



Annual Report Form 1 (AR-1)(Page 1 of 5)
County Revenue and Expenditure Summary
for Fiscal Year 2009-2010 (July 1, 2009 - June 30, 2010)

County: Riverside

Friday, October 29, 2010

Revenue Detail

1. Tobacco Tax Funds	\$	23,316,334
2. School Readiness Program Funds	\$	2,714,126
3. CARES Funds	\$	144,570
4. Health Access Program Funds	\$	0
5. Power of Preschool Program Funds	\$	0
6. Special Needs Project Funds	\$	0
7. Augmentation and Minimum Allocation Funds	\$	0
8. Other Funds (Specify Source Below)	\$	128,280
Building sublease		
AmeriCorps-PCACA		
9. Grants (Specify Source Below)	\$	0
10. Donations	\$	0
11. Revenue from Interest Earned	\$	565,873
12. Total Revenue	\$	26,869,183

Results and Services - Expenditure Details

Result 1: Improved Family Functioning (Family Support, Education and Services)

13. Behavioral, Substance Abuse and Other Mental Health Services	\$	1,332,994
14. Adult Education and Literacy for Parents	\$	0
15. Community Resource and Referral	\$	47,068
16. Distribution of Kit for New Parents	\$	0



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17. Family Literacy Programs	\$	524,867
18. Provision of Basic Family Needs (Food, Clothing, Housing)	\$	0
19. Targeted Intensive Parent Support Services	\$	1,410,657
20. General Parenting Education Programs	\$	169,436
21. Other Family Functioning Support Services (please describe below)	\$	0
22. Total	\$	3,485,022

Result 2: Improved Child Development (Child Development Services)

23. Preschool for 3 and 4 Year Olds	\$	1,444,889
24. State School Readiness Programs & Local Match	\$	5,043,007
25. Local School Readiness (Mirror Programs)	\$	0
26. Comprehensive Screening and Assessments	\$	1,466,263
27. Targeted Intensive Intervention for Children Identified with Special Needs	\$	257,010
28. Early Education Programs for Children (Other than SR and Preschool for 3 & 4 Year Olds)	\$	4,702,735
29. Early Education Provider Programs	\$	2,807,162
30. Kindergarten Transition Services	\$	0
31. Other Child Development Services (please describe below)	\$	0
32. Total	\$	15,721,066



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Result 3: Improved Health (Health Education and Services)

33. Breastfeeding Assistance	\$	1,314,688
34. Nutrition and Fitness	\$	37,987
35. Other Health Education	\$	872,643
36. Health Access	\$	1,906,674
37. Home Visitation for Newborns	\$	385,120
38. Oral Health	\$	1,055,074
39. Prenatal Care	\$	244,197
40. Primary Care Services (Immunizations, Well Child Checkups)	\$	146,209
41. Comprehensive Screening and Assessments	\$	493,771
42. Targeted Intensive Intervention for Children Identified with Special Needs	\$	0
43. Safety Education and Intentional and Unintentional Injury Prevention	\$	484,612
44. Specialty Medical Services	\$	0
45. Tobacco Cessation Education and Treatment	\$	0
46. Other Health Services (please describe below)	\$	141,908
provider trainings on immunizations		
47. Total	\$	7,082,883

Result 4: Improved Systems of Care

48. Service Outreach, Planning, Support and Management	\$	922,164
49. Provider Capacity Building, Training and Support	\$	104,636
50. Community Strengthening Efforts	\$	125,839
51. Total	\$	1,152,639



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Expenditure Detail

52. FY 2009-2010 Program Expenditures	\$	27,441,610
53. FY 2009-2010 Administrative Expenditures	\$	2,408,966
54. FY 2009-2010 Evaluation Expenditures	\$	413,530
55. Total Expenditures	\$	30,264,106
56. Excess (Deficiency) Of Revenues Over (Under) Expenses	\$	-3,394,923

Other Financing Sources

57. Sale(s) of Capital Assets	\$	0
58. Other: Specify Source Below	\$	0
<input type="text"/>		
59. Total Other Financing Sources	\$	0

Net Change in Fund Balance

60. Fund Balance - Beginning, July 1, 2009	\$	63,576,360
61. Fund Balance - Ending, June 30, -2010	\$	60,181,437
62. Net Change In Fund Balance	\$	-3,394,923

FY 2009-2010 Fund Balance

63. Reserved for Encumbrances	\$	0
64. Reserved for Obligations	\$	20,654,975
65. Reserved Funds Not Yet Obligated	\$	0
66. Funds Reserved for First 5 California Initiatives	\$	6,141,830
67. Total Reserved Fund Balance	\$	26,796,805
68. Unreserved - Designated Funds (Funds Designated For Local Initiatives & Program Sustainability.	\$	33,272,514
69. Unreserved - Undesignated Funds	\$	112,118
70. Total Unreserved - Fund Balance	\$	33,384,632



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Expenditure Notes: Please use this space to document any issues with the information provided on this spreadsheet and to explain any significant variances from prior year's expenses that is not related to revenue growth. Please identify if any line includes significant capital expenditures. If yes, identify the line and the capital amount included.

There was a prior year adjustment to Special Needs State Initiative revenue whereby in FY08/09 we overaccrued by \$43,330, therefore the beginning fund balance was adjusted by that amount. The unreserved, undesignated fund balance represents the GASB 31 Fair market value entry less \$10 which was included with the imprest cash on the audited financial statements. The actual GASB 31 entry was \$112,128. All other funds were designated by the Commission in FY09/10 to fully utilize our fund balance. On the audited financial statements, the reserve for encumbrance is included in the "Reserve Funds for obligations" line item in the amount of \$112,658. On the audited statements Prepaids and Imprest Cash are a separate line item and are also included in "Reserve Funds for Obligations" on the AR-1 line item.

I hereby certify the information submitted herein is accurate and complete to the best of my knowledge. I further certify that I have the authority to submit this information. I make these certifications via my electronic signature, which is affixed hereto.

Name Sandy Duncan
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Annual Report Form 2: AR-2 Targeted Intensive Parent Support Services

Most Compelling Service Outcome:

Agencies provided targeted intensive support services to 805 parents and 434 children 0-5 at risk with the goal of providing parents or expectant parents' opportunities to increase knowledge and skills related to parenting and improved family functioning.

There were 672 parents who participated in both pre and post tests. On questions regarding child development and parenting confidence, they rated themselves on a scale from 0=*low* to 5=*high* on 5 statements. There were significant positive improvements on all 5 questions, with an average improvement of 0.78, from 3.31 at pretest to 4.09 at follow-up. The percent of responses of the two highest choices (4 or 5) increased substantially – from 48.0% at pretest to 78.2% and the percent responses on the two lowest choices (0 or 1) decreased from 9.0% to 1.8%.

Parents rated how often they engaged in specific literacy activities with their child. The rates of engaging in these activities 3 or more times per week increased dramatically from pre to post test: singing (+19.4%, from 65.6% to 85.0%); reading (+23.5%, from 66.5% to 90.0%); and, telling stories (+25.0%, from 47.9% to 72.9%). There were similar increases for two items about providing opportunities to write and draw (+23.7%, from 62.9% to 86.6%) and reading for enjoyment (+22.6%, from 43.5% to 66.1%). During FY 2009/10, F5R participants undertook a wide variety of programs and services:

Benchmark/Baseline Data:

For FY 09-10, analysis of 672 matching pairs of pretests and follow-ups from parents receiving both targeted intensive parent support services and school readiness services indicated the following results:

- 672 respondents participated in the pre test and follow up responses. There was significant positive improvement on all 5 questions, with an average improvement of 0.78, from 3.31 at pretest to 4.09 at follow-up.
- Parents demonstrated an increase in the frequency with which they engaged in various literacy activities with their children. The rates of engaging in these activities 3 or more times per week increased dramatically from pretest to follow-up for 5 of the 6 items.
- The greatest increase in relation to parent-child interaction within the home environment was for “encourage my child to participate in creative art, music and play activities”, which improved from 60.0% at pretest (403 responses) to 84.8% at follow-up (619 responded), an improvement of 24.9%.

Outcomes Measurement Tool

Parents receiving targeted intensive parent support services completed a *Parent Education/Family Literacy* (PE/FL) survey at both the beginning of services (pretest) and completion of services (follow-up). On this survey, they were asked a series of questions about: (a) their knowledge of child development and parenting confidence, (b) how often they engage their child in various family activities, (c) how often they read

with, sing with, tell stories to, provide opportunities to write/draw, and read in front of their child, and (d) how often they access library services.

