**Attachment D: Outcomes**

*Outcomes are measures of changes that occur due to your activity.* Outcomes are changes in knowledge, skills, attitude, behavior, status or situation for the people served. Sometimes we refer to these as results.

Partnerships will select at least one outcome for each of your Smart Start funded activities in Activity Manager. You will collect data on those outcomes and report those results to NCPC in FY 2016-17. These data will provide statewide information on activity level results to report to the Legislature and others as well as provide information to help the Smart Start network develop a culture of continuous quality improvement.

With hundreds of activities in the Smart Start system, we need a way to summarize outcomes across your initiatives. The Smart Start Data Advisory Group (DAG), with representation from across the partnerships, has developed a set of common outcomes for the Smart Start system. The DAG looked at outcomes by core service – early care and education, family support, health – and considered the commonalities across the wide variety of activities within each core service. The idea being that no matter what the activity, most of them were trying to achieve fairly similar outcomes.

The DAG recently reviewed outcomes local partnerships selected for FY 15-16. The group made updates for FY 16-17:

* ***Only one change to the list of common outcomes -*** *The DAG decided to consolidate Increase in screenings or assessments, Increase in referrals, and Increase into child use of services into one outcome with multiple parts. This change reflects the DAG’s emphasis on receiving the service as the fundamental outcome.*
* ***Recommended outcomes -*** *The DAG noted that many partnerships selected the same outcomes for certain purpose service codes. They also noted that some outcomes carry more weight than others. We have made some recommendations for certain purpose service codes based on this review.*

The updated list of common outcomes for FY 16-17 is attached. While the list is broad, we recognize there may be some activities that do not have an appropriate outcome on the list. In these cases, partnerships can select “other” and describe a different outcome to measure.

We realize the outcomes on this list are written more broadly than how you may write your own activity-specific outcomes. Those of you who participated in the logic model trainings over the years may recall that you were trained to write very specific outcomes that included benchmark targets. The common outcomes are broader to meet the needs of a range of similar activities and do not include targets. You are encouraged to continue with your activity-specific outcomes and determine under which more generally worded common outcomes they fit.

**FY 16-17 Smart Start Common Outcomes**

*Early Care and Education*

Improved access to high quality care

Improved ECE program environment

Decrease in teacher turnover

Decrease in director turnover

Improved teacher knowledge

Improved director knowledge

Improved teacher/child interaction

Increase in the provider practice of healthy behaviors

Increase in program quality

Maintain high program quality

*Family Support and Health*

Increase in parent knowledge

Increase in positive parenting practices

Increase in parent use of services (primarily for those programs where, overall, parents have a low usage of service when they start the activity)

Increase in parent social support

Increase in developmental screenings or assessments, referrals, and child use of services (e.g. early intervention services, having a medical or dental home, etc.)

Increase in child practice of healthy behaviors (e.g. child’s nutrition, child’s oral health practices, amount of physical activity, etc.)

*Early Literacy*

Increase in frequency of adult and child shared reading

Increase in the adult use of recommended reading strategies

*Child Developmental and Learning Outcomes*

More children on track for typical and/or enhanced development (including cognitive, language, physical, motor, and/or social/emotional development)

*Systems Level*

Increased coordination of early childhood system

*Other*

Other (please specify)

**Recommended Outcomes by Purpose Service Code**

*After reviewing outcomes selected for FY 15-16, we have developed the following recommendations for outcomes to select for FY 16-17. Recommendations are largely based on commonly selected outcomes. When there was wide variation in selected items and/or no predominant outcome, that is noted as well. Recommendations also reflect a desire to move to more substantial outcomes and measures. For instance, there is often a natural progression of an increase in knowledge leading to a change in behavior. We encourage local partnerships to consider measuring behavior change and child outcomes when possible.*

