Mid Year Report
Program Progress
(Report on Service Delivery Period
July 1 – December 31)
Report due January 29, 2010

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Year End Report: Part I
Program Progress
(Report on Service Delivery Period
January 1 – June 30)
Report due August 31, 2010

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Year End Report: Part II
Evaluation
(Report on Service Delivery Period
July 1 – June 30)
Report due August 31, 2010
TABLE OF CONTENTS

GENERAL INSTRUCTIONS .......................................................................................... 3

MID YEAR REPORT & YEAR END REPORT: PART I

PROGRAM PROGRESS .......................................................................................... 5
Section I. Program Implementation ........................................................................... 5
   A. Services Summary .................................................................................... 5
   B. New Program Service ......................................................................... 6
   C. Challenges/Lessons & Promising Practices ........................................ 6
   D. Success Story ....................................................................................... 7
   E. Organizational Capacity ....................................................................... 7
   F. Fiscal Update ........................................................................................ 8
   G. Collaborative Partners ......................................................................... 8
Section II. Evaluation Activities & Data Findings .................................................... 10
Section III. Program Support ................................................................................ 12
Section IV. Additional Comments (Optional) ...................................................... 12
ATTACHMENTS ..................................................................................................... 12
   Table A. Client Count ................................................................................ 13
   Table B. Children Served Younger than Age 3 & Ages 3 – 5 ............... 15
   Table C. Demographics (Ethnicity) .......................................................... 15
   Table D. Demographics (Primary Language) .......................................... 16
   Table E. Outreach ..................................................................................... 16

YEAR END REPORT: PART II

EVALUATION ........................................................................................................ 17
Section I. Overview of School Readiness Evaluation ........................................ 17
Section II. Methodology of Project Evaluation .................................................. 17
Section III. Findings and Discussion/Linkages .................................................... 18
Section IV. Implications / Recommendations / Dissemination .......................... 19
Section V. Technical Assistance / Learning Opportunities ............................... 20
Section VI. Indicators ......................................................................................... 20
GENERAL INSTRUCTIONS

IMPORTANT

Mid Year Report. This report consists of grantee program progress for the first half of the grant year (July 1 – December 31). The evaluation section of this report is optional since completion of the Year End Report: Part II Evaluation addresses evaluation progress for the entire year. The Mid Year report is typically due at the end of January unless otherwise notified by First 5 LA staff.

Year End Report: Part I Program Progress. This section consists of grantee program progress for the second half of the grant year (January 1 – June 30). The evaluation section of this report is optional since completion of the Year End Report: Part II Evaluation addresses evaluation progress for the entire year. The Year End report is typically due at the end of July unless otherwise notified by First 5 LA staff.

Year End Report: Part II Evaluation. This section entails an annual report on evaluation data and findings from the beginning of the grant year to the end of the grant year (July 1 – June 30). Please note the section of this report (Section VI) which requires reporting on indicators.

These reports provide a complete picture of your School Readiness program and evaluation progress throughout the grant year. Note the reporting schedule below:

<table>
<thead>
<tr>
<th>SCHOOL READINESS INITIATIVE</th>
<th>Report Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRANT YEAR</td>
<td>July 1 – June 30</td>
</tr>
<tr>
<td>Grantee program progress reporting on the first half of the grant year</td>
<td>Grantee program progress reporting on the second half of the grant year</td>
</tr>
<tr>
<td>July 1 – December 31</td>
<td>January 1 – June 30</td>
</tr>
<tr>
<td>REPORT DUE: Typically end of January</td>
<td>REPORT DUE: End of August</td>
</tr>
<tr>
<td>THIS YEAR DUE JANUARY 29, 2010</td>
<td>THIS YEAR DUE AUGUST 31, 2010</td>
</tr>
</tbody>
</table>

Report Submission:

- Once data and/or text have been entered into the First 5 LA online reporting system, you will be able to: 1) submit an electronic copy of the report to First 5 LA staff and 2) print a hard copy of your completed report.
- Please print the report via the First 5 LA online system.
- Submit **one (1) original** paper report with signed cover pages and **one (1) hard copy** to:

  Attention: Karin Wakefield  
  First 5 LA  
  Grants Management Legal Compliance  
  School Readiness Initiative  
  750 North Alameda Street, Suite 300  
  Los Angeles, CA 90012

(See instructions below regarding report cover pages.)

Report Cover Page:

Print out your report from our online system DCAR and have an authorized signatory sign the first page of each report.