The PE/FL Survey was locally developed, with several items adopted from the formerly used *Core Client Surveys* used in First 5 CA evaluations in recent years. The psychometric properties of the survey have not been evaluated to date, and it has not been standardized.

Who was the primary audience for the services?

The primary audience for the services in this area was parents throughout Riverside County with children ages 0-5.

What were the types of services provided?

PAT programs were provided by the following contracts:

- Parent Education (VIP TOTS)
- Parent Education and Early Literacy (John F. Kennedy Memorial Foundation) where emphasis was placed on parents and the importance of exposing their children to the library at a very early age.
- Parents as Teachers Program (Nuview Union School District)
- PAT Program and Family Literacy (Temecula Valley Unified School District) where children receive services at home and at school.
- Systematic Training for Effective Parenting (STEP) (The Foundation for Community and Family Health) is a curriculum designed to assist parents improve relationships in their families and teach them the necessary skills for a healthy family. As a result of the program's success, parents requested a Moms Support Group be developed to manage the same issues on an ongoing basis.
- PAT Program was implemented with families of visually impaired children (Blindness Support Services, Inc.) where three visually impaired children (one is totally blind and 2 are legally blind) graduated to mainstream regular classrooms as a result of program involvement.

What was the intended result of the service? What was the community impact of the service?

- High risk parents with children 0-5 who participated in the program reported significant gains in knowledge of child development and parenting confidence in being their child's first teacher.
- Parents reported significant increases in the frequency with which they engaged in positive literacy activities with their child(ren).

Annual Report Form 2: AR-2 Breastfeeding Assistance

Most Compelling Service Outcome:

For FY 2009/2010, F5R programs increased the exclusively breastfeeding rate to at least 76% at birth and 32.4% at 6-week follow-up (based on the 18,490 mothers that were eligible to exclusively breastfeed) by providing comprehensive breastfeeding services:

- 14,600 (34.6% increase from previous fiscal year) mothers were exclusively breastfeeding at discharge from Riverside County hospitals.
- 6,227 (21.2% increase from previous fiscal year) mothers were exclusively breastfeeding at 6-week follow-up.
- 24 free-of-charge prenatal breastfeeding classes were held.
- 161 mothers met with a lactation consultant and had an education session with a lactation specialist before being discharged from the hospital that included the usage of the F5R developed Portable Medical Record to manage and organize their child's health care needs and document their medical history.
- 186 exclusively breastfeeding mothers received 3 home visits (at 1-week, 3-week and 6-week intervals).

Benchmark/Baseline Data:

- 3 hospitals in the county are being funded to achieve the evidence-based Baby Friendly Hospital Initiative (BFHI).
- 80.7% or 4,030 infants (out of total births in the 3 hospitals: 6,119) were placed in direct skin-to-skin contact with their mothers for at least 1 hour during the first 3 hours after birth.
- 75% or 4,592 healthy infants (out of total births in the 3 hospitals: 6,119) were allowed to stay together "rooming in" with their mothers during the hospital stay (with less than four hours of separation during the first 24 hour period).

Outcome Measurement Tool:

- Of the mothers who participated in prenatal breastfeeding/childbirth classes, 562 or 94.5% reported an increase in knowledge about breastfeeding as evidenced by a post test score at or above 90% (an average increase of 26% from pre to post).
- Each mother receives a Baby Friendly Hospital Experience Survey to complete prior to discharge regarding their breastfeeding experience via hospital policies, staff and procedures. 5,773 out of 6,730 or 86% mothers specified they knew why/how to breastfeed before their baby was born and were informed of successful breastfeeding techniques.
- To increase breastfeeding awareness countywide by increasing the number of hospitals in Riverside County that receives the evidenced-based BFHI designation.

Who was the primary audience for the services?

The primary target for service in this area was pregnant mothers during the last 2 trimesters of pregnancy who continued to exclusively breastfeed throughout their hospital stay. Upon discharge, if a mother decided to exclusively breastfeed, F5R funded services were extended through her infant's 6th week of life through 4 birthing hospitals and up through the first year of the child's life through the County Public Health program.

What were the types of services provided?

Services included free-of-charge breastfeeding classes that promoted the benefits of breastfeeding, individual support during the hospital stay, lactation consultation prior to discharge and 6-week follow-ups. The population served by one rural hospital consisted of high risk mothers because of poverty level incomes, low education levels, a high rate of teen pregnancy, high drug use, transportation barriers and unstable family structures. This hospital provided home visits at 1-week, 3-week and 6-week intervals to ensure proper lactation all breastfeeding concerns have been resolved. One week of discharge home visits included head-to-toe assessments of the mother and her newborn (including a jaundice check); proper nutrition for the mother and infant were discussed.

The 24-hour/7-day per-week "Loving Support Breastfeeding Helpline" Lactation Counselors were funded to provide mothers the assistance and referrals they need. Community-based "Loving Support Lactation Help Clinics" and community-based "Loving Support Breastfeeding Cafes" provided the more in-depth help and support required by many new mothers.

What was the intended result of the service? What was the community impact of the service?

- To ensure mothers have the necessary resources to successfully breastfeed from birth through their babies first year of life.
- To coordinate referrals and services to promote breastfeeding, early bonding, childhood nutrition, developmental stages and health practices that prevent childhood obesity.

AR-2 Systems of Care: Community Strengthening Efforts

Who was the primary audience for the services?

The primary target for services under this area was children 3-5 and their parents.

What were the types of services provided?

For FY 2009/10, F5R used 4 AmeriCorps members to implement the Building Healthy Smiles curriculum (a series of 6 oral healthy education classes) provided to 872 children enrolled in Head Start and State Preschools throughout Riverside County. Children are taught the fundamentals of oral health and administered an oral assessment to determine their increased knowledge. AmeriCorps members encourage parent participation in their presentations so parents can model the instructions provided through the oral health classes. AmeriCorps members also participated in a number of community awareness events e.g., the dissemination of literacy material at Barnes and Noble to young children and their parents, a Health Fair at Soboba Preschool - a safety and oral health information session to children 0-5 and their parents and a Flying Doctors event in which AmeriCorps members read to young children and engaged them in arts and craft activities.

AmeriCorps members provided prevention education and community strengthening activities, addressing critical health needs in communities throughout Riverside County. AmeriCorps members provided skill building activities for children and participated in community service events.

Health Assessment Resource Center (HARC) built upon the results of the first comprehensive health assessment of the eastern portion of Riverside County report in 2007, illustrating health trends, needs and coverage gaps for the 0-5 population of Eastern Riverside County. This update to this initial assessment is still underway and will not be completed until 2011. To date, 2,541 adults have been surveyed; 692 children and of those, 206 children (0-5). The updating of the comprehensive health needs assessment survey will help F5R in future planning and allocation efforts for the 0-5 population.

F5R funded the Riverside County Department of Mental Health and Family Service Association effective 3/1/10 to provide a comprehensive continuum of early identification (screening), early intervention and treatment services designed to promote social competence and decrease the development of disruptive behavior disorders among children 0-5. Funding is now being sought for qualified full-service communications, marketing and public relations firms to coordinate and manage a comprehensive primary prevention campaign. It is anticipated that this community strengthening effort will begin 1/1/11.

What was the intended result of the service?/ What was the community impact of the service?

To reach as many 3-5 year olds as possible and provide enhanced community strengthening efforts.

610 preschoolers demonstrated an increased knowledge of at least two oral health concepts as measured by a pre and post survey.

The Community Strengthening component provides an opportunity to creatively use the talents of community members as they offer specific services while meeting the needs of their local communities. The community impact of the service included:

- AmeriCorps members participated in a number of community strengthening activities including Martin Luther King Jr. Day, Cesar Chavez Day, International Children's Book Day, National Day of Service and National Summer Learning Day.
- Utilization of AmeriCorps members enabled expansion of a variety of skill-building activities and oral health education sessions for children at Head Start and State Preschools contributing to healthy communities.
- Adults had the opportunity to participate in the AmeriCorps program and complete educational and community service obligations. AmeriCorps members participated in required training: Active Citizens, Child Development & Parent Interaction, Conflict Resolution, Cultural Awareness, and Professional Boundaries and Confidentiality. They also participated in AmeriCorps ceremonies.