| **PSC** | **Recommended Outcomes** |
| --- | --- |
| *3101 - Quality Enhancement* | Increase in program quality  Partnerships ready to further advance their program evaluation efforts should also consider adding the outcome “improved ECE program environment” and/or using Education and Program Standards Points in addition to star rating to measure quality |
| *3102 High Quality Maintenance* | Maintain high program quality  Partnerships ready to further advance their program evaluation efforts should consider using Education and Program Standards Points in addition to star rating to measure quality |
| *3104 Child Care Resource and Referral* | Improved teacher knowledge  Improved ECE program environment  Increase program quality  Maintain high program quality  Partnerships ready to further advance their program evaluation efforts should consider measuring more than one outcome |
| *3105 Professional Development – College Credit* | Improved teacher knowledge |
| *3107 Professional Development Supplements* | Decrease in teacher turnover |
| *3109 Training and Coaching/Mentoring* | Improved teacher knowledge  Improved teacher/child interaction  Partnerships ready to further advance their program evaluation efforts should consider adding the outcome “improved teacher/child interaction” and/or using more advanced measurement tools such as the CLASS |
| *3115 Early Childhood Resource Center/Lending Library* | Currently no recommendations - Partnerships selected a wide variety |
| *3122 Pre-K to Kindergarten/Ready Schools* | Increased coordination of early childhood system |
| *3123 Health Benefits for Child Care Providers* | Decrease in teacher turnover |
| *3318 Part Day Program* | More children on track for typical and/or enhanced development |
| *3322 - NC Pre-K Quality Enhancement and Support* | Maintain high program quality |
| *3414 - CCHC* | Increase in the provider practice of healthy behaviors |
| *3417 - Inclusive Child Care* | Improved teacher/child interaction  Partnerships looking to further advance their program evaluation efforts should also consider adding the outcome “more children on track for typical and/or enhanced development” |
| *3424 – Nutrition and Physical Activity* | Increase in provider practice of healthy behaviors |
| *5407 – Oral Health Services* | Currently no recommendations - Partnerships selected a wide variety |
| *5410 – ABCD* | Increase in developmental screenings or assessments, referrals, and child use of services |
| *5413 – Prenatal/Newborn Services* | Currently no recommendations - Partnerships selected a wide variety |
| *5415 – Health Care Access and Support* | Increase in developmental screenings or assessments, referrals, and child use of services |
| *5417 – Early Intervention Services* | Currently no recommendations - Partnerships selected a wide variety |
| *5505 – Parent Education* | Increase in positive parenting practices  Partnerships looking to further advance their program evaluation efforts should consider using more advanced measurement tools like the KIPS |
| *5506 – Family Support Services* | Increase in positive parenting practices  Partnerships looking to further advance their program evaluation efforts should consider using more advanced measurement tools like the KIPS |
| *5509 – Parents as Teachers* | Increase in positive parenting practices  Partnerships looking to further advance their program evaluation efforts should consider using more advanced measurement tools like the KIPS |
| *5510 – Family Intervention* | Currently no recommendations - Partnerships selected a wide variety |
| *5512 – Literacy Programs* | Increase in frequency of adult and child shared reading  Partnerships looking to further advance their program evaluation efforts should also consider adding the outcome “increase in the adult use of recommended reading strategies” |
| *5517 – Community Outreach, Information and Resources* | For systems level activities: Increase in coordination of early childhood system  Partnerships are encouraged to use an established measurement tool such as the Wilder Collaboration Factors Inventory or the Partnership Quotient Self-Assessment |
| *5523 – Reach Out and Read* | Increase in frequency of adult and child shared reading  Increase in the adult use of recommended reading strategies |
| *5525 – Intensive Home Visiting* | Currently no recommendations - Partnerships selected a wide variety |

**Measuring Your Outcomes**

The more that partnerships use the same measurement tools and/or data sources to provide insight into their outcomes, the more the Smart Start system will be able to aggregate our results and make a stronger statement to the Legislature and others on what we are achieving.

The Data Advisory Group and NCPC have discussed measurement for each outcome. The following table provides a brief crosswalk between the Smart Start common outcomes and proposed measures. The goal is to streamline our data when possible without generating a great deal of extra work for partnerships and direct service providers.

For example:

* For established program models (such as PAT, NFP, etc.) we recommend programs use the data collection instruments that the purveyor requires. We have reviewed many of these instruments and are working on how partnerships should summarize results from these instruments to report to NCPC. It likely will be the number of people assessed and the number falling below certain scale scores or cut off points, depending on the instrument, at baseline and at exit from the program.
* Other outcomes may not have a widely accepted measurement tool. For some of these, such as service referrals and usage, staff turnover, and so on, we’re building simple reporting worksheets in Fabrik.
* In other areas, we may ask you to incorporate one or two questions into the surveys you are already using.
* For some of the ECE activities, we will ask you for the names of the centers and homes you are working with and the dates you start and stop your TA work. Then NCPC can use the DCDEE data to track changes in stars, etc.

Partnerships are encouraged to consult the Smart Start Outcomes Measurement Tools Resource Guide for information about each of the proposed measures located here:

<https://fabrik.smartstartinc.net/media/documents/Measures%20Guide%20-%20%2010-8-15.pdf> and on Smart Net under Program and Evaluation/Outcomes.

