



Efficient and Effective Mid-Year Report Writing



CHILD ABUSE & NEGLECT
Prevention Board



Learning Objectives

- Information in Contract – where to find submission instructions and template(s)
- What makes an efficient and effective report
- Prevention Board report objectives
- Overview of template w/ examples
- Leveraging DAISEY for Prevention Board Report Requirements



Grantee Resources

- SPARC Upload Instructions
- SPARC Questions and Support Link
- SPARC Access form(s)
- Report Templates and deadlines



Prevention Board Report Objectives

We request mid-year reports to:

- Serve as a check-point to measure progress on outcomes for each grantee
- Report deliverables in state and federally required reports (CBCAP, state biennial reports, etc.)
- Assists contract administrators with providing TA / establishing meaningful agenda check-ins

What makes an efficient / effective report?



- Follow the guidelines
- Be honest and transparent
- Provide data and evidence
- Be concise and focused
- Address challenges and lessons learned
- Be on time

Writing Tips

- Spelling / grammar / sentence length and structure
- Formality
- Avoid unnecessarily complex language
- Avoid uncommon abbreviations
- Spell out acronyms before using it the first time
- Break up text into shorter sentences and paragraphs for ease of reading



Initial Information

Instructions

*Have a copy of your grant agreement on hand to draft your report. The responses to the report sections below should provide a clear overview of the activities completed in the **first six months of SFY2025** (July 1, 2024 – December 31, 2024). The completed reports provide insight into how this grant has affected the community you serve and your organization thus far. Submit the completed report through the [SPARC Performance Report Portal](#).*

Reporting Period: July 1, 2022 – December 31, 2023

Organization Name:

Project Name:

Contract #:

Contact Person:

Contact Email:

Total number of counties receiving services:

Indicate which services were provided:

| <i>Please indicate for your organization</i> | # |
|---|----------|
| <i>Number of staff Protective Factors trainers</i> | |
| <i>Number of staff trained in Brining the Protective Factors to Life in Your Work</i> | |
| <i>Number of staff trained in Five for Families curriculum</i> | |



Objectives

Section 2: Objectives

For each objective:

- *Describe activities or progress towards each objective during the reporting period*
- *Describe any barriers/challenges toward reaching objective during the reporting period*
- *If applicable, share what steps were implemented to address barriers/challenges*

OBJECTIVE: Provide supplementary primary prevention services to children and families.

Objective Status:

Not started Planning Phase Implementation Started Completed / Established

Activities: *[Provide updates]*

Barriers to Reach Objective: *[Identify barriers]*

Additional Information:

Objectives

Objective Status: _____ *In progress* _____ *On Schedule* ___X___ *Completed*

Activities: Consistent with our stated objectives, staff at the FRC and partnering organizations have been trained in multiple levels of Triple P, including Level 2 Seminars, Level 3 Primary Care and Discussion Groups, Level 4 Group and Standard; L5 Family Transitions, Teen Group, Seminars, and Discussion Group; and Stepping Stones and Seminars. We now offer the entire ‘Triple P System’ (levels 1-5) which the California Evidence-Based Clearinghouse for Child Welfare gives a rating of 2-Supported by the Evidence (they give L4 Group Triple P a rating of 1-Well Supported by Research Evidence).

From July 1, 2022 to June 30, 2023 our Triple P practitioners implemented 4 levels of evidence-based parent education programming. We offered Level 2 Seminars (0-12 and Teen); Level 3 Discussion Groups (0-12 only) and Primary Care (0-12 only, in English and Spanish); Level 4 (0-12 Group and Standard, Teen Group); and Level 5 (Family Transitions).

Barriers to Reach Objective: None.

Additional Information: We do see parents transition from one program to another—mostly commonly, from L2 Seminars to Primary or L4 Group; or from Family Transitions to L4 Group.