AR-2 Improved Systems of Care – Provider Capacity Building, Training & Support.

Primary Audience:

The primary audiences for this area were non profit providers of services for children 0-5, with primary, though not exclusive emphasis on F5R funded agencies.

Types of Services:

The Volunteer Center of Riverside County provided assessment, consulting and technical assistance services for nonprofit organizations in four developmental categories: leadership, organizational, program and revenue, and community engagement. Agencies completed needs assessments, individualized capacity development plans and sustainability service plans. Agency growth was measured through pre- and post-tests. La Sierra University's Center for Philanthropy was created within its School of Business in the spring of 2009. F5R subsidized participation in a 6-week Professional Advancement Certificate Program to increase the capacity building efforts for non-profit organizations' staff serving the needs of children 0-5 in Riverside County.

Intended Results:

10 agencies received an organizational needs assessment, a training needs assessment and grant research assistance to provide a list of potential funders and grant criteria to increase sustainability.

10 agencies signed commitment agreements to demonstrate their willingness to actively participate and complete project activities.

8 workshops were held to address the agencies' identified needs.

Services strengthened the organization's infrastructure, increased fund development planning and strategies, and improved leadership capacity.

The Center linked agencies to specialized consultants providing 162 hours of technical expertise toward the development of an advisory board, an integrated marketing/public relations plan, board member recruitment and bylaw revisions.

47 student professionals successfully completed the 6-week Advancement Certificate Program. Each non-profit professional received capacity building efforts including: fund raising, board development/expansion and donor sensitivity.

AR-2: Service Outreach, Planning, Support and Management

Who was the primary audience for this service?

The primary audience was comprised of F5R staff and Commission run programs that contracted for services including technical assistance, program support and oversight activities.

What were the types of services provided?

F5R embarked on a countywide Mental Health Initiative and contracted with a recognized mental health expert to provide technical assistance and services planning and coordination for the recipients that were awarded funding in March of 2010. F5R hired professional readers to score funding applications for the 39 Facility Assistance Funds (FAF) to improve the quality of care and the facilities. F5R also convened a group of stakeholders to create the criteria for a new capital grant and completed the RFP process to be awarded in FY 10-11. Other consultants provided licensing technical assistance for child care providers, assist with the maintenance and tracking of child care providers and ancillary services to support F5R's Capacity Building Initiative (CBI) program.

What was the intended result of the service? What was the community impact of the service?

- The CBI hired a consultant, Child Care Planning Associates to work collaboratively with the Riverside County Planning Department to write the Child Care Design and Siting Guidelines to support the process of facilities development; 193 were distributed.
- The CBI assisted 12 sites to become operational and expanded/created 1,088 child care spaces (297 infant/toddler and 791 preschool) as a result of funding.

Result Area: Improved Family Functioning

Population Served	Behavioral Sub. Abuse & Mental Health Svcs.		Population Served	Community Resource & Referral		Population Served	Distribution Kit for New Parents		Population Served	Family Literacy Programs	
	Child 0-5	Parents		Child 0-5	Parents		Child 0-5	Parents		Child 0-5	Parents
Child under 3 yrs.	181		Child under 3 yrs.	0		Child under 3 yrs.	0		Child under 3 yrs.		206
Child 3-5 yrs.	253		Child 3-5 yrs.	0		Child 3-5 yrs.	0		Child 3-5 yrs.		1,716
Children ages unknown	476		Children ages unknown	0		Children ages unknown	0		Children ages unknown		77
Total Children 0-5	910		Total Children 0-5	0		Total Children 0-5	0		Total Children 0-5		1,999
Parents/Guardians	746		Parents/Guardians	1,068		Parents/Guardians	6,010		Parents/Guardians		3,535
Providers	0		Providers	0		Providers	0		Providers		0
Total Pop. Served	1,656		Total Pop. Served	1,068		Total Pop. Served	6,010		Total Pop. Served		5,534
Ethnic Breakdown	Child 0-5	Parents	Ethnic Breakdown	Child 0-5	Parents	Ethnic Breakdown	Child 0-5	Parents	Ethnic Breakdown	Child 0-5	Parents
Alaska Native/American Indian	0	1	Alaska Native/American Indian	0	0	Alaska Native/American Indian	0	0	Alaska Native/American Indian	0	2
Asian	3	0	Asian	0	0	Asian	0	7	Asian	9	7
Black/African American	38	19	Black/African-American	0	0	Black/African-American	0	0	Black/African-American	71	11
Hispanic/Latino	241	130	Hispanic/Latino	0	0	Hispanic/Latino	0	2,574	Hispanic/Latino	1,294	160
Pacific Islander	1	0	Pacific Islander	0	0	Pacific Islander	0	0	Pacific Islander	2	5
White	77	26	White	0	0	White	0	0	White	127	46
Multiracial	40	14	Multiracial	0	0	Multiracial	0	0	Multiracial	84	10
Other	39	2	Other	0	0	Other	0	0	Other	14	7
Unknown	471	554	Unknown	0	1,068	Unknown	0	3,429	Unknown	398	3,287
Total	910	746	Total	0	1,068	Total	0	6,010	Total	1,999	3,535
Total Ethnicity	1,656		Total Ethnicity	1,068		Total Ethnicity	6,010		Total Ethnicity	5,534	
Language	Child 0-5	Parents	Language	Child 0-5	Parents	Language	Child 0-5	Parents	Language	Child 0-5	Parents
English	284	144	English	0	0	English	0	3,429	English	1,016	166
Spanish	128	74	Spanish	0	0	Spanish	0	2,574	Spanish	919	74
Cantonese	0	0	Cantonese	0	0	Cantonese	0	1	Cantonese	0	0
Mandarin	0	0	Mandarin	0	0	Mandarin	0	4	Mandarin	0	0
Vietnamese	0	0	Vietnamese	0	0	Vietnamese	0	1	Vietnamese	3	0
Korean	0	0	Korean	0	0	Korean	0	1	Korean	3	0
Other	0	3	Other	0	0	Other	0	0	Other	3	0
Unknown	498	525	Unknown	0	1,068	Unknown	0	0	Unknown	55	3,295
Total	910	746	Total	0	1,068	Total	0	6,010	Total	1,999	3,535
Total Language	1,656		Total Language	1,068		Total Language	6,010		Total Language	5,534	

Result Area: Improved Family Functioning

Population Served		General Parenting Education Programs		Population Served		Targeted Intensive Parent Support Svcs.		Population Served		Totals	
Child under 3 yrs.	0	Child under 3 yrs.	249	Child under 3 yrs.	636						
Child 3-5 yrs.	0	Child 3-5 yrs.	175	Child 3-5 yrs.	2,144						
Children ages unknown	0	Children ages unknown	10	Children ages unknown	563						
Total Children 0-5	0	Total Children 0-5	434	Total Children 0-5	3,343						
Parents/Guardians	1,582	Parents/Guardians	805	Parents/Guardians	13,746						
Providers	0	Providers	0	Providers	0						
Total Pop. Served	1,582	Total Pop. Served	1,239	Total Pop. Served	17,089						
Ethnic Breakdown	Child 0-5	Parents	Ethnic Breakdown	Child 0-5	Parents	Ethnic Breakdown	Child 0-5	Parents	%		
Alaska Native/American Indian	0	9	Alaska Native/American Indian	1	1	Alaska Native/American Indian	1	13	0.08		
Asian	0	37	Asian	8	7	Asian	20	58	0.46		
Black/African-American	0	84	Black/African-American	16	57	Black/African-American	125	171	1.73		
Hispanic/Latino	0	427	Hispanic/Latino	340	579	Hispanic/Latino	1,875	3,870	33.6		
Pacific Islander	0	6	Pacific Islander	4	4	Pacific Islander	7	15	0.13		
White	0	504	White	38	114	White	242	690	5.5		
Multiracial	0	26	Multiracial	22	32	Multiracial	146	82	1.33		
Other	0	21	Other	5	10	Other	58	40	0.57		
Unknown	0	468	Unknown	0	1	Unknown	869	8,807	56.6		
Total	0	1,582	Total	434	805	Total	3,343	13,746	N/A		
Total Ethnicity	1,582		Total Ethnicity	1,239		Total Ethnicity	17,089				
Language	Child 0-5	Parents	Language	Child 0-5	Parents	Language	Child 0-5	Parents	%		
English	0	1,019	English	216	576	English	1,516	5,334	40.08		
Spanish	0	98	Spanish	199	210	Spanish	1,246	3,030	25.02		
Cantonese	0	0	Cantonese	1	0	Cantonese	1	1	0.01		
Mandarin	0	0	Mandarin	0	0	Mandarin	0	4	0.02		
Vietnamese	0	0	Vietnamese	0	0	Vietnamese	3	1	0.02		
Korean	0	0	Korean	1	0	Korean	4	1	0.03		
Other	0	5	Other	6	4	Other	9	12	0.12		
Unknown	0	460	Unknown	11	15	Unknown	564	5,363	34.7		
Total	0	1,582	Total	434	805	Total	3,343	13,746	N/A		
Total Language	1,582		Total Language	1,239		Total Language	17,089				

