

ASSESSMENT GLOSSARY 2020-2025

The Assessment Glossary lists the approved assessments/data collection tools. If your program is selecting one of the following Result Indicators listed below, select one or more of the assessment(s) in the Data Collection Tool column.

Focus Area: Health and Wellness		
Result Indicator	Definition	Data Collection Tool
1.3.1. Number of children who received developmental screenings.	A developmental screening is designed to identify potential delays or problems during early childhood. A screening can be completed by a medical professional or by other professionals or paraprofessionals in healthcare, community or school settings.	<ul style="list-style-type: none"> • Ages and Stages Questionnaire-3 (ASQ-3) – A set of questionnaires designed to measure a child's development from 2 months to 60 months across five developmental domains (communication, gross motor, fine motor, problem-solving, and personal-social). Additional information can be found at: https://brookespublishing.com/resource-library/intro-to-asq-3-presentation/ • Ages and Stages Questionnaire: Social-Emotional-2 (ASQ:SE-2) – A set of questionnaires designed to measure a child's social-emotional development from 6 months to 72 months in key areas, such as self-regulation, social-communication, autonomy, compliance, adaptive functioning, affect, and interaction with people. Additional information can be found at: https://agesandstages.com/resource/intro-asqse-2-presentation/

Focus Area: Parent Education and Support Services		
Result Indicator	Definition	Data Collection Tool
2.1.4. Number of parents/guardians who received <u>general</u> case management services, including home visits.	General case management is a collaborative process of assessment, planning, facilitation, and care coordination to meet the family's needs and opportunities. General case management is a short-term, non-intensive service to support and enhance family stability in key areas (income and budget, housing, nutrition, healthcare, transportation, and childcare). Program staff (e.g. case managers, family advocates, etc.) will assist in the development of a Family Care Plan to support the attainment of needs and goals of the family. Programs are required to	<ul style="list-style-type: none"> • Family Stability Rubric (FSR) – A questionnaire designed to identify needs across key areas of family stability. • A program may propose a different assessment if it is required by another funder or if the program is already using a research-based assessment. Commission staff will review and approve on a case-by-case basis.

ASSESSMENT GLOSSARY 2020-2025

Focus Area: Parent Education and Support Services		
Result Indicator	Definition	Data Collection Tool
	follow best or promising practices and have a policies and procedures manual outlining such practices.	
2.1.5. Number of parents/guardians who received <u>intensive</u> case management services, including home visits.	Intensive case management services are conducted by a paraprofessional or professional. The services are designed to support at-risk parents and families with young children to increase knowledge and skills related to parenting and improved family functioning. Program staff (e.g. case managers, family advocates, etc.) will assist in the development of a Family Care Plan to support the attainment of needs and goals of the family. Programs are required to follow best or promising practices and have a policies and procedures manual outlining such practices.	<ul style="list-style-type: none"> • Family Stability Rubric (FSR) – A questionnaire designed to identify needs across key areas of family stability. • A program may propose a different assessment if it is required by another funder or if the program is already using a research-based assessment. Commission staff will review and approve on a case-by-case basis.
2.1.7. Number of children who received <u>general</u> case management services, including home visits.	General case management is a collaborative process of assessment, planning, facilitation, and care coordination to meet the family's needs and opportunities. General case management is a short-term, non-intensive service to support and enhance family stability in key areas (income and budget, housing, nutrition, healthcare, transportation, and childcare). Program staff (e.g. case managers, family advocates, etc.) will assist in the development of a Family Care Plan to support the attainment of needs and goals of the family. Programs are required to follow best or promising practices and have a policies and procedures manual outlining such practices.	<ul style="list-style-type: none"> • Agas and Stages Questionnaire-3 (ASQ-3) – A set of questionnaires designed to measure a child's development from 2 months to 60 months across five developmental domains (communication, gross motor, fine motor, problem-solving, and personal-social). Additional information can be found at: https://brookespublishing.com/resource-library/intro-to-asq-3-presentation/ • Agas and Stages Questionnaire: Social-Emotional-2 (ASQ:SE-2) – A set of questionnaires designed to measure a child's social-emotional development from 6 months to 72 months in key areas, such as self-regulation, social-communication, autonomy, compliance, adaptive functioning, affect, and interaction with people. Additional information can be found at: https://agesandstages.com/resource/intro-asqse-2-presentation/
2.1.8. Number of children who received <u>intensive</u> case management services, including home visits.	Intensive case management services are conducted by a paraprofessional or professional. The services are designed to support at-risk parents and families with young children to increase knowledge and skills related to parenting and improved	<ul style="list-style-type: none"> • Agas and Stages Questionnaire-3 (ASQ-3) – A set of questionnaires designed to measure a child's development from 2 months to 60 months across five developmental domains (communication, gross motor, fine motor, problem-solving, and personal-social).

