Goal 1: Support optimal parenting, social and emotional health and economic self-sufficiency of families

OUTCOME 1A ENHANCED PARENTING AND STRONGER FAMILIES

Outcome Indicators	Data sources
1. Proportion of grants funded to provide parenting education and support 2. Proportion of parents attending parenting education or support programs who report they used what they learned 3. Proportion of parents attending parenting education or support programs who report that the program had a large ("a lot of") impact on their family 4. Proportion of parents receiving services who screen positive for depression by program	ECConline Grants ECConline-Grants ECConline-Grants ECChange

Strategies	Performance Measure	Data Sources
1A.1 Increase availability of culturally appropriate parenting education and support in appropriate languages through the Community Grants Initiative. 2005-07 priority: community activities for families	1A.1a Number of agencies funded to provide parenting education services 1A.1b Number of agencies funded that address the parent-child activities priority 1A.1c List of languages in which parenting classes and support groups were offered 1A.1d Number of parents/caregivers receiving parenting education services 1A.1e Number of parenting classes/support groups held 1A.1f Examples of topics addressed 1A.1g Examples of target populations served 1A.1h Results of client satisfaction survey 1A.1i Examples of impact on parents and children	ECConline Grants
1A.2 Screen quality of parent/child interactions observed by appropriate FSS and Grant recipient providers	1A.2a Number of parents screened by type of parent/interaction screening tool and type of program 1A.2b Number of parents screened with parent/child interaction concerns by type of program (2006-07)	ECChange
!A.3 Identify postpartum mothers in the hospital who may benefit from depression screening and support	1A.3 Number of postpartum mothers referred by Hospital Outreach Coordinators (HOCs) for SPT services	ECChange
1A.4 Screen primary caregivers who receive FSS for depression with Edinburgh	1A.4a Number of primary caregivers receiving FSS who were screened for depression by program 1A.4b Number of primary caregivers who screen positive and were referred for further assessment or treatment by program	ECChange

Goal 1: Support optimal parenting, social and emotional health and economic self-sufficiency of families

OUTCOME 1A ENHANCED PARENTING AND STRONGER FAMILIES CONTINUED

Strategies	Performance Measure	Data Sources
1A.5 Provide FSS to pregnant and parenting teens	1A.5a Number of teens enrolled in pregnant and parenting teen programs 1A.5b Examples of impact on pregnant and parenting teens	ECChange Contactor Reports
1A.6 Provide home-based FSS that includes guidance to promote positive parenting to targeted families	1A.6 Examples of impact of home-based services on parenting	Contractor Reports
1A.7 Provide support to parents through the mental health partnership grant	1A.7a Number of parents receiving individual consultation 1A.7b Number of parenting classes/support groups held 1A.7c Number of parents attending	ECConline Grants
1A.8 Convene quarterly parent forums (2005-06)	1A.8a Description of educational forums 1A.8b Number of parents attending	Meeting Documentation
1A.9 Promote distribution of Parent Kits including Asian language Kits as available	1A.9a Description of expansion of Parent Kit distribution 1A.9b Number of Kits distributed by language	Parent Kit order & distribution logs
1A.10 Provide parent support at Healthy Steps sites	1A.10a Number of parents receiving parent support materials and community resources 1A.10b Number of families referred to community services, by service type	ECChange

OUTCOME 1B CHILDREN ARE FREE FROM ABUSE AND NEGLECT

Outcome Indicators	Data sources
1. Proportion of children receiving FSS services with intentional injuries by program	ECChange
2. Proportion of children receiving FSS services in foster care by program	ECChange
3. Proportion of children receiving FSS services with open Child Protective Services case by program	ECChange
4. Proportion of families receiving more than 3 FSS visits who have child abuse cases opened during the reporting period by program	ECChange
5. Number of repeat CPS referrals per ARS family (if CWSCMS data available)	CWSCMS/ECChange
6. Proportion of children receiving ARS services who were placed in foster care during the reporting period	ECChange

Strategies	Performance Measure	Data Sources
1B.1 Provide ARS family support services for eligible families that includes guidance to promote positive parenting and abuse and neglect prevention	1B.1a Number of pregnant women, children and total # of families who receive ARS services 1B.1b Number of visits provided and range of visits received by families 1B.1c Number and percent of families receiving services who are referred for additional services by type of service (e.g. employment, food, shelter, childcare, etc.) 1B.1d Examples of impact of ARS services on parenting	ECChange Contractor Reports

OUTCOME 1B CHILDREN ARE FREE FROM ABUSE AND NEGLECT CONTINUED		
Strategies	**Performance Measure**	**Data Sources**
1B.2 Refer families to CBO who do not meet SSA criteria for investigation	1B.2a Number of families referred from SSA to CBO for assessment 1B.2b Percent of referrals by reason for referral	ECChange
1B.3 Complete home safety & risk assessment	1B.3a Number of families with completed safety and risk assessments by SDM results 1B.3b Number of families assessed who are sent back to SSA - Number of families requiring CPS attention - Number of families moved or lost to follow-up - Number of families who refused assessment - Number of families returned because CBO at capacity 1B.3c Number of families assessed who are referred to community resources	ECChange
1B.4 Engage families and obtain consent to participate in ARS services	1B.4a Average number of days from first contact attempt to last contact attempt 1B.4b Average number of days from first contact attempt to first successful contact 1B.4c Average total number of contacts attempted 1B.4d Number of successful contacts made by: - Number of face to face contacts - Number of telephone contacts - Number of attempted, but unsuccessful visits 1B.4e Examples of ARS Intensive Family Support Services	ECChange Contractor Reports

