COMMUNITY-DEVELOPED INITIATIVES
Year-End Report Instructions

The Year-End Report consists of two parts:

1. Narrative
   - Section I  Summary
   - Section II Project Development and Implementation
   - Section III Evaluation Implementation, Data and Findings
   - Section IV Sustainability
   - Section V Additional Comments/Feedback to First 5 LA

2. Data
   - Table A – Abstract of Unduplicated Client Count
   - Table B – Participant Distribution

The two parts of the report work together to provide a complete picture of First 5 LA project progress during the report period.

GENERAL INSTRUCTIONS

First 5 LA If any clarification on how to complete this progress report is needed, please feel free to contact your assigned Program Officer.  
*Prepare one (1) original and one (1) copy of the progress report by the designated due date to:

ATTN: Grants Management Department
750 North Alameda Street, Suite 300
Los Angeles, CA 90012

COVER PAGE

Grant Agreement Number
Provide the assigned grant agreement number for the program.

Agency Information
Provide complete agency name, program name, and address information.

Program Contact Person
Provide the appropriate project title and contact information for your agency. The contact person is the person whom we may contact should we want more information about the content of this report.

*Signature of Authorized Agency Representative
An Authorized Agency Representative must sign the Progress Report. This person is anyone on the list of Signature Authorization Form submitted to the First 5 LA as part of the Grant Agreement Exhibit C (required documents). If you are unsure of whom the authorized agency representative(s) is, please refer to your Grant Agreement documents or contact your Program Officer. Please use BLUE ink.

Commission Long-Term Outcomes
Please indicate the First 5 LA outcome(s) for which your agency was funded. (Please refer to the Scope of Work).
Section I. Summary

Please provide a half-page summary describing the project’s overall progress during this reporting period. Please also include highlights, best practices, accomplishments and major findings.

Section II Project Development and Implementation

Purpose:

- Provide a better understanding of your program and its progress
- Understand how you are promoting and using knowledge gained to improve project implementation
- Identify successes, lessons learned, and innovations so they can be shared with First 5 LA and other grantees
- Identify common challenges that First 5 LA may address collectively
- Identify staff changes affecting the development and implementation of your project
- Identify your project outreach efforts

1. Discuss any staff changes and how these changes have affected the implementation of project activities (e.g., recruitment, turnover, allocation of staff time).

Staffing is important to achieve outcomes as well to as to build organizations. The purpose of this section is to identify your agency’s progress in developing human resources. Remember to report the name and title of staff hired this reporting period as well as the number and title of positions that still need to be filled. Please describe how staff changes have affected project development and implementation. Also, if changes significantly impact the budget, contact your Program Officer.

2. Describe the types and frequency of relevant staff development activities (e.g., trainings, conferences, seminars) and how these activities have contributed to overall project implementation.

Building skill sets is an important part of staff development and is one way to promote the quality and growth of your program. Relevant and useful trainings can also be resources for other agencies. In this section, please indicate the number and types of staff development activities. Also discuss how these activities have benefited the staff and the overall project.

3. Describe the progress made towards achieving the short-term project outcomes. For each short-term project outcome, please list the project-related activities conducted, quantity of services and the number of participants. In your description, make sure to also address the following:
   - Progress on recruitment of project participants
   - Progress with collaborators

In this section, please describe the progress in implementing project activities that lead to each of the short-term project outcomes; this includes any progress made on work with any
formal collaborations. If your activities are applicable to more than one outcome, feel free to discuss these activities in relation to their multiple outcomes. Please be certain to include quantities of activities that are mentioned in your description. Examples of the quantity of services and number of participants include number of trainings conducted and the number of participants trained, number of home visits conducted and the number of clients served. Below is an example.

An agency conducts home visits to mothers and their infants. One focus of the project is to enhance infant health. The two short-term project outcomes these activities can fulfill are to increase parents’ knowledge of optimal infant health and to promote proper nutrition and adequate infant growth. One way for this agency to discuss the progress without repetition is:

- **Short-term project outcome 1:** Increase parent’s knowledge of optimal infant health
- **Short-term project outcome 2:** Promote proper nutrition and adequate infant growth

We conducted 10 home visits to 20 parents. During the home visits, the nurse assesses nutrition, feeding practices, monitors the intake of age appropriate nutrition and provides information on nutrition and resources. Thus far, 85% of families have participated in the appropriate number of home visits as specified in their individualized plans.

