



Regular Commission Meeting and Public Hearing

AGENDA

January 7, 2016, 2:30-4:30 p.m.

Mono County Office of Education Conference Room, Mammoth Lakes

--public hearing begins---

1. **Public Comment**

Members of the public are given the opportunity to address the Commission on items of interest and within the jurisdiction of the Commission as such items are discussed. This time is allowed for public input on any item not on the agenda. Time may be limited, depending on the number of speakers and items of business.
2. **Minutes**

Consideration of minutes for the October 15, 2015 Commission meeting. **(ACTION)**
3. **First 5 Mono County FY 2014-15 Evaluation Report**

Staff will present evaluation findings from Commission-funded projects for Fiscal Year 2014-15. **(INFORMATION)**
4. **First 5 Mono County FY 2014-15 Annual Report**

Opportunity for the public to comment on the draft FY 2014-15 First 5 Mono County Annual Report. Commission staff will provide an overview of the draft Annual Report. Draft reports are available for review at the Commission Office in Mammoth Lakes, 365 Sierra Park Road, Bldg. M, or by calling 760-924-7626. **(PUBLIC HEARING)**
5. **Award and Agreement Between First Five Mono and First 5 California for IMPACT**
 - a. Authorize funding from First 5 California to First 5 Mono for Improve and Maximize Programs so All Children Thrive (IMPACT) base funding. **(ACTION)**
 - b. Approve Agreement between First 5 California and First Five Mono in the amount of \$159,954.00 for the period July 1, 2015 through June 30, 2020, and authorize the Executive Director to sign. *The Commission shall first determine the subject matter of the proposed agreement to be consistent with the Commission's strategic plan and fiscal plan.* **(ACTION)**
6. **Commission Budget**

Staff will report on the First 5 Mono Revenue and Expenditures-to-date. **(INFORMATION)**
7. **5-Year Fiscal Plan**

Commission will consider approval of the 5 year fiscal plan. **(ACTION)**

8. **Program Updates** Staff and Commissioners will report on the following programs. **(INFORMATION)**

Commission-run Programs

- a. CARES Plus Program*
- b. Oral Health Initiative*
- c. Child Signature Program*
- d. Welcome Baby! Program*
- e. Parenting Partners (CAPIT Grant)*
- f. Breastfeeding Promotion and Outreach*
- g. Peapod Playgroups (Prop. 63 MHSA)*
- h. School Readiness Activities*

--public hearing ends---

9. **First 5 Mono County
FY 2013-14 Annual
Report** Commission will take action to approve the First 5 Mono County FY 2013-14
Annual Report. **(ACTION)**

10. **Commissioner
Reports** Board members may report about various matters; however, there will be no
discussion except to ask questions. No action will be taken unless listed on a
subsequent agenda.

11. **Director Report** This information may be reported elsewhere on agenda.

Next Special Commission Meeting: Thursday, February 11, 2015 (this is a special meeting as it will be held
on the second Thursday of the month; regular meetings are held the third Thursday of every other month)

*Note: If you need disability modification or accommodation in order to participate in this meeting, please contact the
Commission office at (760) 924-7626 at least 48 hours prior to the start of the meeting. Government Code Section 54954.2(a).*

Regular Commission Meeting and Public Hearing

DRAFT Minutes

Thursday, October 15, 2015

Mono County Office of Education Conference Room
451 Sierra Park Rd., Mammoth Lakes, California

Commissioners Present: Jeannie Sassin, Commission Chair
Rick Johnson
Tim Alpers
Stacey Adler
Kristin Wilson

Staff Present: Molly DesBaillets, Executive Director
Shannon Vallejo, Administrative Assistant/Fiscal Specialist
Didi Tergesen, CARES Coordinator

Acting Commission Chair Adler called the meeting to order at 2:40 p.m.

1. Public Comment

None.

2. Minutes (ACTION)

Consideration of minutes for the June 25, 2015 Commission meeting.

ACTION: Approve the June 25, 2015 minutes.

MOTION: Commissioner Adler

SECOND: Commissioner Johnson

VOTE: Unanimous

ABSTENTIONS: Commissioner Sassin, Commissioner Wilson

3. Welcome New Commissioners (INFORMATION)

The Children and Families Commission welcomes two new Commissioners, Kristin Wilson and Megan Leplat.

4. CDBG Fund Award for Child Care Services (INFORMATION)

Ms. DesBaillets explained that Mono County received a \$500,000 grant for one year of preschool services in Bridgeport and Benton. She anticipates both schools being open by the beginning of next school year. She will continue to explore other options for future funding beyond the first year covered by the grant.