OUTCOME 1C ENHANCED ECONOMIC SELF-SUFFICIENCY OF FAMILIES	
Outcome Indicators	*Data sources*
1. *Proportion of children receiving FSS who have no health insurance, or whose health insurance is Medi-Cal or Healthy Families by program* 2. *Proportion of children who have no health insurance by program* 3. *Proportion of families receiving FSS who are receiving CalWORKs or CalLEARN assistance by program* 4. *Proportion of teen families receiving FSS who are CalLEARN recipients by program* 5. *Proportion of pregnant/parenting teens receiving FSS who remain in school or who have graduated from high school by program* 6. *Proportion of families receiving FSS with at least one caretaker who is employed or on leave by program*	*ECChange* *ECChange, ECConline* *ECChange* *ECChange* *ECChange* *ECChange*

Strategies	**Performance Measure**	**Data Sources**
1C.1 Refer eligible families receiving FSS to CalWORKs, CalLEARN or employment training, or English language classes	1C.1a Number of families receiving FSS referred to CalWORKs, CalLEARN, employment training or English language classes by type of referral and program or Examples of support to improve families' economic self-sufficiency from contractor reports	ECChange ECConline Contractor Reports

OUTCOME 1C ENHANCED ECONOMIC SELF-SUFFICIENCY OF FAMILIES CONTINTUED

Strategies	Performance Measure	Data Sources
1C.2 Increase capacity of child care programs that serve working families through facility grants administered by LIIF to child care sites	1C.2 Number of facility grants made that increased child care slots and number of increased slots	LIIF reports
1C.3 Award stipends to early care and education providers who are parents of children 0 to 5 years	1C.3 Number of Corps members who are parents of children 0 to 5 years (see Outcome 2C)	Corps database
1C.4 Award community grants to agencies that provide economic parenting supports	1C.4 Examples of economic parenting support impact on parents	ECConline

Goal 2: Improve the development, behavioral health and school readiness of children 0 to 5 years

OUTCOME 2A IMPROVED CHILD SOCIAL, DEVELOPMENTAL AND EMOTIONAL WELL-BEING

Outcome Indicators	Data sources
1. Proportion of children receiving ECC services who have ever been screened for developmental concerns by program	ECChange, ECConline
2. Proportion of children screened for developmental concerns who scored "of concern" by program	ECChange, ECConline
3. Proportion of referred children who receive services from SPT or other assessment or treatment services	ECChange

Strategies	Performance Measure	Data Sources
2A.1 Screen children for developmental concerns who receive FSS, who attend Summer Bridge programs, who attend ECE sites receiving QII services, who attend ECE sites receiving MH consultation or who attend developmental playgroups	2A.1a Number of children screened for developmental concerns by program 2A.1b Number of children screened for developmental concerns who score "of concern" by program	ECChange, ECConline
2A.2 Refer children of concern to SPT or other assessment or treatment services	2A.2a Number of children referred to SPT or other assessment services for developmental concerns by type of referral 2A.2b Number of families receiving SPT direct services by type of service 2A.2c Number of SPT services to providers including trainings, consultation and attendance at MDT meetings 2A.2d Number of families who receive other referred services 2A.2e Examples of impact of SPT services	ECChange SPT notes

Strategies	Performance Measure	Data Sources
2A.3 Increase availability and quality of developmental support services for parents and families through the Healthy Steps program	2A.3a Number of children receiving Healthy Steps services by site	ECChange
	2A.3b Number of children receiving Healthy Steps services who were screened for developmental concerns	ECChange
	2A.3c Number of children screened who scored of concern by area of concern	ECChange
	2A.3d Number of children referred to Regional Center or school districts and number who received referred services	ECChange
2A.4 Award Mental Health (MH) Partnership grants to agencies that provide early childhood MH consultation services for ECE providers (2005-06)	2A.4a Number and description of agencies funded ▪ Description of MH Partnership trainings	ECConline Grants
	2A.4b Description of MH consultation provided for ECE centers and to Family Child Care	
	2A.4c Number of providers, sites, classrooms and number of children enrolled at all sites receiving consultation	
	2A.4d Total number of hours of all types of MH consultation provided ▪ Estimated number of hours of programmatic consultation provided ▪ Estimated number of hours of general consultation provided ▪ Estimated number of hours of child-specific consultation provided	
	2A.4e Number of children referred for and who receive child-specific consultation	
	2A.4f Number of children referred for further assessment or services by type of assessment or referral to an outside agency	
	2A.5g Number of children receiving group play therapy	
	2A.5h Number of child care staff trainings	
	2A.4i Results of survey of staff and parent satisfaction with mental health consultation services	
	2A.4j Examples of impact of MH partnership grants	