Participant outreach and recruitment is vital to any project. As part of your update on project activities conducted, please also describe outreach activities during this reporting period. Learning more about any recruitment/outreach activities will be helpful for First 5 LA to address issues of how projects are sustained in communities.

4. **Describe how lessons learned (e.g., successes and innovations) have improved project development and implementation. Include challenges/barriers in implementing project activities and how they have been or will be addressed.**

Please describe how project implementation improved as a result of lessons learned for the year. It has been said that experience is the best teacher. As implementers, project staff gain first-hand experience and knowledge of project activities. As a result, they develop a body of knowledge on how a project is working. In addition, consultation with stakeholders (e.g., project participants) to identify emerging community needs is an important step to successfully implement a project.

Also, please include challenges or barriers encountered in developing or implementing the project during this reporting period and how they were (or will be) addressed. Your experience will contribute to a pool of knowledge from which other grantees or communities in Los Angeles County can learn. In addition, the barriers you better identify can help us support the project. Below is an example.

An agency determines that many of their clients are not participating in the program classes due to the time of day the classes are being offered. Based on feedback from staff and parents, class times are changed. Next quarter the agency will assess whether there is an increase in participation as a result of the time changes.
Section III. Evaluation Implementation, Data and Findings

Purpose:

- Inform First 5 LA about your evaluation experience and how it enhanced the implementation of your CDI project
- Identify evaluation approaches and activities that you are using to demonstrate your success in achieving your short-term outcomes
- Understand how you are growing in developing your capacity to reflect on and evaluate your projects
- Provide First 5 LA with your most recent evaluation data and findings

1. Who evaluates the project? Indicate whether the evaluator is internal or external.

2. Please provide a status on evaluation activities conducted per your evaluation plan. In your update, include the following:
   a. Describe how data were collected: Include tools used and what they measured (e.g., surveys, interviews). Also discuss whether the tools provided useful information about the project.
   b. Describe how data were analyzed (e.g., SPSS, Excel).

In this section list evaluation activities during this reporting period to demonstrate progress in achieving your short-term outcomes. Evaluation activities are those actions that allow a grantee to capture effects and results, and identify factors that could possibly account for these outcomes. Below are examples.

For the past 12 months, our evaluation activities included the following:

- We refined the parent surveys to better capture their level of satisfaction with the program.
- Our internal evaluation staff entered data into our Access database from 75% of the parent surveys collected.
- We collected evaluation data from all of our project participants using our tools. Specifically, we used the AGS Early Screening Profile to assess children on five major developmental areas associated with school readiness: cognitive skills, language skills, motor skills, self-help skills, and social skills.

Also, any time you use a survey, test, interview, etc. to measure a desired short-term outcome, it is important that your measurement tool really gets at what you are trying to measure (this is also referred to as measurement validity).

3. Participant Profile
   a. Describe the demographic characteristics (e.g., gender, age, ethnicity, primary language) and needs of children 0-5, their families and/or providers served by the program. Refer to data tables and additional data captured through the evaluation if applicable.
   b. Have their needs changed since the start of the project?
In answering these questions, please refer to the data tables and other data captured through the evaluation.

Examining the type of people using your program will help determine if you are targeting your program to those you intend to. It will also provide a better understanding of the needs of your target population and whether specific needs have changed. This information can be used to target services more accurately to current participants.

4. Please describe evaluation findings and include the following:

a. Provide all outcomes data included in the evaluation plan (i.e., performance measures);

Short-term outcomes should direct your project towards meeting its long-term outcomes. Short term outcomes usually involve enhanced learning (e.g., knowledge, attitudes, skills) or conditions, (e.g., increase literacy, self reliance). Performance measures can be described as the criteria used to judge your program’s performance in achieving your short-term outcomes.