**Smart Start Common Outcomes and Measures**

*How will you measure each outcome you selected for this activity? Recommended measures are provided below. Select the measure you intend to use for each outcome. We encourage you to select the measures that the purveyors require if applicable. When multiple measures are listed you should generally select just one, though may select more. It is ideal for the Smart Start system that partnerships selecting the same outcome also use the same measure. When none of the recommended measures is a good fit for an activity, you may select “Other” and describe how you will measure the outcome.*

| ***Smart Start OUTCOMES*** | ***Proposed MEASURES*** |
| --- | --- |
| *Early Care and Education* | |
| Improved access to high quality care | PBIS PLA50 - Subsidized child placements in regulated child care programs |
| Improved ECE program environment | 1. Environment Rating Scales – DCDEE data 2. Environment Rating Scales – local data 3. Teaching Pyramid Observation Tool (TPOT) 4. The Pyramid Infant Toddler Observation Scale (TPITOS) |
| Decrease in teacher turnover | Teacher Turnover calculation worksheet\* |
| Decrease in director turnover | Director Turnover calculation worksheet |
| Improved teacher knowledge | 1. NC Early Childhood Credential & Coursework 2. College Coursework 3. Continuing Education Units (CEUs) 4. Participating facilities star levels 5. Star Rating Education Points 6. Program Administration Scale (PAS) |
| Improved director knowledge | 1. Program Administration Scale (PAS) 2. Business Administration Scale (BAS) 3. NC Early Childhood Credential & Coursework 4. Star Rating Education Points |
| Improved teacher/child interaction | 1. CLASS (Classroom Assessment Scoring System) Infant 2. CLASS (Classroom Assessment Scoring System) Toddler 3. CLASS (Classroom Assessment Scoring System) Pre-K 4. Teaching Pyramid Observation Tool (TPOT) 5. The Pyramid Infant Toddler Observation Scale (TPITOS) |
| Increase in the provider practice of healthy behaviors | 1. NAP SACC 2. Go NAP SACC 3. Environment Rating Scales personal care routine subscale 4. NC Child Care Health & Safety Assessment |
| Increase in program quality | 1. Participating facilities star levels 2. Environment Rating Scales (DCDEE or local data) 3. Star Rating Education and Program Standards Points 4. Star Rating Education Points 5. Star Rating Program Standards Points |
| Maintain high program quality | 1. Participating facilities star levels 2. Environment Rating Scales (DCDEE or local data) 3. Star Rating Education and Program Standards Points 4. Star Rating Education Points 5. Star Rating Program Standards Points |
| *Family Support and Health* | |
| Increase in parent knowledge | 1. Protective Factors Survey 2. Measure of your choice – Instrument and scoring approach will be requested |
| Increase in positive parenting practices | 1. Keys to Interactive Parenting Scales (KIPS) 2. Adult Adolescent Parenting Inventory - 2 (AAPI) 3. Parenting Stress Index 4th edition 4. Parenting Scale (used in Triple P) 5. Parenting Practices Interview (PPI) 6. Nurturing Skills Competency Scale (1 & 2) 7. Young Parent Survey (used in FAST) 8. Protective Factors Survey 9. Life Skills Progression: #5 Nurturing, #6 Discipline, #7 Support of Development |
| Increase in parent use of services (primarily for those programs where, overall, parents have a low usage of service when they start the activity) | 1. Life Skills Progression: #10 Use of information, #11 Use of resources 2. Parent use of services worksheet |
| Increase in parent’s social support | 1. Life Skills Progression: #3 Friends/Peers 2. Protective Factors Survey |
| Increase in frequency of parent and child shared reading | Shared reading/daily reading worksheet |
| Increase in the adult’s use of recommended reading strategies | Reading strategies worksheet |
| Increase in developmental screenings or assessments, referrals, and child use of services (e.g. early intervention services, having a medical or dental home, etc.) | Child screenings, referrals, use of services worksheet |
| Increase in children’s practice of healthy behaviors (e.g. child’s nutrition, child’s oral health practices, amount of physical activity, etc.) | 1. NAP SACC 2. Go NAP SACC |
| *Child Developmental and Learning* | |
| More children on track for typical and/or enhanced development (including cognitive, language, physical, motor, and/or social /emotional development) | 1. Eyberg Child Behavior Inventory 2. Brigance Screens 3. Ages & Stages Questionnaire 4. Ages & Stages Social Emotional Questionnaire 5. Teaching Strategies Gold |
| *Systems Level* | |
| Increased coordination of early childhood system | 1. Wilder Collaboration Factors Inventory 2. Partnership Quotient Collaborative Leadership Assessment |
|  |  |
| *Other* | |
| Other (please specify) | Partnerships will be asked to provide their measurement methods/tools |

*\*Partnerships using WAGE$ can find these data in the reports from CCSA.*