Strategies	Performance Measure	Data Sources
2A.5 Award Partnership grants to agencies that provide Developmental Playgroup services	2A.5a Number and description of agencies funded ▪ Description of Developmental Playgroup Partnership trainings 2A.5b Description of developmental playgroup activities and services 2A.5c Description of outreach and sources of referral to playgroups 2A.5d Number of children enrolled ▪ Number of children referred to developmental playgroup by reason for referral ▪ Number of children screened with ASQ at entry into program by referral source or by playgroup staff ▪ Number of children screened at entry who scored "of concern" by domain ▪ Number of children screened with ASQ upon exit from program ▪ Number of children screened with ASQ upon exit who scored "of concern" by domain ▪ Number of children showing change in one or more ASQ domains based on total number of children screened 2A.5e Number of parents/caregivers enrolled 2A.5f Number of play group sessions held by language ▪ Range and average number of sessions attended by children in playgroup ▪ Range and average number of children attending per playgroup session 2A.5g Number of referrals for outside assessment/services by type of referral 2A.5h Examples of impact of playgroups on children and parents	ECConline Grants
2A.6 Expand availability of social, emotional and developmental support services through Community Grants	2A.6a Description of agencies funded to provide social, emotional or developmental support services 2A.6b Number of mental health therapy sessions provided 2a.6c Number of children served 2A.6d Number of parents served 2A.6e Number of children screened by type of screening tool 2A.6f Number of children who scored "of concern" on one or more domains by domain 2A.6g Number of children referred for outside assessment/services and number who received referred services 2A.6h Examples of impact of social, emotional or developmental support services	ECConline Grants

Outcome Indicators	Data sources
1. Proportion of children with special needs who are referred for and receive special services	ECChange, ECConline

Strategies	Performance Measure	Data Sources
2B.1 Increase the number of children with special needs who receive ECC services	2B.1a Number of children with special needs receiving ECC services by type of program 2B.1b Examples of impact of ECC services on children or families with special needs	ECChange, ECConline, Contractor reports
2B.2 Increase support for families in accessing and maintaining inclusive ECE through R&R inclusion coordinator services	2B.2a Number and description of types of technical assistance to ECE providers 2B.2b Number and description of types of technical assistance and support provided by R&Rs	Contractor reports
2B.3 Increase capacity of ECE sites that serve children with special needs through the Quality and LIIF grants	2B.3a Number of QII sites serving children with special needs 2B.3b Number of sites receiving grants, training or technical assistance to help improve accessibility for staff, families or children with special needs	ECConline QII
2B.4 Expand the availability of services for children and families with special needs through community grants	2B.4a Description of grants programs that provide services for children or families with special needs 2B.4b Number of children referred by type of referral 2B.4c Examples of impact on children and families with special needs	ECConline Grants

OUTCOME 2C INCREASED PROFESSIONAL DEVELOPMENT AND RETENTION OF ECE PROVIDERS

Outcome Indicators	Data sources
1. Proportion of Child Development Corps (Corps) members returning from previous years by year 2. Proportion of Corps members who have a Child Development Permit (2006-07) 3. Proportion of Corps members who complete AA degrees (2006-07)	Corps database ECConline Corps AA

Strategies	Performance Measure	Data Sources
2C.1 Conduct Corps outreach to the diverse community of ECE providers in multiple languages	2C.1a Description of outreach efforts including languages of outreach and communities targeted 2C.1b Number of Corps Enrollment specialists and language in which they provided assistance (2005-06)	Reports
2C.2 Enroll Corps members and provide them with incentives for continuing education and retention (2005-06)	2C.2a Number and amount of stipends awarded to Corps members 2C.2b Number and percent of new and returning members in the Corps by race/ethnicity, geographic region, educational level and type of provider (center, family and school – age providers) 2C.2c Examples of impact of Corps on ECE providers 2C.2d Number of new Corps members who completed an environmental rating scale assessment of their own setting	Corps database Corps database Survey, evaluation reports, PGA feedback Corps database
2C.3 Support ECE providers' professional development by funding Career Advocates at Resource and Referral agencies	2C.3a Description of support provided to ECE providers by Career Advocates 2C.3b Number of Professional Growth Advisors (PGA) trained/region 2C.3c Examples of impact of training on PGA development and ECE provider support 2C.3d Number of foreign transcripts evaluated 2C.3e Impact of support groups convened for non English-speaking providers, Master Teachers and Directors	Contractor Reports
2C.4 Plan the transition of the Corps program to Corps AA model with community colleges (2005-06)	2C.4a Description of planning and transition process 2C.4b Results of survey with ECE students to identify barriers to completion of general education requirements	Reports Survey Analysis
2C.5 Update Corps database system and train Professional Development Coordinators (PDCs) to enroll Corps AA applicants online	2C.5 Description of database enhancements and training	Reports

