

**Success for Children Families - Quality Child Care
Prescribed Units of Service, Outcomes and Indicators**

| Strategy | | End Outcome | |
|---|--|---|--|
| Provide Quality Developmental Learning Experiences | | Children are ready to learn when they enter school | |
| Focus | Units of Service | Outcomes | Targets and Indicators |
| Quality Child Care | <p>A) # of participant hours of center based child care</p> <p>B) # of participant hours of positive staff/child interaction</p> <p>C) # of participant hours of learning center activities</p> <p>D) # of participant hours of special instruction provided by early interventionist for children with identified disability.</p> <ul style="list-style-type: none"> • physical therapy • occupational therapy • speech/language therapy | 1. Children achieve age appropriate developmental milestones; | <p>a. ___% of ___# Infants Achieving Mastery in:***</p> <ul style="list-style-type: none"> •Gross motor, •Fine Motor, •Cognitive, •Language, •Self - Help, •Social/Emotional <p>b. ___% of ___# Toddlers Achieving Mastery in:</p> <ul style="list-style-type: none"> •Gross motor, •Fine Motor, •Cognitive, •Language, •Self - Help, •Social/Emotional <p>c. ___% of ___# Pre-schoolers Achieving Mastery in:</p> <ul style="list-style-type: none"> •Gross motor, •Fine Motor, •Cognitive, •Language, •Self - Help, •Social/Emotional |
| | | 2. Children are ready to learn when they start elementary school. | a. ___% of ___# Pre-school children have the knowledge and skills needed to succeed in kindergarten |
| *** Report on each activity separately | | | |

**Success for Children Families - Academic Support and Enrichment
Prescribed Units of Service, Outcomes and Indicators**

| Strategy Provide Quality Developmental Learning Experiences | | End Outcome Children Succeed Academically | |
|--|--|--|---|
| Focus | Units of Service | Outcomes | Targets and Indicators |
| Academic Support and Enrichment | A) # of participant hours in (Including but not limited to):*** • educational activities (tutoring), • creative activities, • physical activities, • service-learning activities, • support and intervention activities • life skills, character education, etc. • leadership development | 1. Children succeed academically (primary) | a. ___% of ___# of students that achieve basic level or better on:*** • LEAP tests • IOWA, • ACT, • GEE, • SAT |
| | B) # of children that are matched with a tutor | | b. ___% of ___# of students that matriculate to the next grade |
| | C) # of children that are matched with a mentor | | c. ___% of ___# students with a GPA of 2.0 or better on a 4.0 scale or equivalent |
| | D) # of participant hours with tutor(s) | | d. ___% of ___# of students that graduate from High School |
| | E) # of participant hours with mentor(s) | | e. ___% of ___# of students that enroll in post-secondary education (inclusive of trade) and stay in school |
| | F) # of youth-driven service learning activities that are:*** • community-wide, • school-wide, • classroom-wide events | 2. Children have improved academic performance (primary) | a. ___% of ___# of students that increase their GPA by at least .5 (on a 4.0 scale or equivalent) over the course of one school year |
| | G) # of children that participate in a:*** • service learning or • community-wide, • school-wide, • classroom-wide events | | b. ___% of ___# of students that increase their LEAP scores from below basic to basic, or from basic to higher level. |
| | H) # of volunteer hours contributed by children or youth | | c. ___% of ___# of students that improve by at least one letter grade in one of the cores subject areas over the course of a school year. |
| | I) # of referrals for other needed services (Must have one other Unit of Service selected in conjunction with this one) | 3. Children are in school, on time and ready to learn (secondary) | a. ___% of ___# of students in school, with less than 10 absences in a semester |
| | | | b. ___% of ___# of students that increase their school attendance |
| | | | c. ___% of ___# of students that are on time, without tardy slips |
| | | | d. ___% of ___# of students have on time, completed homework assignments |
| | | | e. ___% of ___# of students with a decrease in behavioral referrals or reported destructive behavior |
| | f. ___% of ___# of participants that complete the program and do not return to the juvenile justice system within one year of completing the program | | |
| | g. ___% of ___# of post secondary students experiencing difficulties who stay in school. | | |
| | h. -- indicator for 'ready to learn' to be developed | | |
| | 4. Children reach age-appropriate developmental stages in social, emotional, physical and/or cognitive areas (primary) | a. ___% of ___# youth achieving mastery in: gross motor, fine motor, cognitive, language, self - help, social/emotional *** | |
| | 5. Children demonstrate leadership skills (primary) | a. ___% of ___# of youth that lead youth summits, events, volunteer or service activities (as compared to previous years)*** | |
| | 6. Children are engaged in positive and productive out-of-school time activities (secondary) | a. ___% of ___# of children/youth that are enrolled in an extracurricular activity more than one day a week | |

*** Report on each activity separately