Before you submit your report to First 5 LA, ensure the following:

Ensure that the Agency Name and Grant Number are indicated at the top of each page of your agency’s report including the Cover Page, Narrative, and Attachments.

Ensure that the cover page specifies the correct title of the report (i.e., Mid Year, Year End Report: Part I Program Progress or Year End Report: Part II Evaluation). Note that the cover page for the Year End Report: Part II Evaluation should include the name of the program evaluator and the program staff contact person with corresponding contact information.

An authorized agency representative must sign the cover page of the hard copy report that is submitted to First 5 LA. This person is anyone with authorization to sign reports as listed on the Signature Authorization Form submitted to First 5 LA as part of the Grant Agreement (Exhibit D). If you are unsure who is authorized to sign your First 5 LA reports, please refer to your agency’s Grant Agreement or contact your First 5 LA Program Officer.
MID YEAR REPORT &
YEAR END REPORT: PART I
PROGRAM PROGRESS

Section I. Program Implementation

Purpose:

- Obtain a better understanding of your agency’s program and its progress.
- Identify common challenges of First 5 LA grantees that may be addressed collectively.
- Identify staff changes affecting the implementation of your agency's program.
- Identify successes, lessons learned, and innovations that may be shared with the First 5 LA Commission and other grantees.

This section will provide First 5 LA staff with an update on ALL of your program services as outlined in your approved Logic Model. Updates on program services can be brief. Please describe the number of participants served, what worked well, challenges and changes associated with each activity. It is encouraged that grantees are concise with programmatic updates. Agencies should provide an accurate description of program progress in the report narrative. Describe information that is relevant to EACH service that is listed in the agency’s approved Logic Model. Contact your Program Officer if you have any questions about reporting on this section.

A. SERVICES SUMMARY
Provide a summary of your agency’s program services for this reporting period. Specifically, provide a bulleted update on all services in your Logic Model. For each activity, include the following information in bullet points:

- Numbers Served:
  - Proposed number of participants for this service (should match the Quantity of Service column in your Logic Model)
  - Number of unduplicated participants served Mid Year
  - Number of unduplicated participants served Year End
  - Number of duplicated participants

- Update on the program activity
- Update on any challenges
- Any changes associated with the activity

Example:
Numbers served should provide a quick snapshot of the number of participants for each activity versus the number estimated in your Logic Model

Mommy & Me Classes:

- Proposed: 30 unduplicated parents 20 and unduplicated children
- Mid Year: served 20 unduplicated parents and 10 unduplicated children
- Year End: served 10 unduplicated parents and 10 unduplicated children

  - Very popular and well-received class by parents and children. Offered weekly at all schools however added a second group each week at ABC School due to overwhelming demand from parents. Also, the curriculum for the class has been updated and revamped to include more early literacy activities.
Some of the parents had transportation problems getting to the site.
Staff provided bus tokens for the participants.

B. NEW PROGRAM SERVICE

Describe any new or updated program services implemented during the reporting period to achieve your program outcomes (if applicable). (This only includes services that are not listed in your approved Logic Model.)

In this section, describe any NEW or UPDATED program services provided by the lead agency and/or collaborative partners associated with the School Readiness grant during the reporting period. This section should only include services that are not listed in the Logic Model for the reporting period, if applicable. Include quantity and duration of services provided.

EXAMPLE: A program outcome for the agency is to increase parent knowledge of optimal prenatal health. The program originally provided prenatal nutrition education for pregnant mothers at the agency site. Staff noticed low attendance rates of participants and decided that this component of the program would be more effective through home visits. During this reporting period, staff has visited 18 homes at which expecting mothers and their families were provided nutrition information about healthy eating habits. As part of the curriculum, the program introduced simple recipes and demonstrated cooking in the homes of program participants. To measure knowledge, parents were given a pre-test before the lesson and a post-test following the home visit.

C. CHALLENGES/LESSONS & PROMISING PRACTICES

Provide an update regarding challenges and lessons learned for this reporting period. Include any details regarding your program, collaborative partners, fiscal issues and/or your program evaluation in this section, if applicable.

1. Explain any program changes made through an approved program modification during FY 2009-2010. (Mid Year Report – Not Required)

Indicate all changes made through an approved Logic Model Modification. Note: These answers will be linked to Form N and P of the First 5 CA Annual Report.

2. Describe any challenges/barriers in implementing program activities during this reporting period. How have you or will you address(ed) these challenges?