OUTCOME 2C INCREASED PROFESSIONAL DEVELOPMENT AND RETENTION OF ECE PROVIDERS CONTINUED		
2C.6 Contract with community colleges to enroll and support ECE students (2006-07)	2C.6a Number of Corps AA members enrolled by PDCs by race/ethnicity, geographic region, educational level and type of provider (center, family and school–age providers) (2006-07)	Corps Database
	2C.6b Number and type of classes completed (e.g., GE, ESL, ECE, etc.)	ECConline Corps AA
	2C.6c Number of students advised by PDCs	Contractor Report
	2C.6d Examples of impact of PDC student advising	
2C.7 Support ECE students in ECE English language learner Emerging Teacher Program (ETP) at Merritt College, Spanish Cohort at Chabot College and ECE ESL-linked course at Las Positas College to complete AA degree general education requirements	2C.7a Number of students in ETP and Spanish cohort	Reports
	2C.7b Results of cohort survey and interviews to assess impact of ETP support	Survey & interview analysis
	2C.7c Number of ETP students completing general education course by end of spring semester by college	Interviews, Reports
	2C.7d Description of new ESL course at Las Positas and number of students enrolled in	Reports
	2C.7e Examples of impact of ETP and Spanish cohort program	
2C.8 Develop a Director Mentor Training plan (2006-07)	2C.8a Description of Director Mentor training implementation plan	Director Mentor reports
	2C.8b Number of Director Mentors participating in seminars	
	2C.8c Examples of impact of Director Mentor Seminars	
2C.9 Increase mentoring skills of Enhanced Mentors through focused training on early childhood best practices, presentation skills and adult learning	2C.9a Description of trainings and topics covered	Mentor reports
	2C.9b Results of training evaluations and surveys	Evaluation and Survey analysis
	2C.9c Description of impact of training on mentoring skills	
2C.10 Increase skills of QII consultants through training on relationship-based consultation skills, adult learning, best practices to improve quality	2C.10a Description of trainings and topics covered (2006-07)	ECConline
	2C.10b Results of training evaluations and surveys (2006-07)	

OUTCOME 2D INCREASED ACCESS TO HIGH QUALITY EARLY CARE AND EDUCATION	
Outcome Indicators	**Data sources**
1. Proportion of ECE settings with improved environmental assessments (2006-07) 2. Proportion of ECE settings that applied for and received facility development/improvement grants 3. Proportion of ECE settings receiving QII consultation that have improved teacher/child/parent interactions outcomes* (2006-07) 4. Proportion of ECE settings receiving QII consultation that have improved child outcomes*(2006-07)	*ECConline QII* *LIIF Reports*

*Instrument to be determined

Strategies	Performance Measure	Data Sources
2D.1 Continue to participate in the national QUINCE quality improvement study (2005-06) and implement QII services	2D.1a Number of ECE settings receiving program assessment and consultation services by QUINCE trained PFI consultants by type of service and type of setting (center and family) (2005-06)	ECConline QII
	2D.1b Number of ECE settings receiving program assessment and consultation services by QII consultants by type of service and type of setting (center and family)	
	2D.1c Total number of providers and children at settings receiving services (QUINCE study and QII)	
	2D.1d Description of consultants impact on providers and programs	QII/PFI Survey
2D.2 Plan for implementation of new relationship-based QII model in 2006-07	2D.2a Results from consultant and provider surveys to assess differences in QUINCE and QII models (2005-06)	Survey analysis
	2D.2b Results of focus groups with 2004-05 QII participants conducted on the effectiveness of the QUINCE and QII models	Reports
	2D.2c Results of consultant feedback/self-evaluation	
2D.3 Implement new QII model in 2006-07	2D.3a Number of settings receiving QII consultation services by type of service and setting	ECConline QII
	2D.3b Range and average number of consultation visits and length of time services provided	
	2D.3c Examples of types of consultation services provided	
	2D.3d Summary of quality improvement plans	
	2D.3e Results of post ERS assessment by independent assessor ▪ Number of ECE settings assessed ▪ Number of ECE settings that improved their ERS score in one or more domains	
	2D.3f Results of teacher/child/parent assessment tool (assessment tool to be determined)	
	2D.3g Results of child/classroom assessment tool	
	2D.3h Description of changes observed by consultants, providers and parents	
	2D.3i Results of provider and parent satisfaction surveys	

| | 2D.3j Examples of impact of QII | |

OUTCOME 2D INCREASED ACCESS TO HIGH QUALITY EARLY CARE AND EDUCATION CONTINUED

Strategies	Performance Measure	Data Sources
2D.4 Improve ECE facilities through facility grants administered by LIIF	2D.4a Number and amount of facility grants awarded by type of award and type of setting (center and family)	LIIF report
	2D.4b Number of child care slots enhanced as a result of a facility grant	LIIF report
2D.5 Improve quality of ECE settings through quality grants administered by LIIF	2D.5 Number and amount of quality grants awarded by type of award and type of setting (center and family)	LIIF report
2D.6 Host annual Family Child Care Fair that provides ECE workshops in multiple languages and awards Family Child Care providers with coupons to purchase equipment, books and materials	2D.6a Number and amount of awards to Family Child Care providers 2D.6b Description of Family Child Care Fair 2D.6c Results of workshop evaluation	Reports Workshop evaluation survey
2D.6 Provide outreach to increase recruitment of Enhanced Mentor Program participants	2D.6 Description of mentor program outreach activities by type, language and target audience	Mentor reports
2D.7 Offer workshops and trainings by mentors for ECE providers and parents in English and other languages	2D.7a Number of workshops and trainings provided by mentors by language 2D.7b Summary of training evaluations	Mentor reports
2D.8 Provide one-on-one mentoring for ECE providers	2D.8a Number of mentors serving ECE providers 2D.8b Number of ECE providers who received mentoring 2D.8c Description of mentoring activities 2D.8d Summary of one-on-one mentoring evaluation	Mentor database Evaluation analysis
2D.9 Integrate Partners in Collaboration (PIC) model into MH partnership grants program (2006-07)	2D.9a Number PIC dyads established 2D.9b Number of ECE sites receiving PIC consultation services 2D.9c Results of pre and post DECA 2D.9d Examples of impact of PIC services	Grant reports ECConline Grants ECChange Grant reports