Looking at the progress made toward your short-term project outcomes will help you determine if the program is on track. This process will help you identify where you may have difficulty in achieving outcomes down the road. Monitoring your performance measures on a regular basis will allow you to figure out the reasons why the program is or is not achieving its intended short-term outcomes and give you time to change certain aspects of your program if necessary. Below are examples.

- Program children scored significantly higher on the AGS Early Screening Profile cognitive/language measure than comparison children (38 vs. 26).
- Peabody assessment (Peabody Picture Vocabulary Test) pre-post scores increased significantly from 46 to 63 for the children enrolled in the program.
- 90% of children enrolled in the program received all recommended immunizations by age 2.

b. Explain how actual or achieved outcomes relate to expected outcomes and First 5 LA Long-Term Outcomes;

You should compare your performance targets to what actually happens each year so that you have a sense of whether you have set realistic targets, or whether there are problems with your program theory and/or implementation.

Each year students improved significantly from baseline to mid-year and from mid-year to end of year. By more than doubling their score by the end of the year, students met the Year 2 objective to demonstrate a 25% increase in language and literacy skills on assessments.

c. Explain how evaluation findings demonstrate that this project is having an impact on the target population;
First 5 LA

Compare data you have collected with information on similar populations to determine whether the program has helped its intended target group. Can you make comparisons to city/county/state level data? How has this program contributed to children being healthy and ready for school in Los Angeles County? Looking at the program’s impact on the community will help you determine whether the project is affecting its long-term outcomes.

d. Explain how evaluation data show which components of the project have contributed to its success.

When findings demonstrate positive change, it is important to determine which components of the program, and other factors, are contributing to the success of the program.

5. How have the project’s evaluation findings been used?

We are interested in knowing how you have used your evaluation findings. There are multiple ways to utilize data. An obvious way to use your evaluation findings is to help you understand how your program is working and how it can be improved. If applicable, please summarize any program improvements/changes that have occurred as a result of your evaluation findings *(Please note that you should consult with your Program Officer if you are thinking of making significant changes)*. Below is an example.

An agency provides a comprehensive health and early learning program. Although, in general the program has been very successful based on their data, the new children’s dental services program component has been a challenge. The agency collaborates with a dental clinic in the area and finds that many parents are not keeping their children’s dental appointments. Based on appointment data, staff and parent interviews, it is determined that providing on-site dental services and providing oral health education to families will enhance benefits to families and increase participation.

Other ways to use evaluation findings include:

- Sharing results with program staff to gather feedback on the usefulness of tools and to learn of other effects of the program that the evaluation might need to capture.
- Promoting the program and identifying other possible funding sources.
- Sharing results with program participants to help to explain the purpose of their participation in evaluation activities.
- Sharing results with other agencies and groups in the community in efforts to strengthen collaborative activities and learn about best practices.

Below is another example.

Evaluation findings, especially the ECERS-R and student assessments, have been shared and analyzed in teacher meetings. Results of the ECERS-R, cohort teacher assignments, observations, and lesson plans have been an important source of feedback for the program coordinator, affecting planning for training and program design. Highlights of teacher and student achievements were shared with the preschool teachers and school principals.
6. Describe innovations and challenges/barriers in implementing evaluation activities. If you have experienced challenges/barriers in implementing evaluation activities explain how they have been or will be addressed.

First 5 LA is interested in learning from the unique experience of our grantees in evaluating their projects. Reflections of grantees are valuable to us in the development of policy and program. In this regard, please describe creative and innovative program evaluation activities developed and implemented, and things that did not work well during this reporting period. Below is an example.

**Innovative evaluation activities:**
There is nothing to report at this point, but we are aware of the need to be creative and flexible as we tailor our evaluation activities to the needs and characteristics of our target population. For example, we are actively seeking for their feedback on the forms that we have developed to collect data.

**Challenges:**
As we entered the completed survey data into the database we noticed that one question was consistently left blank. Project staff responsible for collecting the data indicated that they understood the question to be “optional” due to phrasing. We revised the question to make it clearer and reviewed the survey with staff. Another challenge is refining our short-term outcomes in terms of performance measures. We have been working closely with our evaluation consultant to ensure that we are measuring our outcomes appropriately.