Result Area: Improved Child Development

Population Served		Comp. Screening & Assessments		Population Served		EEP for Child 0-5 (other than SR)		Population Served		Early Education Provider Program		Population Served		Preschool for 3 and 4			
Child under 3 yrs.	822	Child under 3 yrs.	843	Child under 3 yrs.	0	Child under 3 yrs.	66	Child 3-5 yrs.	1,020	Child 3-5 yrs.	460	Child 3-5 yrs.	722	Children ages unknown	36		
Children ages unknown	69	Children ages unknown	14	Children ages unknown	2	Children ages unknown	0	Total Children 0-5	1,911	Total Children 0-5	1,317	Total Children 0-5	0	Total Children 0-5	824		
Total Children 0-5	1,911	Total Children 0-5	1,317	Total Children 0-5	0	Total Children 0-5	0	Parents/Guardians	0	Parents/Guardians	0	Parents/Guardians	412	Providers	0		
Parents/Guardians	0	Parents/Guardians	0	Parents/Guardians	0	Parents/Guardians	0	Providers	0	Providers	1,701	Providers	0	Total Pop. Served	1,236		
Providers	0	Providers	0	Providers	1,701	Providers	0	Total Pop. Served	1,911	Total Pop. Served	1,701	Total Pop. Served	1,236	Total Pop. Served	1,236		
Total Pop. Served	1,911	Total Pop. Served	1,317	Total Pop. Served	1,701	Total Pop. Served	1,236	Ethnic Breakdown	Child 0-5	Parents	Ethnic Breakdown	Child 0-5	Parents	Ethnic Breakdown	Child 0-5	Parents	
Alaska Native/American Indian	9	0	Alaska Native/American Indian	8	0	Alaska Native/American Indian	6	3	Asian	32	0	Asian	13	0	Asian	10	7
Asian	32	0	Asian	13	0	Asian	0	0	Black/African-American	80	0	Black/African-American	173	0	Black/African-American	26	13
Black/African-American	80	0	Black/African-American	173	0	Black/African-American	0	0	Hispanic/Latino	1,003	0	Hispanic/Latino	666	0	Hispanic/Latino	365	199
Hispanic/Latino	1,003	0	Hispanic/Latino	666	0	Hispanic/Latino	0	0	Pacific Islander	10	0	Pacific Islander	9	0	Pacific Islander	3	3
Pacific Islander	10	0	Pacific Islander	9	0	Pacific Islander	0	0	White	496	0	White	330	0	White	222	153
White	496	0	White	330	0	White	0	0	Multiracial	217	0	Multiracial	109	0	Multiracial	80	27
Multiracial	217	0	Multiracial	109	0	Multiracial	0	0	Other	27	0	Other	8	0	Other	10	7
Other	27	0	Other	8	0	Other	0	0	Unknown	37	0	Unknown	1	0	Unknown	102	0
Unknown	37	0	Unknown	1	0	Unknown	0	0	Total	1,911	0	Total	1,317	0	Total	824	412
Total	1,911	0	Total	1,317	0	Total	0	0	Total Ethnicity	1,911	0	Total Ethnicity	1,317	0	Total Ethnicity	1,236	0
Total Ethnicity	1,911	0	Total Ethnicity	1,317	0	Total Ethnicity	0	0	Language	Child 0-5	Parents	Language	Child 0-5	Parents	Language	Child 0-5	Parents
Language	Child 0-5	Parents	Language	Child 0-5	Parents	Language	Child 0-5	Parents	English	1,356	0	English	1,099	0	English	572	319
English	1,356	0	English	1,099	0	English	0	0	Spanish	463	0	Spanish	198	0	Spanish	124	83
Spanish	463	0	Spanish	198	0	Spanish	0	0	Cantonese	0	0	Cantonese	0	0	Cantonese	0	0
Cantonese	0	0	Cantonese	0	0	Cantonese	0	0	Mandarin	0	0	Mandarin	0	0	Mandarin	0	0
Mandarin	0	0	Mandarin	0	0	Mandarin	0	0	Vietnamese	1	0	Vietnamese	0	0	Vietnamese	0	0
Vietnamese	1	0	Vietnamese	0	0	Vietnamese	0	0	Korean	3	0	Korean	0	0	Korean	0	0
Korean	3	0	Korean	0	0	Korean	0	0	Other	20	0	Other	4	0	Other	11	3
Other	20	0	Other	4	0	Other	0	0	Unknown	68	0	Unknown	16	0	Unknown	117	7
Unknown	68	0	Unknown	16	0	Unknown	0	0	Total	1,911	0	Total	1,317	0	Total	824	412
Total	1,911	0	Total	1,317	0	Total	0	0	Total Language	1,911	0	Total Language	1,317	0	Total Language	1,236	0
Total Language	1,911	0	Total Language	1,317	0	Total Language	0	0	Total Language	1,911	0	Total Language	1,317	0	Total Language	1,236	0

Result Area: Improved Child Development

Population Served		State SR Program & Local match		Population Served		Targeted Intensive Intervention for ISN		Population Served		Totals	
Child under 3 yrs.		501		Child under 3 yrs.		0		Child under 3 yrs.		2,232	
Child 3-5 yrs.		4,089		Child 3-5 yrs.		58		Child 3-5 yrs.		6,349	
Children ages unknown		5,770		Children ages unknown		0		Children ages unknown		5,889	
Total Children 0-5		10,360		Total Children 0-5		58		Total Children 0-5		14,470	
Parents/Guardians		4,474		Parents/Guardians		337		Parents/Guardians		5,223	
Providers		56		Providers		0		Providers		1,757	
Total Pop. Served		14,890		Total Pop. Served		395		Total Pop. Served		21,450	
Ethnic Breakdown	Child 0-5	Parents		Ethnic Breakdown	Child 0-5	Parents		Ethnic Breakdown	Child 0-5	Parents	%
Alaska Native/American Indian	25	16		Alaska Native/American Indian	0	0		Alaska Native/American Indian	48	19	0.37
Asian	25	11		Asian	2	7		Asian	82	25	0.55
Black/African-American	172	107		Black/African-American	7	8		Black/African-American	458	128	4
Hispanic/Latino	5,561	3,114		Hispanic/Latino	37	208		Hispanic/Latino	7,632	3,521	55.7
Pacific Islander	10	32		Pacific Islander	0	1		Pacific Islander	32	36	0.78
White	1,077	437		White	1	88		White	2,126	678	13.8
Multiracial	350	86		Multiracial	8	8		Multiracial	764	121	4.5
Other	54	52		Other	3	17		Other	102	76	0.8
Unknown	3,086	619		Unknown	0	0		Unknown	3,226	619	19.5
Total	10,360	4,474		Total	58	337		Total	14,470	5,223	N/A
Total Ethnicity	14,834			Total Ethnicity	395			Total Ethnicity	19,693		
Language	Child 0-5	Parents		Language	Child 0-5	Parents		Language	Child 0-5	Parents	%
English	3,230	1,758		English	30	211		English	6,287	2,288	43.53
Spanish	3,967	2,037		Spanish	22	121		Spanish	4,774	2,241	35.62
Cantonese	2	4		Cantonese	0	0		Cantonese	2	4	0.03
Mandarin	0	0		Mandarin	0	0		Mandarin	0	0	0
Vietnamese	1	1		Vietnamese	0	1		Vietnamese	2	2	0.02
Korean	3	4		Korean	0	1		Korean	6	5	0.06
Other	46	20		Other	1	1		Other	82	24	0.54
Unknown	3,111	650		Unknown	5	2		Unknown	3,317	659	20.2
Total	10,360	4,474		Total	58	337		Total	14,470	5,223	N/A
Total Language	14,834			Total Language	395			Total Language	19,693		