OUTCOME 2E INCREASED SCHOOL READINESS

Outcome Indicators	Data sources
1. *Proportion of children attending Summer Bridge programs who successfully move on to first and second grade**	*School Data**
2. *Proportion of children attending Summer Bridge Programs who have good attendance records**	
3. *Proportion of children attending Summer Bridge Programs who have IEPs at end of second grade**	
4. *Proportion of low-performing schools with procedures that facilitate continuity between early care and education programs and elementary schools as described by NEGP "ready schools"*	*SR reports*
5. *Proportion of families receiving ECC services who report reading, storytelling or singing three or more times per week to their children*	*ECChange, ECConline*

*Depending on availability of school district data

Strategies		Performance Measure		Data Sources
2E.1	Continue and expand Summer Bridge Programs in low-performing schools in targeted neighborhoods	2E.1a	Description and Number of Summer Bridge Programs (SBP) implemented	SBP Reports, ECChange
		2E.1b	Number of children attending Summer Bridge programs by school	
		2E.1c	Number of school readiness backpacks distributed	
		2E.1d	Results of Summer Bridge Program surveys of parents and teachers	Survey analysis
2E.2	Provide school readiness parent education for parents of children in Summer Bridge programs	2E.2a	Description and number of parent workshops offered	Reports
		2E.2b	Number of parents attending workshops	
		2E.2c	Examples of impact of parent workshops	
2E.3	Assess Summer Bridge classrooms with Assessment of Practices in Early Education Classrooms (APEEC)	2E.3a	Description of APEEC results	Summer Bridge staff survey results
		2E.3b	Examples of changes made to classrooms as a result of assessment	
2E.4	Increased access to culturally appropriate books and age-appropriate materials for ECE providers and parents in multiple languages through FSS providers Family Child Care Fair, QII and Community Grants	2E.4a	Description distribution strategies	ECConline QII and Grants
		2E.4b	Description and number of children's books distributed in which languages by ECC service providers	
		2E.4c	See Indicator 5	
2E.5	Increase availability of school readiness services through the Community Grants	2E.5a	Number of parent-child activities funded through Community Grants	ECConline Grants
		2E.5b	Number of parents attending	
		2E.5c	Number of children attending	
		2E.5d	Number of families with library cards	
		2E.5e	Number of families who visit the library at least once a month	
2E.6	Provide R&R information sessions for Family Child Care Providers on working with parents on school readiness and Kindergarten transition	2E.6a	Description of School Readiness Family Child Care information session	Reports
		2E.6b	Number of Family Child Care providers attending	

Goal 3: Improve the overall health of young children

OUTCOME 3A INCREASED SUPPORT FOR BREASTFEEDING MOTHERS	
Outcome Indicators	*Data sources*
1. *Proportion of women and teens who were breastfeeding at the first home visit* 2. *Proportion of women and teens who received FSS and breastfed <= 1month, <= 2 months, > year*	*ECChange*

Strategies	Performance Measure	Data Sources
3A.1 Provide hospital-based lactation support services	3A.1a Number of postpartum mothers who received hospital-based lactation support 3A.1b Number of postpartum mothers who were referred for further lactation support	Reports (2005-06) ECChange(2006-07)

3A.2 Provide lactation support to breastfeeding mothers	3A.2a Number of mothers receiving SPT lactation support by referral source
	   ▪ Number receiving lactation telephone support
	   ▪ Number receiving home visits for lactation
	   ▪ Number of mothers breastfeeding exclusively, partially or with expressed milk at time of last visit/telephone support (2006-07)
	3A.2b Number of mothers receiving lactation support from FSS providers (2006-07)
	
	3A.2c Examples of impact of lactation support services
		ECChange
		
		Contractor reports

3A.3 Expand lactation support services through community grant initiative and other community efforts	3A.3a Description of agencies providing lactation support services 3A.3b Number of mothers receiving lactation support services 3A.3c Examples of impact of community lactation support	ECConline

OUTCOME 3B CHILDREN ARE HEALTHY, WELL NOURSIHED AND RECEIVE PREVENTIVE AND ON-GOING HEALTH AND DENTAL CARE FROM A PRIMARY PROVIDER	
Outcome Indicators	*Data sources*
1. *Proportion of children with health insurance by program* 2. *Proportion of children who have an identified primary pediatric provider by program* 3. *Proportion of children with appropriate number of well child visits per age by program* 4. *Proportion of children whose immunizations are up-to-date for age by program* 5. *Proportion of children one year and older who received an annual dental exam by program* 6. *Proportion of children hospitalized or who made ER visits for asthma by program* 7. *Proportion of children hospitalized or who made ER visits for preventable ACS* diagnoses (other than asthma)* 8. *Number of post-neonatal and child deaths* 9. *Proportion of children receiving FSS exposed to secondhand smoke* 10. *Proportion of parents/primary caretakers receiving FSS who smoke* 11. *Proportion of women receiving FSS who had a positive screen for alcohol or drugs at delivery (excluding teens and ARS)*	*ECChange, ECConline* *ECChange, ECConline* *ECChange, ECConline* *ECChange, ECConline* *ECChange, ECConline* *ECChange, ECConline* *ECChange* *ECChange* *ECChange* *ECChange*

*Ambulatory Care Sensitive (preventable) diagnoses per BIllings, e.g. iron-deficiency anemia, dehydration, diarrhea, nutritional deficiencies, etc.