Indicate any challenges and/or barriers that you have encountered in developing and/or implementing your School Readiness program during this reporting period. Explain how you have addressed (or will address) the challenges encountered. Your agency’s experience will contribute to a body of knowledge from which other grantees or communities in Los Angeles County can learn. In addition, the challenges and/or barriers you identify may help First 5 LA staff support your program through technical assistance.

EXAMPLE: An agency determined that many of their clients lacked adequate transportation to participate in the program. In response to this challenge, the agency purchased bus tokens to address the mobility issues of program participants.
3. How has your program implementation changed as a result of lessons learned this reporting period? (Mid Year Report – Optional)

Describe how lessons learned have helped change and/or improve program implementation during the reporting period.

Expounding on the example above, staff developed a resource guide highlighting free community transportation systems in the community and also raised funds for a van to pick up families. In the next reporting period, the agency will assess whether there is an increase in participation because of the expansion on the transportation component.

4. Describe any “Promising Practices” that your program has developed and/or implemented this reporting period. (Mid Year Report – Optional)

Describe any Promising Practices that have contributed to the efficiency and/or efficacy of program delivery. These practices provide insight to First 5 LA staff about innovative approaches to service delivery and operation within agencies. It also provides potential opportunities to exchange ideas with other agencies that may benefit from such innovations.

EXAMPLE: An agency provides incentives for staff to collect appropriate forms from program participants. This ensures that paperwork and evaluation forms are more complete at the end of each month.

D. SUCCESS STORY (Mid Year Report - Optional)

Describe how children/families/providers have benefited from your program. Also highlight at least one success story.

The purpose of this section is to describe the benefit of your agency’s program on children/families/providers served. A success story is an illustration of how a particular client and/or family benefited from your School Readiness program. While this section is optional, it is encouraged that grantees provide a success story if available. This is an opportunity to communicate participants’ stories and/or program milestones to First 5 LA.

E. ORGANIZATIONAL CAPACITY

1. Describe any changes in staffing during this reporting period (e.g., recruitment, turnover, allocation of staff time, etc.). Include name(s) of new staff and position(s), if applicable. Discuss how staff changes have affected program and/or evaluation implementation. (Mid Year Report – Optional)

Staffing is an important component of providing excellent service to children and families. The purpose of this section is to identify your agency’s progress in developing human resources. Remember to report the names and titles of staff hired and terminated during this reporting period as well as the number and titles of positions that still need to be filled. Describe how staff changes have affected program development and implementation.

2. Indicate the number and types of staff development activities provided during this reporting period (e.g., trainings, conferences, in-services, classes, etc.). How have these activities benefited the staff and overall program? (Mid Year Report - Optional)
First 5 LA values staff development opportunity as it is a way to ensure quality services and also increase growth of your School Readiness program. Professional development opportunities that you find to be useful may also be a resource for other agencies. In this section, indicate the number and types of staff development activities conducted during this reporting period. Also indicate how these activities have benefited the staff and the overall program.

F. FISCAL UPDATE
Provide a fiscal update for this reporting period. Note: These answers will be linked to Form N and P of the First 5 CA Annual Report.

1. Address any of the following on the four Budget Categories (i.e., Personnel, Indirect Costs, Contracted Services and Materials and Supplies):
   a. Over-expensed line item (e.g., unanticipated expenditures)
   b. Unmet cash match
   c. Anticipated changes during the next reporting period that would require a formal or informal budget modification

2. Describe budget revisions made through either an informal or formal budget modification during FY 2009-2010. (Mid Year Report – Not Required)

3. Explain why the FY 2009-2010 budget was not fully expended and the effect this had on the program, including program modifications, level of service, number of children and families served, etc. (Mid Year Report – Not Required)

4. Explain major contract changes that have occurred in FY 2009-2010. (Mid Year Report – Not Required)

G. COLLABORATIVE PARTNERS

Address the following items in this section:

1. Indicate all collaborative partners that you have worked with this reporting period and describe the role and/or relationship

Coordination and relationship strengthening with agency collaborative partners are important for the success of School Readiness programs. Utilize this opportunity to list all of the collaborative partners that your School Readiness program has worked with this reporting period and provide updates on services. Describe the role of the collaborative partner and how this role has contributed to your School Readiness program i.e., services to children and/or their families. Also indicate any changes and/or updates regarding your program’s relationship with the partner.

2. Describe any challenges/barriers to working with your collaborative partner(s). How have you or will you address these challenges?