Result Area: Improved Child Health

Population Served	Breastfeeding Assistance		Population Served	Comp. Screening and Assesments (H)		Population Served	Health Access		Population Served	Nutrition and Fitness	
Child under 3 yrs.	0		Child under 3 yrs.	294		Child under 3 yrs.	503		Child under 3 yrs.	0	
Child 3-5 yrs.	0		Child 3-5 yrs.	667		Child 3-5 yrs.	1,144		Child 3-5 yrs.	0	
Children ages unknown	0		Children ages unknown	1,225		Children ages unknown	2,083		Children ages unknown	1,020	
Total Children 0-5	0		Total Children 0-5	2,186		Total Children 0-5	3,730		Total Children 0-5	1,020	
Parents/Guardians	18,490		Parents/Guardians	1,440		Parents/Guardians	35		Parents/Guardians	0	
Providers	0		Providers	0		Providers	0		Providers	0	
Total Pop. Served	18,490		Total Pop. Served	3,626		Total Pop. Served	3,765		Total Pop. Served	1,020	
Ethnic Breakdown	Child 0-5	Parents	Ethnic Breakdown	Child 0-5	Parents	Ethnic Breakdown	Child 0-5	Parents	Ethnic Breakdown	Child 0-5	Parents
Alaska Native/American Indian	0	20	Alaska Native/American Indian	3	0	Alaska Native/American Indian	11	0	Alaska Native/American Indian	0	0
Asian	0	162	Asian	18	1	Asian	0	0	Asian	1	0
Black/African-American	0	448	Black/African-American	33	13	Black/African-American	12	0	Black/African-American	7	0
Hispanic/Latino	0	6,908	Hispanic/Latino	537	55	Hispanic/Latino	1,130	23	Hispanic/Latino	59	0
Pacific Islander	0	60	Pacific Islander	5	0	Pacific Islander	0	3	Pacific Islander	0	0
White	0	1,578	White	277	13	White	81	2	White	19	0
Multiracial	0	88	Multiracial	119	5	Multiracial	4	2	Multiracial	19	0
Other	0	99	Other	18	2	Other	60	0	Other	0	0
Unknown	0	9,127	Unknown	1,176	1,351	Unknown	2,432	5	Unknown	915	0
Total	0	18,490	Total	2,186	1,440	Total	3,730	35	Total	1,020	0
Total Ethnicity	18,490		Total Ethnicity	3,626		Total Ethnicity	3,765		Total Ethnicity	1,020	
Language	Child 0-5	Parents	Language	Child 0-5	Parents	Language	Child 0-5	Parents	Language	Child 0-5	Parents
English	0	13,438	English	686	62	English	393	13	English	445	0
Spanish	0	4,551	Spanish	302	22	Spanish	1,237	15	Spanish	6	0
Cantonese	0	0	Cantonese	0	0	Cantonese	0	0	Cantonese	0	0
Mandarin	0	0	Mandarin	0	0	Mandarin	0	0	Mandarin	0	0
Vietnamese	0	3	Vietnamese	1	0	Vietnamese	0	0	Vietnamese	0	0
Korean	0	2	Korean	3	0	Korean	0	0	Korean	0	0
Other	0	59	Other	11	1	Other	0	2	Other	0	0
Unknown	0	437	Unknown	1,183	1,355	Unknown	2,100	5	Unknown	569	0
Total	0	18,490	Total	2,186	1,440	Total	3,730	35	Total	1,020	0
Total Language	18,490		Total Language	3,626		Total Language	3,765		Total Language	1,020	

Result Area: Improved Child Health

Population Served	Home Visitation for Newborns		Population Served	Oral Health		Population Served	Other Health Svcs.		Population Served	Prenatal Care	
Child under 3 yrs.	329		Child under 3 yrs.	738		Child under 3 yrs.	3,965		Child under 3 yrs.	0	
Child 3-5 yrs.	0		Child 3-5 yrs.	12,187		Child 3-5 yrs.	2,072		Child 3-5 yrs.	0	
Children ages unknown	5		Children ages unknown	1,825		Children ages unknown	1		Children ages unknown	0	
Total Children 0-5	334		Total Children 0-5	14,750		Total Children 0-5	6,038		Total Children 0-5	0	
Parents/Guardians	338		Parents/Guardians	8,723		Parents/Guardians	1,303		Parents/Guardians	132	
Providers	0		Providers	0		Providers	0		Providers	0	
Total Pop. Served	672		Total Pop. Served	23,473		Total Pop. Served	7,341		Total Pop. Served	132	
Ethnic Breakdown	Child 0-5	Parents	Ethnic Breakdown	Child 0-5	Parents	Ethnic Breakdown	Child 0-5	Parents	Ethnic Breakdown	Child 0-5	Parents
Alaska Native/American Indian	2	2	Alaska Native/American Indian	41	35	Alaska Native/American Indian	3	1	Alaska Native/American Indian	0	0
Asian	9	8	Asian	152	120	Asian	123	11	Asian	0	0
Black/African-American	26	32	Black/African-American	641	400	Black/African-American	354	50	Black/African-American	0	23
Hispanic/Latino	205	206	Hispanic/Latino	10,454	6,537	Hispanic/Latino	3,243	516	Hispanic/Latino	0	76
Pacific Islander	5	4	Pacific Islander	130	82	Pacific Islander	34	5	Pacific Islander	0	0
White	53	58	White	1,645	1,201	White	865	90	White	0	19
Multiracial	29	25	Multiracial	525	88	Multiracial	231	29	Multiracial	0	13
Other	4	3	Other	107	52	Other	76	3	Other	0	1
Unknown	1	0	Unknown	1,055	208	Unknown	1,109	598	Unknown	0	0
Total	334	338	Total	14,750	8,723	Total	6,038	1,303	Total	0	132
Total Ethnicity	672		Total Ethnicity	23,473		Total Ethnicity	7,341		Total Ethnicity	132	
Language	Child 0-5	Parents	Language	Child 0-5	Parents	Language	Child 0-5	Parents	Language	Child 0-5	Parents
English	242	265	English	7,698	4,398	English	2,717	885	English	0	129
Spanish	76	67	Spanish	6,352	4,186	Spanish	1,938	406	Spanish	0	3
Cantonese	0	0	Cantonese	3	0	Cantonese	0	0	Cantonese	0	0
Mandarin	0	0	Mandarin	0	0	Mandarin	0	0	Mandarin	0	0
Vietnamese	0	0	Vietnamese	1	0	Vietnamese	3	0	Vietnamese	0	0
Korean	0	0	Korean	5	5	Korean	16	0	Korean	0	0
Other	7	6	Other	70	29	Other	398	7	Other	0	0
Unknown	9	0	Unknown	621	105	Unknown	966	5	Unknown	0	0
Total	334	338	Total	14,750	8,723	Total	6,038	1,303	Total	0	132
Total Language	672		Total Language	23,473		Total Language	7,341		Total Language	132	