Strategies	Performance Measure	Data Sources
3B.1 Provide home based postpartum and intensive family support services (IFSS) that includes preventive health services	3B.1a Number of postpartum clients enrolled for home visits by Hospital Outreach Coordinators (HOCs)	ECChange
	3B.1b Number of postpartum mothers and newborns who were referred and who received home visits	
	3B.1c Average number of visits received per family	
	3B.1d Number of families who received more than 3 visits	
	3B.1e Number of Special Start clients who received IFFS	
	3B.1f Range in number of visits received by Special Start clients	
	3B.1i Examples of impact of Postpartum, Special Start IFFS	Contractor Reports
3B.2 Facilitate referral of eligible newborns for Health Insurance by completing newborn referral form in the Hospital	3B.2 Number of newborn health insurance referrals completed	ECChange
3B.3 Ensure families have health insurance	3B.3 See Indicator 1	ECChange, ECConline Contractor Report
	3B.3b Number of families enrolled by Alameda Alliance through Health Access for All state grant	
3B.4 Ensure that children receiving ECC services have a primary pediatric provider	3B.4 See Indicator 2	ECChange, ECConline
3B.5 Ensure that children receiving ECC services have the appropriate number of well child visits per age	3B.5 See Indicator 3	ECChange, ECConline

Strategies	Performance Measure	Data Sources
3B.6 Ensure that children receiving ECC services are up-to-date for immunizations	3B.6 See Indicator 4	ECChange, ECConline
3B.7 Ensure that children one year of age and older receiving ECC services have received an annual dental exam	3B.7 See Indicator 5	ECChange, ECConline
3B.8 Provide home-based Asthma Start prevention services to reduce severity and frequency of asthma symptoms	3B.8a Number of families served 3B.8b Percent of families served who engaged in at least one asthma trigger reduction effort upon exiting from the program 3B.8c Percent of children served who showed improvement or maintained already low levels of asthma symptoms upon exit from the program 3B.8d Percent of children served who have not been hospitalized for asthma 3 months after completing the program 3B.8e Examples of impact of Asthma Start services	Contractor Report
3B.9 Increase use of preventive oral health services through the Healthy Kids Healthy Teeth (HKHT) program	3B.9a Number of children referred to HKHT for services 3B.9b Number of children enrolled in HKHT case management services 3B.9c Number of child care providers trained on preventing childhood caries (2005-06) 3B.9d Number of parents attending workshops on dental health 3B.9e Examples of impact of oral health prevention program	Contractor report
3B.10 Provide tobacco exposure prevention services and referrals for cessation services for families receiving FSS and have family members who smoke	3B.10a See Indicator 9 3B.10b Number of clients referred for tobacco cessation services	ECChange
3B.11 Provide training and education materials for ECC contractors and grantees to support compliance with ECC tobacco policies	3B.11a Number of trainings provided 3C.11b Number of ECC contractors and grantees that are compliant with ECC tobacco policies	Contractor report
3B.12 Establish links and promote coordination between FSS with smoking cessation and alcohol and drug treatment programs serving pregnant women and mothers	3B.12a Description of coordinated services 3B.12b Number of FSS clients who are referred to alcohol and drug treatment programs or consultation services	Reports ECChange

Strategies	Performance Measure	Data Sources
3B.13 Screen pregnant and postpartum women receiving IFSS for substance use with the 4Ps and DAST screening tool	3B.13a Number of screened pregnant and postpartum women 3C.13b Number of pregnant and postpartum women who screened positive who are referred for consultation or to appropriate substance use treatment programs	ECChange

Goal 4: Create an integrated, coordinated system of care that maximizes existing resources & minimizes duplication of services

OUTCOME 4A INCREASED SHARING OF RESOURCES AND ABILITY TO LEVERAGE BLENDED FUNDING

Strategies	Performance Measure	Data Sources
4A.1 Implement ECC fiscal leveraging plan to draw down state and federal funds to help sustain ECC programs and partners	4A.1a Description and amount of funds leveraged 4A.1b Description of support and technical assistance offered to ECC partners 4A.1c Number of contractors and grantees who have implemented fiscal leveraging strategies 4A.1d Number of grantees reporting increased fundraising as a result of leveraging ECC funds	Reports
4A.2 Build community capacity by offering one time only grants for capital improvements and technology (2006-07)	4A.2a Description of outreach process and technical assistance provided 4A.2b Number and type of grants awarded 4A.2c Examples of impact of one-time only grants	Reports

OUTCOME 4B A COMMON SET OF RESULTS, INDICATORS AND PERFORMANCE MEASURES ACROSS PARTICIPATING EVERY CHILD COUNTS AGENCIES

Strategies	Performance Measure	Data Sources
4B.1 Implement results-based accountability matrices for all ECC funded programs	4B.1 Description of progress with implementing matrices and adopting common measures	ECChange
4B.2 Provide accountability and evaluation technical assistance and conduct accountability trainings for community grant recipients and contractors	4B.2a Description of accountability and evaluation support 4B.2a Description of accountability and evaluation trainings 4B.2b Examples of impact of accountability and evaluation trainings and support	ECConline grants Reports