Identify any challenges and/or barriers you encountered in working with your collaborative partners during this reporting period. Indicate how you have addressed (or will address) the challenges encountered. Your agency’s experience will contribute to a body of knowledge from which other grantees or communities in Los Angeles County can learn about service coordination.
with collaborative partners. The challenges you identify may also assist First 5 LA staff with support to your agency through technical assistance.

3. **If any financial relationship exists between your agency and your collaborative partner(s), please briefly describe below.**

Utilize this section to indicate any financial relationships between your agency and your collaborative partners as related to your School Readiness program. You may specify whether collaborative relationships include the following: shared equipment, shared office space, shared program space, applied together for additional program funding, other resources shared, etc. This information provides insight on the nature of collaborations between lead agencies and their partners.

4. **Indicate any deletions of school or collaborative partner (including fiscal and non-fiscal) made through an approved program modification during FY 2009-2010. (Mid Year Report – Not Required)**

Indicate all changes made to your fiscal year 2009-2010 Statement of Work and note that this answer will be linked to your program’s Form N and Form P.
Section II. Evaluation Activities & Data Findings
(Mid Year Report - Optional; Year End Report Part I - Optional)
Please note that reporting on this section in Year End Report: Part II Evaluation is sufficient.

Purpose:

- Inform First 5 LA about your agency's evaluation experience and how it has enhanced the implementation of your agency’s School Readiness program.
- Identify evaluation approaches and activities that you are using to demonstrate your agency’s progress in achieving your program’s outcomes.
- Understand how you are developing your agency’s capacity to reflect on and evaluate your programs.
- Provide First 5 LA with your agency’s most recent evaluation data and findings.
- Inform First 5 LA on how to assist you in conducting your agency’s program evaluation, if necessary.
- Understand how you are using knowledge gained by agency staff, program participants, and/or project evaluators to improve program implementation.

1. Describe all evaluation activities relevant to assessing the extent of progress you have made toward achieving your program outcomes.

In this section, list your agency’s evaluation activities during this reporting period to demonstrate your agency's success in achieving your program outcomes. Evaluation activities are those actions that allow a grantee to capture programmatic outcomes/results and identify factors that may possibly contribute to these outcomes.

**EXAMPLE:** An agency reported that their evaluation activities included the following this reporting period:
1. Implementation of appropriate and relevant evaluation, assessment and measurement activities.
2. Administration of new evaluation tools to better track child and family outcomes.
3. Communication of evaluation data findings to staff for the purpose of program improvement.

2. Describe any challenges/barriers in implementing evaluation activities. How have you or will you address these challenges?

Identify any challenges and/or barriers you encountered with implementing your agency’s evaluation plan this reporting period. Indicate how you have addressed (or will address) the challenges encountered. Your agency’s experience will contribute to a body of knowledge from which other grantees or communities in Los Angeles County may learn. In addition, the challenges and/or barriers you identify can help us support your program.
EXAMPLE: An agency experienced difficulty in getting the program’s Case Managers to complete the program’s intake and follow-up forms. This resulted in missing data from the program participants. The agency’s Evaluator along with the Project Coordinator conducted a series of trainings with the Case Managers to emphasize the importance of collecting the data as well as how that data will inform the Case Managers’ case load and progress with the families served.

3. Report your evaluation data, findings and recommendations, if applicable. If none, please explain.

In this section, report on evaluation data that you have collected this reporting period and any data findings if available. Also provide an explanation if no evaluation data has been collected and/or if data findings are not yet available this reporting period. Include any recommendations to program staff based on evaluation findings.

4. Have you used your evaluation data, findings and recommendations to improve aspects of your First 5 LA funded program? If so, describe how.

First 5 LA would like to know how you have used your agency’s evaluation data, findings, and recommendations reported by project evaluators and appropriate staff. Describe what particular data, findings, and recommendations have been used to improve aspects of the program.

EXAMPLE: The program coordinator analyzed post-test scores by comparing results of the pre-test analysis (baseline) and identified areas where clients (i.e., children 0-5 and their parents) have not shown substantial improvement. The program coordinator and trainers have met to discuss how to address identified areas in need of improvement and will integrate new techniques in the next series of interactions with the children and parents participating in the program.

5. Have your evaluation activities changed as a result of lessons learned this reporting period? If so, please describe how?

Please indicate how your agency’s evaluation activities have changed and/or adjusted based upon lessons learned this reporting period.