Program Accomplishments

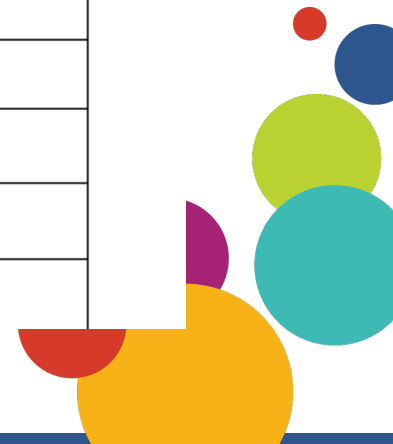
Section 3a: Program Accomplishments

In this section:

- *Provide a summary of progress to-date (200-500 words).*
- *What activities did you conduct during the reporting period, including those not anticipated in your original proposal? What activities did you decide not to undertake?*

Complete the chart below for your PARENT EDUCATION GRANT FUNDS. The chart should be completed using information from DAISEY-WPRS. Add Lines if needed. Please provide a brief explanation of any discrepancies between your agency's data and data available in DAISEY. If you are providing multiple levels of a program (e.g. Triple P), please enter each level separately in the table below.

| Evidence-informed parent education program | Total Number of caregivers served | Total Number of children served (if applicable) |
|--|-----------------------------------|---|
| | | |
| | | |
| | | |
| | | |



DAISEY

Link for DAISEY report guidance (exports, summary reports, etc.):

<https://wprs.daiseysolutions.org/find-answers/#444>

- Exports download data based on form(s): All Program Enrollment Form, Session Form(s),etc.
- Environment Exports: export all environments added by a user / organization (depending on access). Users can export then will need to sort by date to capture environments entered solely during the reporting period.
- Demographics report: provides snapshot of demographics of caregivers entered in DAISEY

DAISEY- Export

- Family Profiles
- Environment Data
- Data Management
- Import
- Export
- Export Data
- Reports

Export Data

10 records per page

Search:

| Form ID | Name | Category | Completed Date (Central Time) | Action | Latest Export |
|--------------------------------------|--|---------------------------------------|-------------------------------|------------------------|---------------------------|
| <input type="text" value="Form ID"/> | <input type="text" value="Name"/> | <input type="text" value="Category"/> | | | |
| 227 | Triple P Environment Profile | Environment Profile | 12/4/2024, 10:30:00 AM | Export | Completed |
| 216 | Participant Info, Triple P Seminar Satisfaction Survey | Environment | 8/15/2023, 12:36:00 PM | Export | Completed |
| 218 | Participant Info, Triple P Discussion Group Satisfaction Questionnaire | Environment | | Export | |
| 236 | PAFAS - Environment Form | Environment | 7/7/2021, 11:40:00 AM | Export | Completed |
| 248 | Participant Info, Workshop Satisfaction Survey | Environment | | Export | |
| 277 | WPRS Child Profile | Child Profile | | Export | |
| 14 | DECA-I | Child Activities | | Export | |
| 15 | DECA-T | Child Activities | | Export | |
| 274 | Teen Triple P - Conflict Behavior Questionnaire: Adolescent for Father | Child Activities | | Export | |
| 275 | Teen Triple P - Conflict Behavior Questionnaire: Adolescent for Mother | Child Activities | | Export | |

Showing 1 to 10 of 42 entries

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DAISEY- Demographics Report(s)

Family Demographics | Family Demographics Compari... | Family Summary | Environment Demographics | Environment Demographics C... | Environment Summary



WPRS Demographics Report Family Profile Data

| | | | | | | | | |
|------------|-----------|-------------------|--------------|----------------|-------------------|-----------------|--------|-------|
| Start Date | End Date | Filter Date Using | Organization | Funding Source | Parenting Program | Parent Educator | County | Zip |
| 7/1/2024 | 6/30/2025 | Sessions | (All) | (All) | (All) | (All) | (All) | (All) |

Use the 'Filter Date Using' selection to display either caregivers newly enrolled during the selected date range, or caregivers who participated in at least one session during the selected date range.

Demographic Selection

| |
|-----|
| Age |
|-----|

DAISEY- Demographics Report Environment Session(s)



WPRS Demographics Report Environment Session Data

| | | | | | |
|------------|-----------|--------------|----------------|--------------|-----------------|
| Start Date | End Date | Organization | Funding Source | Session Type | Parent Educator |
| 7/1/2024 | 6/30/2025 | (All) | (All) | (All) | (All) |

Participants by Session Type

| Be Strong Families | Fear-Less (Triple P) | Five for Families | Level 2 Seminar | Level 2 Teen Seminar | Level 3 Discussion Group | Level 3 Teen Discussion Gr.. | Level 3 Workshop | Level 5 Family Transitions.. | Period of PURPLE Crying | Play Groups (Play &.. | Positive Solutions for Fam.. | Stepping Stones Seminar | Steward s of Child ren | Strengthening Fa milies | Grand Total |
|--------------------|----------------------|-------------------|-----------------|----------------------|--------------------------|------------------------------|------------------|------------------------------|-------------------------|-----------------------|------------------------------|-------------------------|------------------------|-------------------------|-------------|
| 507 | 16 | 340 | 4,057 | 16 | 195 | 23 | 362 | 3 | 26 | 3,510 | 21 | 4 | 40 | 42 | 9,162 |