Result Area: Improved Child Health

Population Served	Primary Care Svcs.		Population Served	Safety Education and Intentional and Unintentional Injury Prevention		Population Served	Other Health Education		Population Served	Totals		
Child under 3 yrs.	1,954		Child under 3 yrs.	171		Child under 3 yrs.	0		Child under 3 yrs.	7,954		
Child 3-5 yrs.	1,385		Child 3-5 yrs.	88		Child 3-5 yrs.	0		Child 3-5 yrs.	17,543		
Children ages unknown	0		Children ages unknown	0		Children ages unknown	0		Children ages unknown	6,159		
Total Children 0-5	3,339		Total Children 0-5	259		Total Children 0-5	0		Total Children 0-5	31,656		
Parents/Guardians	0		Parents/Guardians	2,064		Parents/Guardians	0		Parents/Guardians	32,525		
Providers	0		Providers	0		Providers	961		Providers	961		
Total Pop. Served	3,339		Total Pop. Served	2,323		Total Pop. Served	961		Total Pop. Served	65,142		
Ethnic Breakdown	Child 0-5	Parents	Ethnic Breakdown	Child 0-5	Parents	Ethnic Breakdown	Child 0-5	Parents	Ethnic Breakdown	Child 0-5	Parents	%
Alaska Native/American Indian	0	0	Alaska Native/American Indian	0	12	Alaska Native/American Indian	0	0	Alaska Native/American Indian	60	70	0.2
Asian	110	0	Asian	19	59	Asian	0	0	Asian	432	361	1.24
Black/African-American	218	0	Black/African-American	21	119	Black/African-American	0	0	Black/African-American	1,312	1,085	3.7
Hispanic/Latino	2,129	0	Hispanic/Latino	112	1,400	Hispanic/Latino	0	0	Hispanic/Latino	17,869	15,721	52.33
Pacific Islander	2	0	Pacific Islander	7	17	Pacific Islander	0	0	Pacific Islander	183	171	0.55
White	576	0	White	55	291	White	0	0	White	3,571	3,252	10.63
Multiracial	222	0	Multiracial	43	76	Multiracial	0	0	Multiracial	1,192	326	2.34
Other	82	0	Other	2	12	Other	0	0	Other	349	172	0.81
Unknown	0	0	Unknown	0	78	Unknown	0	0	Unknown	6,688	11,367	28.2
Total	3,339	0	Total	259	2,064	Total	0	0	Total	31,656	32,525	N/A
Total Ethnicity	3,339		Total Ethnicity	2,323		Total Ethnicity	0		Total Ethnicity	64,181		
Language	Child 0-5	Parents	Language	Child 0-5	Parents	Language	Child 0-5	Parents	Language	Child 0-5	Parents	%
English	1,915	0	English	212	1,135	English	0	0	English	14,308	20,325	53.9
Spanish	1,353	0	Spanish	37	915	Spanish	0	0	Spanish	11,301	10,165	33.5
Cantonese	3	0	Cantonese	0	0	Cantonese	0	0	Cantonese	6	0	0.01
Mandarin	0	0	Mandarin	0	0	Mandarin	0	0	Mandarin	0	0	0
Vietnamese	19	0	Vietnamese	0	0	Vietnamese	0	0	Vietnamese	24	3	0.04
Korean	3	0	Korean	0	0	Korean	0	0	Korean	27	7	0.05
Other	36	0	Other	10	14	Other	0	0	Other	532	118	1.0
Unknown	10	0	Unknown	0	0	Unknown	0	0	Unknown	5,458	1,907	11.5
Total	3,339	0	Total	259	2,064	Total	0	0	Total	31,656	32,525	N/A
Total Language	3,339		Total Language	2,323		Total Language	0		Total Language	64,181		

Result Area: Improved Systems of Care

Community Strengthening Efforts		Provider Capacity Building, Training, and Support			Totals				
Population Served	Community Strengthening Efforts		Population Served	Provider Capacity Building, Training, and Support		Population Served	Totals		
Child under 3 yrs.	0		Child under 3 yrs.	0		Child under 3 yrs.	0		
Child 3-5 yrs.	20		Child 3-5 yrs.	0		Child 3-5 yrs.	20		
Children ages unknown	0		Children ages unknown	0		Children ages unknown	0		
Total Children 0-5	20		Total Children 0-5	0		Total Children 0-5	20		
Parents/Guardians	90		Parents/Guardians	0		Parents/Guardians	90		
Providers	66		Providers	62		Providers	128		
Total Pop. Served	176		Total Pop. Served	62		Total Pop. Served	238		
Ethnic Breakdown	Child 0-5	Parents	Ethnic Breakdown	Child 0-5	Parents	Ethnic Breakdown	Child 0-5	Parents	%
Alaska Native/American Indian	0	0	Alaska Native/American Indian	0	0	Alaska Native/American Indian	0	0	0
Asian	0	0	Asian	0	0	Asian	0	0	0
Black/African-American	0	0	Black/African-American	0	0	Black/African-American	0	0	0
Hispanic/Latino	0	0	Hispanic/Latino	0	0	Hispanic/Latino	0	0	0
Pacific Islander	0	0	Pacific Islander	0	0	Pacific Islander	0	0	0
White	0	0	White	0	0	White	0	0	0
Multiracial	0	0	Multiracial	0	0	Multiracial	0	0	0
Other	0	0	Other	0	0	Other	0	0	0
Unknown	20	90	Unknown	0	0	Unknown	20	90	100
Total	20	90	Total	0	0	Total	20	90	N/A
Total Ethnicity	110		Total Ethnicity	0		Total Ethnicity	110		
Language	Child 0-5	Parents	Language	Child 0-5	Parents	Language	Child 0-5	Parents	%
English	0	0	English	0	0	English	0	0	0
Spanish	0	0	Spanish	0	0	Spanish	0	0	0
Cantonese	0	0	Cantonese	0	0	Cantonese	0	0	0
Mandarin	0	0	Mandarin	0	0	Mandarin	0	0	0
Vietnamese	0	0	Vietnamese	0	0	Vietnamese	0	0	0
Korean	0	0	Korean	0	0	Korean	0	0	0
Other	0	0	Other	0	0	Other	0	0	0
Unknown	20	90	Unknown	0	0	Unknown	20	90	100
Total	20	90	Total	0	0	Total	20	90	N/A
Total Language	110		Total Language	0		Total Language	110		

AR-3 Evaluation Narrative

Description of Evaluation Activities

The F5R Commission supports a results-based evaluation framework that focuses on results for children and families from diverse backgrounds with diverse abilities; provides information about recipients of services, the services they receive, and the outcomes they achieve; and, provides information to guide the Commission's funding decisions to allocate funds most effectively. Through this process, the Commission is committed to ensuring positive outcomes for children and their families by evaluating program impacts.

F5R's evaluation framework consists of the following components: agency level (accomplishments of individual programs); goal area level (achievements of similar programs aggregated across all funded agencies); and, participant level (indicators tracked over time at multiple time periods to denote client's progress over time).

All funded programs providing direct services are required to collect administrative and demographic data for directly served clients, including client background information, services provided, targets achieved, core client surveys, and outcome surveys. Individual client demographic data includes, among other variables: zip code of residence, ethnicity, home language and health insurance status. Service data includes date, type and amount of the activity provided. In addition, programs are required to submit quarterly progress reports.

All funded programs providing direct services are required to use Mosaic Network's *Grant Evaluation and Management Solution (GEMS)*. GEMS is a multi-agency, web-based information management system that allows funded programs to track information about families, individual family members (parents/caregivers and children 0-5), and individual service providers; track individually customized services, targets and outcome measures; associate these services and outcomes with any type of client; and, automatically generate periodic progress and target reports based on the information that they have entered into the system.

Information about clients served, services provided, and targets achieved, as well as survey responses, were collected through GEMS and aggregated for analysis. Service data were tracked individually or in group aggregate. For group aggregate services, users indicated how many total and new clients were served by each service and provided breakdowns by ethnicity, language, as well as age and special needs (for children 0-5). Counts of clients receiving group aggregate services included only the number of new clients to avoid duplication.

Each program was assigned a number of targets according to their scope of work; data for these was provided in a number of ways: directly for individual or core clients (e.g., did this client achieve the target?); aggregately for group clients (e.g., how many clients achieved the target?); aggregately for the program as a whole (e.g., did the program

achieve the target?); and, automatically calculated by system from services, core client surveys, or custom-defined outcome surveys. Whenever possible, responses to common targets were aggregated across programs and are presented in the corresponding indicator results.

Intensively served individual participants or core clients, were assessed at intake into programs and at 6-month follow-up intervals with a survey containing a number of indicators about families' health, development and learning. These core client surveys were originally developed for the First 5 California statewide evaluation, then tailored to meet the specific needs of F5R. Different versions of the survey were used for children under age 3 and ages 3-5, intake and follow-up, and for health, early care and education (ECE) and special needs programs. Thus, 12 different versions of the survey were possible—2 (age) x 2 (time) x 3 (program)—though many of the questions were common to all versions. Surveys are overwhelmingly from ECE programs since most health services are captured as aggregate data and intakes are not completed.

Evaluation Findings:

For the Parent Education/Family Literacy (PE/FL) Survey analysis, matching pre- and post-test parent scores were compared in School Readiness (SR) non-SR programs. Parents rated themselves on a scale from 0=low to 5=high on their knowledge of child development and parenting and the number of times they engaged in various literacy activities. Parents rated themselves as to how often they engaged in positive activities (Not at all, 1-2 times weekly, 3-6 times a week or every day). The PE/FL Survey was locally developed with items used in recent F5CA evaluations.