EXAMPLE: It was increasingly difficult to collect the ten-page health survey from parents in the waiting room of the health center. Few of the parents were able to complete the survey due to the length of the instrument. The team revised the tool and was able to shorten the survey to five pages while maintaining reliable and valid measures.
First 5 LA

Section III. Program Support

Purpose:

- Provide grantees with an opportunity to identify needs that may be addressed by First 5 LA staff or consultants.
- Identify areas of support that may be provided through Learning Communities.

1. Did you receive any assistance from First 5 LA staff during this reporting period? If yes, please describe the type(s) of assistance received. How have you incorporated the assistance in the implementation and/or evaluation of your program (if applicable)?

2. Indicate any suggestions regarding how First 5 LA may continue to support your agency during the next reporting period.

3. Database (DCAR)
   a. Do you have any specific needs for technical assistance with entering or retrieving your Parent Survey Data? Include any challenges that your program experienced relative to data entry.
   b. How satisfied are you with the online School Readiness database?
   c. Do you have any suggestions for improvement?

4. Technical Assistance and Support
   a. What types of support did you receive from Families In Schools during the grant period (e.g., technical assistance, training, etc.)?
   b. What did you find most helpful from the technical assistance provided by Families In Schools?
   c. Do you have any suggestions for improvement?
   d. Indicate any questions and/or suggested discussion topics that may be addressed during a School Readiness Initiative Learning Community Meeting.

Section IV. Additional Comments

Indicate any additional information you wish to share with First 5 LA.
Utilize this section to provide any additional information not otherwise addressed in this report. First 5 LA is committed to the success of your programs and welcomes your input, suggestions and feedback.

ATTACHMENTS

Data Tables
The data tables represent the quantitative aspect of your agency’s program progress. Indicate written remarks in the Additional Comments section beneath each table if you desire to provide notes and/or comments about the numbers you are reporting. Clearly describe how your comments relate to specific numbers or sections in the data tables.
First 5 LA

Note that First 5 LA requires grantees to report unduplicated counts of clients served (see the glossary of terms for details). Below are important updates to the Data Tables and key definitions. Contact your Program Officer if you have any questions.

**IMPORTANT UPDATE**

Changes have been made to the Data Tables to help First 5 LA obtain more accurate unduplicated counts of clients served in the reporting period and for the entire year. Note the instructions and snapshot of changes below:

**Table A: Client Count**

The Client Count provides a quick glimpse of your agency’s service statistics for the reporting period (See Table A). This information provides First 5 LA staff with an overview of who your program served in the reporting period (i.e., children ages 0-5, parents/families with children ages 0-5, providers serving children ages 0-5 and their families). It also assists First 5 LA with summarizing descriptive data across all School Readiness programs.

<table>
<thead>
<tr>
<th>TABLE A</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLIENT COUNT OVERVIEW OF ENTIRE YEAR</td>
</tr>
<tr>
<td><strong>ESTIMATED Number to be Served for the YEAR</strong>¹</td>
</tr>
<tr>
<td>(July 1 – Dec. 31)</td>
</tr>
<tr>
<td>TOTAL SERVED</td>
</tr>
<tr>
<td>TOTAL SERVED</td>
</tr>
</tbody>
</table>

**EXAMPLE #1** (Children 0-5)

| 100 | 75 | 8 | 25 | 2 | 100 | 10 |

**EXAMPLE #2** (Parents)

| 50 | 25 | 25 | 50 |

**EXAMPLE #3** (Providers)

| 30 | 20 | 10 | 30 |

**EXAMPLE #4** (Other Family Members of Children Ages 0-5)

| 20 | 15 | 5 | 20 |

¹ The Estimated Number to be Served for the Year should be obtained from the FY 08-09 Statement of Work. In this table, provide disaggregated parent and provider numbers.

² Definition of Unduplicated client is one (1) person/client that is counted only once, no matter how many different services the client is receiving during the funding year. A client that is counted in Mid-Year SHOULD NOT be counted again in the Year End even if she/he received services in both periods.

³ Special Needs children served should be included in the total number of children served. Special Needs children that are counted in Mid-Year SHOULD NOT be counted again in the Year End even if she/he received services in both periods.
**Estimated Number to be Served for the Year:** The estimated number of children, parents and providers served must come directly from the grantee Statement of Work. In this table, however, please provide disaggregated counts of parents and providers to be served.

**Total Served (Includes Special Needs):** The number of clients served by your School Readiness program in the reporting period. The number of children served 0-5 should include a count of Children with Special Needs served in the reporting period. As mentioned the numbers should reflect unduplicated counts.