ASSESSMENT GLOSSARY 2020-2025

Focus Area: Parent Education and Support Services		
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	<p>family functioning. Program staff (e.g. case managers, family advocates, etc.) will assist in the development of a Family Care Plan to support the attainment of needs and goals of the family. Programs are required to follow best or promising practices and have a policies and procedures manual outlining such practices.</p>	<p>Additional information can be found at: https://brookespublishing.com/resource-library/intro-to-asq-3-presentation/</p> <ul style="list-style-type: none"> • Ages and Stages Questionnaire: Social-Emotional-2 (ASQ:SE-2) – A set of questionnaires designed to measure a child’s social-emotional development from 6 months to 72 months in key areas, such as self-regulation, social-communication, autonomy, compliance, adaptive functioning, affect, and interaction with people. <p>Additional information can be found at: https://agesandstages.com/resource/intro-asqse-2-presentation/</p>
2.2.1. Number of parents/guardians who received court-mandated parent education.	<p>Parent education provides parents and caregivers with knowledge, resources, and support to cultivate positive parenting skills to enhance child and family well-being. Parent education also helps parents and caregivers learn the tools and strategies to provide a positive and nurturing home environment where children will thrive cognitively, emotionally and physically.</p> <p>The Commission appointed curriculum will be approved by the Kern County Department of Human Services to meet the requirements of the Welfare and Institutions Code Section 16507.7 – Parenting and Chronic Neglect.</p>	<ul style="list-style-type: none"> • The Commission will select an evidence-based or evidence-informed curriculum and assessment before the 2020 funding cycle. Training and curriculum will be provided by the Commission. • A program may propose a different assessment if it is required by another funder or if the program is already using a research-based assessment. Commission staff will review and approve on a case-by-case basis.
2.2.2. Number of parents/guardians who received group parenting education.	<p>Parent education provides parents and caregivers with knowledge, resources, and support to cultivate positive parenting skills to enhance child and family well-being. Parent education also help parents and caregivers learn the tools and strategies to provide a positive and nurturing home environment where their children will thrive cognitively, emotionally and physically.</p>	<ul style="list-style-type: none"> • The Commission will select an evidence-based or evidence-informed curriculum and assessment before the 2020 funding cycle. Training and curriculum will be provided by the Commission. • A program may propose a different assessment if the assessment is required by another funder or if the program is already using a research-based assessment. Commission staff will review and approve on a case-by-case basis.