Programs providing early child care and preschool completed the Desired Results Developmental Profile-Revised (DRDP-R) within 60 calendar days of enrollment and at intervals thereafter. In the past, F5R has used individual child progression as a measurement of funded agency outcomes. The DRDP-R, used by programs throughout the US and considered an evidence-based tool, remains an excellent tool for individual assessment of child's development; aggregated data for children is useful for evaluation purposes.

As a result, F5R will continue to require use of the DRDP-R/DRDP access by organizations receiving funding for child care/preschool services, and will look at the aggregated annual results. F5R reviewed children's assessments as indicated by scores at or above "building" on 85% of DRDP-R measures. On items that children do not score at or above "building", progression is measured by the increase of one or more levels in each item.

The classroom environments for all SR and non-SR programs are assessed twice per year with either the Infant Toddler Environmental Rating Scale (ITERS-R) or the Early Childhood Environmental Rating Scale-Revised (ECERS-R).

The parent sample included 672 parents with matching pre and post surveys on the PE/FL Survey. Respondents were predominantly female (640; 95.2%); Hispanic (508; 75.6%), followed by White (95; 14.1%); and, spoke mostly or all English (258; 38.4%), or English and another language equally (98;14.6%). Follow-ups were completed an average of 150 days after pretests.

For the sample of 672 parents with matched surveys, on questions regarding child development and parenting confidence, there were significant improvements on all 5 questions, with an average improvement of 0.78, from 3.31 to 4.09. The percent of responses of the two highest choices (4 or 5) increased substantially from 48.0% (1,598 of 3,332) at pretest to 78.2% (2,596 out of 3,319) at follow-up, and the percent of responses on the two lowest choices (0 or 1) decreased from 9.0% (300 of 3,332) to 1.8% (59 of 3,319).

Parents' rates of engaging in positive activities 3 or more times per week with their children increased dramatically from pretest to follow-up for 5 of the 6 items: singing songs (+19.4%, from 65.6% to 85.0%), reading or showing picture books (+23.5%, from 66.5% to 90.0%), telling stories (+25.0%, from 47.9% to 72.9%). There were similar improvements for two items about providing child opportunities to write/draw (+22.6%, from 43.5% to 66.1%), and reading for enjoyment in front of their child (+20.8%, from 50.2% to 71%).

Across all programs for the DRDP-R, 628 of 1,097 responses (57.2%) met the 85% criterion. Only the most recent DRDP-R was analyzed for each child. Scores were analyzed to determine how well children were prepared for kindergarten, with a criterion of scoring at the 3-building or 4-integrating level (the 2 highest levels) on 33 or more of 39 items (85% of items). 76.0% of children across all programs met the 85% criterion.

All classrooms demonstrated a high quality programs by maintaining an average score of 5 as measured by ITERS-R or ECERS-R; two ratings are conducted for each classroom during the fiscal year.

For FY 2009/2010, 62 (80.5%) agencies fulfilled their contract requirements (overall target accomplishment at or above 90% or 3.6 - 4/4 point scale), 8 (10.4%) agencies partially fulfilled their contract requirements (target accomplishment between 70% and 89% or ranked between 2.8 – 3.59/4 point scale), and 7 (9.1%) agencies did not fulfill their contract requirements (target accomplishment below 70% or ranked below 2.79/4 point scale).

Policy Impact of the Evaluation Results

F5R contracted with Mosaic to provide data analysis and an annual evaluation report. The goal is to develop a report that illustrates the progress of F5R funded projects, highlights ongoing needs and suggests practical approaches toward reaching enhanced

outcomes in coming years. The report synthesizes the nature and scope of services provided and links the results to F5R's strategic plan.

Data analysis covers multiple levels and includes: richer descriptions of process indicators, use of results from FY 2006/2007, 2007/2008 and 2008/2009 to establish a baseline and to measure longitudinal progression for evaluation of agencies funded by F5R. Comparison of year-to-year data provides opportunities to analyze qualitative data collected more reliably and efficiently through online data collection. Consistency of data collection has allowed for analysis of the impact of services, allowing client-level outcomes to be reviewed in multiple ways to perform definitive analyses and reach valid conclusions.

Mosaic presents the evaluation findings via an annual evaluation report to the F5R Commission through a written document and an oral presentation at a Commission meeting. Once approved, the report is forwarded to F5CA and posted on the F5R website for general public access purposes.

F5R uses these results and findings to strengthen the Commission's evaluation logic models and clarify evaluation tools. This methodology was the impetus that strengthened the targets and data sources affiliated with these targets in the current Early Care and Education (ECE) and health logic models. Reported results and feedback from funded agencies caused F5R staff to refine its assessment tools. One example is the use of a parent education and family literacy survey to measure parenting progress. Through analysis of results and findings, the survey was revised to more accurately reflect the objectives of the logic model allowing for consistency of data collection from funded agencies. Agency level and goal level data are used by the Commission to help guide allocation decisions. F5R does not anticipate changing its current funding strategies for the remaining years of the strategic plan (2011).

Lessons learned through the Commission's evaluation plan are that the Commission, its funded agencies and staff must work as a true partnership in striving for greater effectiveness and efficiency. This association allows for program improvement through targeted plans and commitment to results. It motivates the funded partner to initiate corrective action and communicate openly with F5R for problem resolution regarding data collection, reporting and program improvement efforts.

F5R findings will identify areas of need and gaps within the service system; to potentially restructure programs in a different manner to address the changing needs of children and their families in Riverside County and to implement programs that will facilitate development of children 0-5 into healthy functioning adults.

SR-1: Improved Systems of Care: Service Outreach, Planning, Support and Management

Primary Audience:

The primary audience for SR services in this area was children 3-5 throughout the county to ensure continuity between early care education programs and elementary schools. SR programs facilitated continuity between preschool and kindergarten curricula, development activities that enhanced teaching techniques as well as encouraged parents to actively participate in their child's education and school.

Types of Services:

Services included: school-linked transitional activities, kindergarten camps, children's attendance at early care and education programs by kindergarten entry and preschool and kindergarten teachers receiving professional training hours in child development, health related topics and kindergarten transition activities.

Intended Results:

School staff were provided support for SR through preschool-kindergarten teacher transition meetings and trainings. SR educators received training on evidence-based programs to enable them to implement developmentally appropriate practices e.g., ECERS-R, Parent as Teachers and Relationship-based Care. SR providers also received trainings on the enhanced and updated assessments, the ASQ-3 and DRDP PS (2010) for implementation in FY 2010-2011.

Parent transitional meetings were held to encourage the continuance of activities in the home that would enhance their child's school success. Parent education classes were held using evidence-based principles such as "You Make the Difference", "It Takes Two to Talk" and "Incredible Years" to improve parents' problem solving skills and anger management.

The school districts had developed a strong collaborative partnership between the preschool and kindergarten programs involving roundtable kindergarten transitional meetings, allowance of 1,645 children to move into their respective classrooms for summer school intervention and participation in a preschool consortium that brought districts together (26 agencies) to coordinate early intervention services for children.

Improved Family Functioning

Population Served	Behavioral, Substance abuse & Other Mental Health Srvs.	Population Served	Targeted Intensive Parent Support Services	Population Served	Totals
Child under 3 yrs.	0	Child under 3 yrs.	346	Child under 3 yrs.	346
Child 3-5 yrs.	32	Child 3-5 yrs.	332	Child 3-5 yrs.	364
Children ages unknown	349	Children ages unknown	302	Children ages unknown	651
Total Pop. Served	381	Total Pop. Served	980	Total Pop. Served	1,361
Children with Special Needs Served		Children with Special Needs Served		Children with Special Needs Served	
Child under 3 yrs.	0	Child under 3 yrs.	3	Child under 3 yrs.	3
Child 3-5 yrs.	0	Child 3-5 yrs.	11	Child 3-5 yrs.	11
Children ages unknown	0	Children ages unknown	0	Children ages unknown	0
Total Pop. Served	0	Total Pop. Served	14	Total Pop. Served	14

