)
		Organization staff demographics reflect their target communities	Funded program survey (H+C)
	4.4 The work of the Commission and First 5 funded programs is enhanced by community-driven solutions to issues that affect children and families	Key persons see early childhood as a prevention strategy	Stakeholder interviews (H+C)
		Policymakers adopt policies that support young children and their families	Stakeholder interviews (H+C)
		Policymakers use the information produced by the Commission for decision-making	Stakeholder interviews (H+C)
Decisions made through community-input		Observation (H+C)	
	The Commission diversifies its funding base	Observation (H+C)	