4B.3 Enhance and develop web-based data systems for contractors and grantees to track and manage ECC funded-services and generate outcomes reporting	4B.3a Description of ECChange enhancements and new modules 4B.3b Description of TC3 enhancements and new modules	Reports

OUTCOME 4C INCREASED COUNTY-WIDE TRAINING OPPORTUNITIES TO PROMOTE BEST PRACTICES, INCREASE PROVIDER CAPACITY AND ASSURE QUALITY SERVICES FOR FAMILIES AND CHILDREN 0-5 YEARS

Strategies	Performance Measure	Data Sources
4C.1 Offer monthly Specialty Topic Seminars through Training Connections for providers serving 0 -5 population	4C.1a Number and description of Specialty Topic Seminars 4C.1b Number and type of providers attending 4C.1c Results of telephone survey to assess impact of Specialty Topic Seminars	ECC Online Training Survey analysis
4C.2 Conduct Contractor trainings on best practices, FSS orientation, Confidentiality and Child Safety	4c.2a Number of trainings and number of contractors attending 4C.2b Examples of impact of contractor trainings	ECC Online Training
4C.3 Conduct Early Childhood Mental Health seminars to increase capacity for early childhood mental health services	4C.3a Number of providers completing Early Childhood Mental Health Seminars 4C.3b Examples of impact of ECMH Seminars	ECC Online Training Reports
4C.4 Train Child Development Corps members to use Environmental Rating Scales	4C.4a Number of Corps members who were trained to use Environmental Rating Scales (ERS)	Corps Database
4C.5 Fund Training Coordinators at Resource and Referral agencies to support community-based training for ECE providers	4C.5a Results of needs assessment of ECE provider training needs, including the list of cultural and linguistic factors considered for training in different regions (2006-07) 4C.5b Directory of organizations that train ECE providers by language and region and community-based training locations 4C.5c Description of outreach efforts and participation in ECC community-based training programs, including the Training Coalition and the Trainer Enhancement Project (2006-07) 4C.5d Description of new trainings for ECE providers on socio-emotional foundations of development and cultural-linguistic diversity issues in child rearing (2006-07)	Contractor Reports
4C.6 Offer unit- and non-unit-bearing training, for Family Child Care providers	4C.6a Number of unit-and non-bearing trainings 4C.6b Number of Family Child Care providers attending trainings 4C.6c Number of Family Child Care providers receiving units	Reports

4C.7	Increase skills of ECE trainers on adult learning styles, cultural diversity, English-language learners and presentation skills through Training Enhancement Project (TEP) (2006-07)	4C.7a 4C.7b 4C.7c	Description of trainings Results of training evaluation and surveys Description of impact on training skills	Reports Survey analysis
4C.8	Develop contracts with community training organizations to expand community-based training for ECE providers (Training Coalition 2006-07)	4C.8a 4C.8b 4C.8c 4C.8d 4C.8e	Number of topics and languages of trainings provided per year Number of ECE providers trained Number of professional growth hours awarded per agency Summary of training evaluation surveys Examples of impact of Training Coalition	ECConline Evaluation surveys
4C.9	Contract with Community Colleges and R&Rs to conduct workshops on How to Complete Child Development Permit applications	4C.9a Number of workshops held 4C.9b Number of ECE providers attending		Reports
4C.10	Convene collaboration of Kindergarten and ECE providers that includes training opportunities	4C.10a 4C.10b	Description and number of participants in the K/ECE collaboration Description of training opportunities	Reports
4C.11	Develop an Early Literacy Network to build train providers on using a developmental approach to family literacy (2006-07)	4C.11	Description of quarterly Early Literacy Network trainings	Reports

OUTCOME 4D INCREASED ACCESS TO AND UTILIZATION OF EVERY CHILD COUNTS PROGRAMS AND SERVICES FOR ALL FAMILIES WITH CHILDREN 0 TO 5 YEARS IN DIVERSE COMMUNITIES OF ALAMEDA COUNTY

Strategies	Performance Measure	Data Sources
4D.1 Provide language assistance to ECC contractors and staff to ensure access to services	4D.1 Number of interpretation services provided for families and description of languages for which interpretation was provided	ECChange
4D.2 Conduct trainings on best-practices of interpreting for ECC providers and pediatric offices who have bilingual staff	4D.2a Description and number of trainings 4D.2b Number of attendees	ECConline Training
4D.3 Provide technical assistance to contractors and ECC staff on National Standards for Culturally and Linguistically Appropriate Services	4D.3a Description of technical assistance offered 4D.3b Examples of efforts to increase access and utilization of ECC services	Reports
4D.4 Provide translation services for outreach and educational materials	4D.4 Description of translated materials	Reports
4D.5 Loan simultaneous interpretation equipment to CBOs, for community meetings, workshops, trainings and parent support groups	4D.5 Description of use of simultaneous interpretation equipment	Reports
4D.6 Incorporate diverse cultural perspectives into ECC training opportunities and best-practice standards	4D.6 Description of how diverse cultural perspectives are incorporated into ECC trainings and best-practice standards	Reports
4D.7 Convene a symposium on incorporating culturally sensitive practice into ECC work for providers, partners and grantees (2006-07)	4D.7a Description of symposium 4D.7b Description and number of attendees 4D.7c Results of symposium evaluation	ECConline training
4D.8 Provide technical assistance to contractors and ECC staff on outreach strategies to reach providers and families who have barriers to receiving services	4D.8 Description of technical assistance offered	Reports
4D.9 Provide outreach to community-based organizations about ECC services and the importance of development during the 0 to 5 years	4D.9 Description and number of contacts with community-based agencies	Reports