**Number Served with Disabilities or Special Needs:** The number of children ages 0-5 with disabilities or special needs served by your agency or collaborative partners during this reporting period. Children with Special Needs that are counted in the Mid Year Report SHOULD NOT be counted again in the Year End even if she/he received services in both periods.

**Other Family Members:** Other family members include siblings age 6 and older, and adults (other than service provider) who are not primary caregivers, but who participate with children in First 5 activities.

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**Glossary of Terms:**

**Unduplicated Count:** Definition of Unduplicated client is one (1) person/client that is counted only once, no matter how many different services the client is receiving during the funding year. A client that is counted in Mid-Year SHOULD NOT be counted again in the Year End even if she/he received services during both periods. (*First 5 LA wants unduplicated counts of clients served.*)

**Special Needs:** Children ages 0-5 who have or are at increased risk for a chronic physical, developmental, behavioral or emotional condition and who require developmental, health, mental health, and related services and/or supports of a type or amount beyond that usually required. This definition is not exclusive to children with an IEP.

*See full Glossary of Terms on the First 5 LA website:*
http://www.first5la.org/files/GlossaryofTerms.doc
Table B: Children Served Younger than Age 3, Ages 3 – 5 and Unknown; Special Needs

The purpose of this section is to determine the estimated number of children (including Children with Special Needs) younger than age 3, ages 3–5 years and ages unknown served by your agency. These numbers should match the total Children Served in Table A and the total Children with Special Needs Served in Table A.

**TABLE B**

<table>
<thead>
<tr>
<th>Age Categories</th>
<th>Children Served by Age Categories (Unduplicated counts of children served. Include Children with Special Needs)</th>
<th>Children with Special Needs Served by Age Categories (Unduplicated counts of Children with Special Needs served only.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children Younger than Age 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Children Ages 3 – 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Children 0-5 Ages Unknown</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Served</td>
<td>(Number should match Table A)</td>
<td>(Number should match Table A Children with Special Needs Served)</td>
</tr>
</tbody>
</table>

Children Younger than Age 3 includes children served up to their 3rd birthday. Children Ages 3-5 include children served up to their 6th birthday and Children 0-5 Ages Unknown include children served but whose age is unavailable.

Table C: Demographics (Ethnicity)

In order for First 5 LA to gain a better understanding of the individuals that you serve, please report the ethnicity of your agency’s clients. Please provide totals of participants served during the reporting period. A client that is counted in Mid-Year SHOULD NOT be counted again in the Year End even if she/he received services during both periods. This will assist First 5 LA with tallying a year-to-date total at the end of the grant year. (See definition of Unduplicated Count).

**TABLE C – SNAPSHOT OF CHANGES**

<table>
<thead>
<tr>
<th>Title</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multiracial</td>
<td>Use the Additional Comments section to specify ethnicities if applicable.</td>
</tr>
<tr>
<td>Other</td>
<td>This category includes participant ethnicities that were not provided in the report data table. Grantees have the option of adding additional languages if needed.</td>
</tr>
<tr>
<td>Unknown</td>
<td>This category includes participant ethnicities that are unknown. Use the Additional Comments section to provide notes and/or comments about the numbers you report (if applicable).</td>
</tr>
</tbody>
</table>
Table D: Demographics (Primary Language)
In order for First 5 LA to gain a better understanding of the individuals that you serve, please report the primary language of your agency’s clients. Please provide totals of participants served during the reporting period. A client that is counted in Mid-Year SHOULD NOT be counted again in the Year End even if she/he received services during both periods. This will assist First 5 LA with tallying a year to date total at the end of the grant year. (See definition of Unduplicated Count).

<table>
<thead>
<tr>
<th>Title</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other</td>
<td>This category includes participant primary language(s) that were not provided in the report data table. Grantees have the option of adding additional languages if needed.</td>
</tr>
<tr>
<td>Unknown</td>
<td>This category includes participant primary language(s) that are unknown. Use the Additional Comments section to provide notes and/or comments about the numbers you report (if applicable).</td>
</tr>
</tbody>
</table>

Table E: Outreach
The purpose of this section is to inform First 5 LA of the total number of parents/guardians, other family members and providers served via outreach annually.