7. As a result of the project evaluation activities, how has the organization’s evaluation capacity improved?

We are interested in knowing concrete ways in which your participation and involvement in evaluation activities have increased or improved your organization’s capacity to conduct program evaluation. Examples include learning skills related to data collection, database management, and data analysis.

**Section IV. Sustainability**

Describe progress made towards sustainability as related to social capital, visibility, and financial capital. Include efforts to strengthen relationships with stakeholders (e.g., project participants, community residents, and collaborative partners).

Recently, a sustainability plan was submitted to First 5 LA. We are interested in the progress made with the activities described in your sustainability plan. Examples of social capital include capacity building opportunities and use of volunteers. Examples of fiscal capital include grants donations, matching funds. Examples of visibility include the following strategies: media, elected officials, publications/outreach materials.

**Section V. Additional Comments/Feedback to First 5 LA**

This section provides an opportunity to give us information or feedback that does not specifically fall under any of the previous sections and to make suggestions on how First 5 LA’s staff can provide support to your program.
First 5 LA

**DATA**

**Purpose:**

- Provide a better understanding of your project and its progress using quantitative information, such as client flow.
- Assess First 5 LA's overall impact in Los Angeles County through its grantees.

The data represent the quantitative part of your year end report. If there are comments about the numbers reported, please discuss them in the Comments section beneath each table.

**Table A: Unduplicated Client Count**

An unduplicated client is a new client who has entered the project during the current grant year. This table provides a quick glimpse of project progress. For example, Table A can help determine if the effectiveness of outreach and recruitment strategies needs to be reviewed.

**Number Proposed for the Year** is the number of unduplicated clients you proposed to serve for the current grant year and can be found in your statement of work.

**Actual Number Year-To-Date** is the cumulative number of unduplicated clients for the entire year. Please note that this number should **NOT** decrease from one reporting period to the next (within the current year).

**Table B: Participant Distribution**

The purpose of this section is to gather information that will help the First 5 LA and First 5 California State Commission to capture the extent of our grant making efforts in Los Angeles County. Notice that the data categories listed in this table are not exactly the same as those indicated in the scope of work. Instead, this table will provide an idea of the distribution of project services according to intended results areas (objectives) and across populations. The intended result areas are broadly defined outcomes areas that will help us to quantify services our grantees offer. Listed below are definitions to guide you through completing each data table. Please do not include individuals who are enrolled but are not yet receiving services.

**Intended Result:** Intended result is another way of saying outcome. Please refer to the statement of work when completing this section. For each intended result (e.g. improve family functioning), please indicate how many children, families, providers, etc. received services according to their ethnicity.

**Race/ethnicity:** In order for the Commission to gain a better understanding of the individuals you serve, it is important to report the number of clients served according to their race/ethnicity. Please note that the categories presented in the table are not exhaustive. Rather, this type of categorization provides a composite description of the clients you are currently serving.
If you were providing services to a child as well as to his/her family, count that child in the Children Ages 0-5 category and the family in the Families with Children Ages 0-5 category.

Providers/other(s): Please indicate the number of providers or other groups (that would directly or indirectly impact children ages 0-5 and/or their families) that services were rendered to.

Improve Family Functioning: Please indicate those clients who have received services during this reporting period related to improving family functioning. Such services include but are not limited to family support, substance abuse treatment, violence prevention, counseling, and parenting. Please indicate the number of clients according to population (e.g. children ages 0-5) and ethnicity.

Improve Child Development: This column should contain the number of clients that are receiving services that are related to improving the development of children. Such services include but are not limited to cognitive and physical development activities.

Improve Child Health: Services that fall under this category include but are not limited to health screenings, immunizations, prenatal care, and well-baby check-ups.

Improve Organizational Capacity: Services that fall under this category include but are not limited to activities around provider professional development.

Improve Systems for Families: Services that fall under this category include but are not limited to activities around increasing access to services via their integration/coordination.