Sessions by Type

| Be Strong Families | Fear-Less (Triple P) | Five for Families | Level 2 Seminar | Level 2 Teen Seminar | Level 3 Discussion Group | Level 3 Teen Discussion Gr.. | Level 3 Workshop | Level 5 Family Transitions.. | Period of PURPLE Crying | Play Groups (Play &.. | Positive Solutions for Fam.. | Stepping Stones Seminar | Steward s of Child ren | Strengthening Fa milies | Grand Total |
|--------------------|----------------------|-------------------|-----------------|----------------------|--------------------------|------------------------------|------------------|------------------------------|-------------------------|-----------------------|------------------------------|-------------------------|------------------------|-------------------------|-------------|
| 70 | 1 | 118 | 102 | 5 | 14 | 4 | 27 | 1 | 3 | 286 | 7 | 1 | 5 | 3 | 647 |

Section 3b: Quality Assurance

In this section:

- *Describe any methods in place to ensure project services are being delivered as intended and with fidelity to models.*
- *Describe efforts to ensure data tracking and entry is timely and accurate. Include any barriers to data quality assurance.*
- *Include any strategies used to improve or assess quality of services provided.*

Section 4: Collaborations & Partnerships

In this section:

- *Highlight any new or emerging partners, subgrantees (if applicable), and their role(s)*
- *Describe any efforts to involve parents in the planning and implementation of parent education programs.*

Section 5: Outreach and Education

In this section:

- *Describe any strategies used to recruit and engage parents in programming.*
- *If providing services to targeted populations (e.g., fathers, grandparents, incarcerated caregivers, etc.), please include descriptions of efforts to engage these groups.*
- *Please indicate how your organization educates parents, caregivers, and community members on the important role of primary prevention programs, services, and strategies*

Section 6: Lessons Learned

- *During this reporting period, what were some new or surprising insights for:*
 - *Your organization?*
 - *Your staff/volunteers?*
 - *Clients/Service users or project/program partners?*
- *During this reporting period, what were some ideas or practices that were reinforced for you, your staff/volunteers, clients or project/program partners? (Suggested word length: 200-250 words)*

Section 7: Technical Assistance

Use this section to describe any additional resources or assistance that the Prevention Board could provide. Examples might include suggestions for improving Community of Practice calls, support with WPRS and data entry, or professional development or training needs for your staff and supervisors.

Section 8: Concrete Supports

Did your agency use grant funds to provide concrete supports to families during this reporting period?

Yes No

If yes, please complete the chart below. If no, please skip this section.

| <i>Concrete Support Provided</i> | <i># of Fulfilled Requests</i> |
|---|---------------------------------------|
| Food / grocery assistance | |
| Items for infants (i.e. diapers, formula, wipes, baby food, etc.) | |
| Internet access / phones | |
| Emergency funds for housing | |
| Childcare assistance | |
| Car seats | |
| School supplies | |
| Transportation Assistance | |
| | |
| Other (please specify): | |
| Other (please specify): | |
| Other (please specify): | |
| Other (please specify): | |

Helpful TA Request Examples

“We continue to struggle with reports within the DAISEY program.

We continue to see data that expands outside of the Start and End date parameters.

2. We have duplicate entries.
3. We have unrecognized program types.
4. We have missing enrollment dates.

When clients are participating in new programs, they are coming up with a missing enrollment and unrecognized value for the program type.”

We would love if the Prevention Board and SFTA would continue to offer open dialogue and discussion in the COP meetings to help generate ideas and facilitate idea sharing. It is great to hear from what others are doing well and to hear their successes. Topics we are especially interested in include how to increase registration and attendance during slower months, how to increase the return of satisfaction surveys, and any new strategies and tools used to help aid in the implementation of Triple P.

Section 9: Prevention Board Annual Meeting

Did your agency send at least one representative to the Prevention Board Annual Meeting (September 24-25)?

Yes No

Feel free to share any additional feedback in this section.

Thank You!

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