<table>
<thead>
<tr>
<th>Title</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outreach</td>
<td>An outreach contact is defined as speaking directly either in person or by telephone with a participant or potential participant to publicize available services, programs or events. Outreach contacts may include education, promotions, presentations, and informational activities to individuals or groups of people.</td>
</tr>
</tbody>
</table>
First 5 LA

YEAR END REPORT: PART II
EVALUATION

First 5 LA is committed to evaluation for the purposes of program improvement and to inform county reporting. We are dedicated to data reporting being meaningful to grantees and First 5 LA! We would like to learn about the progress you have made this year toward reaching your outcomes. The information your agency provides may be utilized to inform First 5 LA’s evaluation of the initiative, assist with planning a future evaluation convening and/or inform knowledge sharing among grantees.

Please note that an asterisk (*) indicates information and/or materials that were requested in previous Year End Evaluation Reports and will only need to be updated. The Year End Report: Part II Evaluation section should be no less than 10 pages. We strongly recommend that program staff and the project evaluator work together to complete this report. Please contact your Program Officer if you have any questions.

Section I. Overview of School Readiness Evaluation

This section of the report is for the agency to provide an overview of this year’s evaluation. Include a brief overview of the agency’s evaluation plan and/or objectives. It is understood that for many programs the evaluation plan may not change from year to year. However, some programs may have phases of their evaluation that progresses as the years in the program progress. In addition, please indicate the questions that the evaluation seeks to help answer. Similar to the evaluation plan/objectives, the evaluation questions may not change from year-to-year.

   a. Provide an overview of your evaluation plan objectives.
   i. If applicable, attach a copy of your evaluation plan.*
   b. What evaluation questions does your agency seek to answer?
   i. If applicable, have these questions changed from last year?

Section II. Methodology of Project Evaluation

Utilize this section to indicate the methods utilized to evaluate the School Readiness program. As indicated in the question and instruction below, the methodology may include qualitative and quantitative data collection. Please specify surveys utilized to collect the data and/or whether the program conducted focus groups, interviews, or observations of program participants.

   a. What methods were used to evaluate your School Readiness program (i.e., Describe how the evaluation was conducted)?
   i. Include information regarding data collection activities such as interviews, surveys, focus groups, etc.

Indicate a description of the participants involved in the evaluation. This may include children ages 0-5 participating in specific programs (e.g., children ages 3-4 enrolled in Pre-K classes, parents participating in leadership classes, etc.). Include in the description of participants specific demographics such as age, gender, ethnicity, primary language, etc.

   b. Describe the participants involved in the evaluation (i.e., parents, providers, children ages 0-5).
i. Include demographic information such as age, gender, ethnicity, primary language, etc.

Specify which instruments were utilized to help evaluate your program and collect needed data. Append a copy of your data collection instruments (when possible). Grantees were requested to list and append data collection instruments in past reports. Please list and append instruments that have not been listed and/or submitted in past reports. Specifically, ensure that all new instruments are listed and forward to First 5 LA. If for some reason there are restrictions around submitting specific instruments, indicate the instrument and provide a brief description of the limitations.

c. What instruments did you use to evaluate your program?
   i. Include a list of all instruments used to evaluate your School Readiness program?
   ii. Attach the instruments used to evaluate your School Readiness program.*

Provide a brief update of any changes regarding evaluation instruments and provide an explanation. First 5 LA encourages learning among grantees. There may be instances in which grantees find better instruments to conduct the evaluation. Please indicate updates on learning around evaluation and measurement as well as changes with the evaluation based on learning.

d. Indicate any changes regarding your evaluation instruments and briefly explain why.

Utilize this opportunity to indicate performance measures that the agency is tracking. Grantees have provided a list of performance measures being tracked by programs in past reports. Please indicate at least five performance measures that the program is tracking. Then provide an update on each performance measure indicated (i.e., include corresponding findings). Also indicate challenges associated with tracking the program’s performance measures and as well as any changes.

e. What Performance Measures is your agency currently tracking?

f. Provide a brief update on your Performance Measures.
   i. What challenges, if any, have you experienced in tracking your Performance Measures?
   ii. Indicate any changes with your Performance Measures (i.e., if different from the Performance Measures in your Logic Model). Briefly explain.

Section III. Findings and Discussion/Linkages to First 5 LA School Readiness Evaluation

Indicate any programmatic outcomes and/or preliminary evaluation findings associated with the School Readiness program. Describe any changes in program participants and the extent to which those changes relate to the School Readiness program.
First 5 LA

a. Describe any outcomes or preliminary evaluation findings of your School Readiness program (i.e., What changes, if any, have occurred among your program participants?)