Improved Child Development

Population Served	Comprehensive Screening and Assessments	Population Served	EEP for Children 0-5	Population Served	Preschool for 3 and 4 year olds	Population Served	Kindergarten Transitional Services	Population Served	Totals
Child under 3 yrs.	377	Child under 3 yrs.	2	Child under 3 yrs.	37	Child under 3 yrs.	0	Child under 3 yrs.	416
Child 3-5 yrs.	924	Child 3-5 yrs.	119	Child 3-5 yrs.	623	Child 3-5 yrs.	1,645	Child 3-5 yrs.	3,311
Children ages unknown	11	Children ages unknown	0	Children ages unknown	3	Children ages unknown	0	Children ages unknown	14
Total Pop. Served	1,312	Total Pop. Served	121	Total Pop. Served	663	Total Pop. Served	1,645	Total Pop. Served	3,741
Children with Special Needs Served		Children with Special Needs Served		Children with Special Needs Served		Children with Special Needs Served		Children with Special Needs Served	
Child under 3 yrs.	5	Child under 3 yrs.	0	Child under 3 yrs.	2	Child under 3 yrs.	0	Child under 3 yrs.	7
Child 3-5 yrs.	44	Child 3-5 yrs.	12	Child 3-5 yrs.	40	Child 3-5 yrs.	0	Child 3-5 yrs.	96
Children ages unknown	0	Children ages unknown	0	Children ages unknown	0	Children ages unknown	0	Children ages unknown	0
Total Pop. Served	49	Total Pop. Served	12	Total Pop. Served	42	Total Pop. Served	0	Total Pop. Served	103

Improved Health

Population Served	Comprehensive Screening & Assessments	Population Served	Health Access	Population Served	Oral Health	Population Served	Other Health Services	Population Served	Totals
Child under 3 yrs.	50	Child under 3 yrs.	0	Child under 3 yrs.	80	Child under 3 yrs.	0	Child under 3 yrs.	130
Child 3-5 yrs.	1,926	Child 3-5 yrs.	0	Child 3-5 yrs.	1,179	Child 3-5 yrs.	0	Child 3-5 yrs.	3,105
Children ages unknown	2,103	Children ages unknown	95	Children ages unknown	1,239	Children ages unknown	286	Children ages unknown	3,723
Total Pop. Served	4,079	Total Pop. Served	95	Total Pop. Served	2,498	Total Pop. Served	286	Total Pop. Served	6,958
Children with Special Needs Served		Children with Special Needs Served		Children with Special Needs Served		Children with Special Needs Served		Children with Special Needs Served	
Child under 3 yrs.	0	Child under 3 yrs.	0	Child under 3 yrs.	0	Child under 3 yrs.	0	Child under 3 yrs.	0
Child 3-5 yrs.	29	Child 3-5 yrs.	0	Child 3-5 yrs.	0	Child 3-5 yrs.	0	Child 3-5 yrs.	29
Children ages unknown	6	Children ages unknown	0	Children ages unknown	2	Children ages unknown	0	Children ages unknown	8
Total Pop. Served	35	Total Pop. Served	0	Total Pop. Served	2	Total Pop. Served	0	Total Pop. Served	37

SR-2 Evaluation Narrative

Evaluation Purpose:

For FY 2009/2010, F5R funded 7 School Readiness (SR) programs. Programs emphasized the requirement that SR programs provide direct services. F5R maintained a standard logic model for Cycle 2 and SR programs used evidence-based practices.

Outcomes focused on four result areas:

- Improved Family Functioning: School districts provided the Parents as Teachers (PAT) program. The Ages and Stages Questionnaire (ASQ) was used to assess the child's progress and the Parent Education and Family Literacy (PE/FL) survey was completed to rate program's effectiveness.
- Improved Child Development: Programs used the Desired Results Developmental Profile-Revised (DRDP-R); the classroom was assessed with the Early Childhood Environmental Rating Scale-Revised (ECERS-R).
- Improved Health: Programs provided health access activities to ensure continuity of care through health insurance and a regular medical/dental home; dental screenings and treatment; primary care services including referrals for immunizations; and, comprehensive health screenings.
- Improved Systems of Care: SR programs report on schools that are ready for children and systems that are ready for children and families.

Evaluation Method:

F5R supports a results-based evaluation framework encompassing four components: agency level, goal area level, community level and systems change surveys. Local outcomes and evaluation updates are reported through an evaluation compiled by Mosaic Network, F5R's evaluation and research contractor.

Parents completed a pre and post Parent Education/Family Literacy survey; only respondents with matching pretests and follow-ups are included in the analyses. Preschool children were assessed with the Desired Results Developmental Profile-Revised (DRDP-R) that contains 39 measures organized into 10 indicators comprising four desired results.

SR programs used Mosaic Network's Grant Evaluation and Management Solution (GEMS), a web-based information management system. All SR programs collect monthly data including: client information, services, targets achieved, client surveys and outcome surveys. Programs submitted quarterly program progress reports.

All practices incorporated into the F5R SR programs are both evidence-based and promising practices. Consistent implementation of these practices remains a major focus for F5R.

Measurement Technique:

For the PE/FL Survey analysis, matching pretest and posttest parent response scores were compared. Parents rated themselves on a scale from 0=low to 5=high on their knowledge of child development and parenting confidence and the number of times they engage their child in various literacy activities. Parents rated themselves as to how often they engaged in positive interactive activities: Not at all, 1-2 times weekly, 3-6 times a week, or every day. The PE/FL Survey was locally developed with items used in recent F5CA evaluations; the psychometric properties of the survey had not been evaluated and it has not been standardized.

For DRDP-R Preschool data, only children with matching baseline and follow-up assessments were included in the analysis. Analyses were conducted, including comparing the percentage of children rated in the two highest levels (3-Building or 4-Integrating) at baseline versus follow-up, by individual measure, by indicator and across all measures.

Sample Selection:

Participants of the evaluation include children ages 0-5 and their parents. Intake information is obtained regarding the child(ren) and parent/caregiver, and consent is documented for use of data. All confidential and identifying information was removed; clients were assigned unique identifiers for future analyses.

The parent sample included 458 parents with matching pre and post surveys on the Parents as Teachers survey. Respondents were predominantly female (449; 98.9%); Hispanic (338; 73.8%), followed by White (63; 13.8%) and Multiracial (20; 4.4%); and, spoke mostly another language (211; 26.2%, mostly or all English (195; 42.6%, or English and another language equally (48; 10.5%). Follow-ups were completed an average of 130 days after pretests.

For School Readiness (SR) programs only, 430 of 660 responses (65.2%) met the 85% criterion. The rates varied across programs, from a low of 31.9% to a high of 100%. The average percent of items in the mastery range was 82.3% for SR programs. Comparing by program types, SR programs as a whole had higher rates of meeting the 85% criterion (65.2%) than did non-SR programs (45.3%). In addition, the average percent of items in the mastery range was higher for SR programs (82.3%) than for non-SR programs (66.6%).

Data Processing:

For the sample of 280 parents with matched surveys, on questions regarding child development and parenting confidence, there were significant improvements on all 5 questions, with an average improvement of 0.51, from 3.50 at pretest to 4.01 at follow-up. The percent of responses of the two highest choices (4 or 5) increased substantially from 55.1% at pretest to 75.0% at follow-up, and the percent of responses on the two lowest choices (0 or 1) decreased from 6.4% to 3.6%.

Parents' rates of engaging in positive activities with their child(ren) 3 or more times per week increased dramatically: singing songs (+17.9% to 87.5%), reading (+17.5% to 87.9%) , telling stories (+19.6% to 74.3%), providing opportunities to write/draw (+18.9% to 85.0%), and reading in front of their child (+24.3% to 66.4%).

Of the 718 children with matched DRDP-Rs, 463 or 64.5% met the 85% criterion in comparison to non-SR programs (43.5%). This type of improvement was consistent across each of the items, with a minimum improvement of 40.7% and a maximum of 100% with an average mastery range percentage of 81.9% for SR programs in comparison to non-SR programs (64.9%).

All SR Preschool classrooms demonstrated a high level quality program by maintaining an average score of 5 as measured by ECERS-R; two ECERS-R ratings are conducted for all SR classes during the school year.

Conclusions:

The evaluation of the SR programs will ascertain whether key areas of intervention identified by Proposition 10 funding are successful. The SR program intends to prepare preschool children for transition to kindergarten by increasing the skill level and competence of children and their parents (their first teacher).

Research findings are intended to be analyzed to ascertain whether F5R funding has successfully implemented the overall strategies of the Proposition Initiative which includes improving children's' and families' lives to enable them to better manage as a family unit and with the community. Outcomes demonstrate progress for children and their families. The impetus is to minimize problems for children early in their school life. The culminating impact of F5R occurs during the transition to kindergarten and early elementary school. F5R findings will assist to identify areas of need and gaps within the service system, allowing partner agencies to restructure programs in a different manner.