Strategies	Performance Measure	Data Sources
4E.1 Support Early Childhood Mental Health Systems Workgroup	4E.1a Description of effort that impacted system of early childhood mental health	Reports
4E.2 Support monthly EPSDT 0-5 provider meetings to perform outreach, establish standards and facilitate early childhood mental health referrals	4E.2a Description of meetings 4E.2b Number of EPSDT mental health referrals facilitated	Reports
4E.2 Support local participation in the "Week of the Young Child" and "Teachers Teaching Teachers "	4E.2 Description of activities	Reports
4E.3 Support Resource and Referral agencies to establish relationships with license-exempt providers (Family Friend and Neighbor – FFN) (2006-07)	4E.3a Documentation of plans, outreach efforts and training needs of FFN providers 4E.3b Number of FFN providers receiving non-monetary incentive to attend trainings	Contractor Report
4E.4 Support Resource and Referral agencies to conduct meetings on parent support needs and recommendations for child care	4E.4 Documentation of parent support needs (2005-06)	Contractor Report
4E.5 Implement pilot program to "fast-track" Child Development Permit applications that have been reviewed by PDCs	4E.5a Number of applications approved through "fast-track" pilot 4E.5b Documentation of length of time for a Child Development Permit to be issued prior to and as a result of pilot	Reports
4E.6 Participate and support ECE for All collaborative planning and implementation to build capacity for programs serving children	4E.6a Description of planning and implementation 4E.6b Recommendations from ECE for All planning process	Reports
4E.7 Increase readiness of schools in low-performing districts for entering kindergarten students	4E.7a Description and number of participating schools 4E.7b Description and number of orientation sessions for parents of entering kindergartners 4E.7c Number of schools with procedures that facilitate continuity between early care and education programs and elementary schools as described by NEGP "ready schools" 2E.7d Number of children who participate in school-linked transition practices that meet NEGP criteria	Reports

Strategies	Performance Measure	Data Sources
4E.8 Compile and disseminate all-school districts registration flyer in 5 languages	4E.8a Description of distribution strategies 4E.8b Number of flyers distributed 4E.8c List of languages registration flyer is available	Reports
4E.9 Conduct trainings and disseminate child development resource materials to pediatric providers	4E.9a Description and number of Pediatric Trainings 4E.9b Description of materials distributed	Reports
4E.10 Implement BEST program in pediatric offices with funding from the state ABCD grant (2005-06)	4E.10a Number of pediatric offices participating 4E.10b Number of children screened for developmental concerns at 18 month visits	Reports
4E.11 Expand Reach Out and Read to additional pediatric settings	4E.11a Number of settings participating in Reach Out and Read 4E.11b Description of expansion efforts	Reports
4E.12 Implement a county-wide planning process to assess the feasibility for a Children's Assessment System (2006-07)	4E.12a Description of participants and meetings 4E.12b Documentation of final plan	Reports
4E.13 Participate in planning for implementation of Proposition 63 to increase access to Early Childhood Mental Health services (2005-06)	4E.13 Description of planning process	Reports

OUTCOME 4F INCREASED OPPORTUNITIES FOR EARLY CARE AND EDUCATION STUDENTS TO EARN AA AND ADVANCED DEGREES TO PROMOTE A DIVERSE PROFESSIONAL WORKFORCE

Strategies	Performance Measure	Data Sources
4F.1 Plan & develop three cohort programs leading to a BA degree and one to a MA degree that attract and retain a diverse group of ECE practitioners	4F.1a. Number of BA programs developed & approved by four year institutions 4F.1b. Number of BA programs that target recruitment of ECE students from diverse ethnic, language and cultural backgrounds 4F.1c. Number of BA programs providing students a supportive cohort system 4F.1d. Approved MA program cohort at UC Berkeley	Reports
4F.2 Develop and initiate scholarship programs for BA college and MA graduate level early childhood professional education	4F.2a. Number of ECE providers enrolled in degree programs by degree type and college 4F.2b Number of scholarships provided 4F.2c Types of scholarships provided by institution	Reports
4F.3 Expand the capacity of Resource and Referral agencies to collaborate with local community colleges to access college-level educational opportunities for ECE providers	4F.3 Documentation of efforts to work with community colleges on outreach activities for AA, BA and MA programs	Contractor Report
4F.4 Increase capacity of colleges to provide courses and support for ECE providers on inclusion	4F.4 Description of efforts to include inclusion issues into existing college curriculae	Contractor Reports
4F.5 Work with colleagues in two-and four-year colleges on the development and articulation of regional and statewide programs	4F.5 Report on efforts made toward regional and statewide program planning	