Utilize this section to discuss the evaluation findings. This includes an indication of what you think accounts for the changes or the lack of changes in program participants. Also include information about learning from the program and/or evaluation as well as promising practices.

b. Provide a discussion of your findings (i.e., What do you think accounts for the changes or lack of changes observed in your program participants and what have you learned about promising practices?)

First 5 LA is particularly interested in any evaluation findings associated with particular topics such as parent engagement and collaboration. Use the next questions to highlight any outcomes related to parent engagement; collaboration between the School Readiness program and affiliated schools; and the SR program’s involvement with other First 5 LA funded projects.

c. Include any outcomes or preliminary evaluation findings related to parent engagement/parent involvement.

d. Include any specific evaluation findings (information) that relate to the establishment and maintenance of collaborations between your School Readiness program and your affiliated schools.

e. If applicable, include the nature and extent of your School Readiness program’s involvement with other First 5 LA-funded projects in your target community (i.e., Family Literacy, Community Developed Initiatives, Healthy Kids, Los Angeles Universal Preschool, etc.).

Section IV. Implications / Recommendations / Dissemination

Use this section to highlight implications of program evaluation findings and any recommended adjustments to the program and/or evaluation based on findings. First 5 LA encourages evaluation for the purposes of learning. Indicate how evaluation findings have been shared with program staff. First 5 LA is also interested in grantees disseminating evaluation findings to program staff and other stakeholders.

a. Based on outcomes or preliminary evaluation findings, describe any implications for the program including any recommended adjustments.

b. Describe how outcomes or preliminary evaluation findings have been shared with program staff.

Utilize the following section to indicate any evaluation related products developed by the School Readiness program. This includes reports, briefs, articles or other products developed to communicate evaluation findings. Also indicate how evaluation findings have been shared with other organizations and/or stakeholders.

c. Indicate any evaluation related products developed by your School Readiness program (i.e., briefs, articles, manuals, brochures, reports, etc.).
d. Indicate whether any information related to your evaluation (including products developed) have been shared with other organizations and for what purpose.

Provide information that the School Readiness program evaluation may want to explore in more depth, and may not have been able to address with the existing evaluation. This may include additional research questions to explore and/or topics for future study.

e. What might your agency want to explore in more depth (i.e., additional research questions and/or topics for future study)?

Section V. Technical Assistance / Learning Opportunities

First 5 LA would like to ensure that grantees receive needed support with their evaluation. Indicate areas in which your program needs technical assistance. Also, include topics for a future evaluation convening and/or information that you would like to know from other grantees.

a. Describe any evaluation related technical assistance that you may need for your School Readiness program.
b. What topics would you like to explore in an evaluation convening?
c. What information would you like to know from other School Readiness grantees (i.e., information gained from local evaluations)?

Section VI. Indicators

Due to the Statewide Evaluation Framework changes, School Readiness grantees have been asked in previous years to report on a variety of selected indicators and outcomes from a list generated by First 5 California. In 2008, First 5 California announced that grantees would no longer be required to report on State Indicators and Outcomes, thus grantees were able to modify their indicators to best suit their program needs.

For fiscal year 2009-2010, we are asking grantees to report on the First 5 LA selected indicators and outcomes listed in the document titled Menu of Outcomes and Indicators - Year End Report - 2006-2007. Your program should first try to report on the First 5 LA selected indicators and outcomes that are highlighted in blue (one for each result area). If this is not possible, grantees should report on relevant Indicators and Outcomes that are contained in the Menu of Outcomes and Indicators - Year End Report - 2006-2007 (one for each result area). If your program will experience problems reporting on the First 5 LA selected indicators or the complete Menu of Indicators and Outcomes, then please select a relevant replacement item from your agency’s Logic Model to report on. (Note that agency selected indicators and outcomes must have been listed on your approved fiscal year 2009-2010 Logic Model). This information will assist First 5 LA with providing required information to First 5 California for the State Annual Report.

Address the following for each indicator on which you report:

a. Provide the number of participants served during the grant year that corresponds with the indicator, if applicable.
b. For each indicator selected, provide a brief explanation on:

a. How the information was collected (e.g., intake survey, parent survey, etc)?

b. When the information was collected (i.e., at the beginning of the program and at 6 months)?

c. Which activities and participants from your approved Logic Model were included in the reported numbers (e.g., parents participating in the Mommy/Daddy & Me classes, children 0-3 participating in the Home Visiting Program, etc)?

d. Provide any data findings, trends, and/or results related to the selected indicator.

Please contact your Program Officer if you have any questions about the Year End or Mid Year Report.

Thank You!