ASSESSMENT GLOSSARY 2020-2025

Focus Area: Early Childcare and Education		
Result Indicator	Definition	Data Collection Tool
3.1.1. Number of children who participated in educational center-based activities.	A comprehensive child development program that provides educational activities and early learning experiences for children ages zero to five. The activities should foster social, emotional, cognitive, and physical growth in preparation for kindergarten. In addition, the activities should include a transition plan that incorporates developmentally-appropriate practices while linking children and families to their local school district or school site. A file folder for each child must be kept in a secured location and include lesson plans and goals. Programs are required to follow best or promising practices and have a policies and procedures manual outlining such practices.	<ul style="list-style-type: none"> • The Commission may select an evidence-based or evidence-informed assessment before the 2020 funding cycle. Training will be provided by the Commission. • Ages and Stages Questionnaire-3 (ASQ-3) – A set of questionnaires designed to measure a child’s development from 2 months to 60 months across five developmental domains (communication, gross motor, fine motor, problem-solving, and personal-social) to determine developmental progress and make referrals, as needed. Additional information can be found at: https://brookespublishing.com/resource-library/intro-to-asq-3-presentation/ • Ages and Stages Questionnaire: Social-Emotional-2 (ASQ:SE-2) – A set of questionnaires designed to measure a child’s social-emotional development from 6 months to 72 months in areas, such as self-regulation, social-communication, autonomy, compliance, adaptive functioning, affect, and interaction with people. ASQ:SE-2 can help identify children at risk for social or emotional difficulties. Additional information can be found at: https://agesandstages.com/resource/intro-asqse-2-presentation/ • Desired Results Developmental Profile-2015 (DRDP-2015) – An observation tool designed by the California Department of Education to assess a child’s overall growth and development. The assessment is also a tool for teachers to record individual progress toward the achievement of four Desired Results for children in eight domains (1) Approaches to Learning–Self-Regulation; (2) Approaches to Social and Emotional Development; (3) Language and Literacy Development; (4) English-Language Development; (5) Cognition, Including Math and Science; (6) Physical Development–Health; (7) History-Social Science; and (8) Visual and Performing Arts.

ASSESSMENT GLOSSARY 2020-2025

Focus Area: Early Childcare and Education		
Result Indicator	Definition	Data Collection Tool
		Additional information can be found at: https://www.desiredresults.us/drdp-forms
3.1.2. Number of children who participated in educational home-based activities.	<p>A comprehensive child development program that provides educational activities to children ages zero to five in a home setting. Programs are encouraged to focus on 3 to 5-year old children who are unable to participate in a center-based program due to illness, lack of transportation, and/or other extenuating circumstances.</p> <p>Developmentally appropriate activities must be provided during the home visit and a home-visiting curriculum or developmentally-appropriate curriculum must be utilized. A file folder must be kept in a secure location and include lesson plans and/or completed activities.</p> <p>Programs are required to follow best or promising practices and have a policies and procedures manual outlining such practices.</p>	<ul style="list-style-type: none"> • Ages and Stages Questionnaire-3 (ASQ-3) – A set of questionnaires designed to measure a child’s development from 2 months to 60 months across five developmental domains (communication, gross motor, fine motor, problem-solving, and personal-social) to determine developmental progress and make referrals, as needed. <p>Additional information can be found at: https://brookespublishing.com/resource-library/intro-to-asq-3-presentation/</p> <ul style="list-style-type: none"> • Ages and Stages Questionnaire: Social-Emotional-2 (ASQ:SE-2) – A set of questionnaires designed to measure a child’s social-emotional development from 6 months to 72 months in areas, such as self-regulation, social-communication, autonomy, compliance, adaptive functioning, affect, and interaction with people. ASQ:SE-2 can help identify children at risk for social or emotional difficulties. <p>Additional information can be found at: https://agesandstages.com/resource/intro-asqse-2-presentation/</p> <ul style="list-style-type: none"> • A program may propose a different assessment if the assessment is required by another funder or if the program is already using a research-based assessment. Commission staff will review and approve on a case-by-case basis.
3.1.3. Number of children who participated in summer bridge center-based activities.	An early childcare and education program targeting three to four-year olds with limited early childhood learning experience. The summer bridge program must operate 3-5 weeks and provide 3-5 hours of instruction from qualified staff using a Commission approved curriculum and assessment.	<ul style="list-style-type: none"> • The Commission will select an evidence-based or evidence-informed assessment before the 2020 funding cycle. Training will be provided by the Commission.

ASSESSMENT GLOSSARY 2020-2025

Focus Area: Integration of Services		
Result Indicator	Definition	Data Collection Tool
4.3.2. Number of providers attending articulation meetings to establish or review a standardized transition plan for incoming kindergartners.	Articulation meetings are designed to enhance partnerships and support networking opportunities between early childhood education centers, local elementary schools, local school district staff, and/or community members. The meetings typically cover kindergarten standards and readiness, transition activities, and/or continuity of curricula.	<ul style="list-style-type: none"> • School Readiness Articulation Survey (SRAS) – A survey to identify and enhance transitional activities from early childhood education centers to kindergarten.