5. Safe Kids Update (INFORMATION)

Ms. Tergesen provided an update on Safe Kids activities in Mono County, including car seat checks and distribution of bike helmets and new car seats to people in need.

6. CARES Program Update (INFORMATION)

Ms. Tergesen provided an update on the CARES Program.

7. IMPACT Application Update (INFORMATION)

Ms. DesBaillets explained the application process for the new IMPACT Program, which will replace CARES. First 5 Mono has partnered with First 5 Alpine to benefit both counties financially. The Phase 1 application has already been approved and an award is pending. Ms. DesBaillets presented the budget and program structure for the next phase of the application.

8. Eastern Sierra 2-1-1 Update (INFORMATION)

Ms. DesBaillets provided an update on the Eastern Sierra 2-1-1 line. The costs have turned out to be much more than expected, but the Strengthening Families Commission and Alpine County are still strongly in favor of implementing the line. The Commission discussed the possible options or alternatives to the 2-1-1 line. The Commission decided to bring the topic to the MAC group for further discussion and investigation.

9. Election of Secretary (ACTION)

The Commission discussed the election of a secretary. Commissioner Wilson agreed to serve as secretary for the next year.

ACTION: Elect Commissioner Wilson as Secretary to serve through June 2016.

MOTION: Commissioner Johnson

SECOND: Commissioner Adler

VOTE: Unanimous

ABSTENTIONS: Unanimous

10. Commission Meeting Format – Paperless & Hard Copy Meeting Packet (ACTION)

The Commission decided to continue using electronic copies of the commission packet unless a Commissioner requests otherwise.

ACTION: Continue with the paperless format for meetings unless a Commissioner requests a hard copy of the packet.

MOTION: Commissioner Johnson

SECOND: Commissioner Alpers

VOTE: Unanimous

ABSTENTIONS: Unanimous

11. Fiscal Year 2014-15 Independent Fiscal Audit (ACTION)

Ms. DesBaillets presented the independent fiscal audit and reported that there were no findings for FY 2014-15.

This item was listed as a PUBLIC HEARING item on the Agenda, but it actually requires an ACTION vote, to be completed after the close of the public hearing.

-----Public Hearing closed at 3:56 pm-----

ACTION: Approve the Independent Fiscal Audit for FY 14-15.

MOTION: Commissioner Adler

SECOND: Commissioner Alpers

VOTE: Unanimous

ABSTENTIONS: Unanimous

12. Year-End Budget FY 2014-15 (INFORMATION)

Ms. DesBaillets presented the final Revenue and Expenditures for fiscal year 2014-15.

13. Year-to-Date Budget FY 2015-16 (INFORMATION)

Ms. Vallejo presented the Revenue and Expenditures to-date for fiscal year 2015-16.

14. Budget Revision FY 2015-16 (ACTION)

Ms. DesBaillets explained the changes that were requested to the budget that had been approved previously. Most of the changes were personnel related with a couple other additions and subtractions, including the Farm to Preschool award, the preschool donation from the local, and the IMPACT grant.

ACTION: Approve the updated budget for FY 2015-16

MOTION: Commissioner Adler

SECOND: Commissioner Johnson

VOTE: Unanimous

ABSTENTIONS: Unanimous

15. Program Updates (INFORMATION)

a. Home Visiting: Welcome Baby! & Parenting Partners, Childbirth Education, Lactation Support

-Annaliesa completed training and has a full caseload; has already received some challenging cases and is thriving. She is also co-hosting Preschool Nights at the Elementary School.

-Home visitors were present at all school open houses for the first time.

b. Child Care Quality: CARES Plus & IMPACT Programs

-The only addition to what was already presented was Ms. DesBaillet's meeting with the group of parents in June Lake who are trying to start a preschool. The parents are very dedicated and are in the process of trying to rent a building from Mammoth Mountain at the base of June Mountain.

c. Oral Health Initiative

-Scheduling Tooth Tutor visits around the county, will be completed before next Commission meeting.

d. Family Behavioral Health: Peapod Playgroups

-Peapod playgroups going well

-Three exceptions:

-Bridgeport still doesn't have a leader, although the position was flown for four months. Finally have an application and are anticipating a successful hire.

-Participation has been declining for both Mammoth English and Lee Vining, so their schedules will likely be changing. Mammoth moved to Tuesdays, which didn't seem to have worked for participants. Lee Vining participation is always challenging, are considering moving it to an evening or weekend to accommodate working parents.

e. School Readiness Activities

-School readiness scores have been very low, so First 5 is holding preschool nights in partnership with the principal of the elementary school.

-Ms. DesBaillets showed the Commission the Kindergarten backpacks that First 5 is passing out to incoming students.

-Outcomes are still on par with Oakland however. The Commission discussed the Brigrance screens and the best way to administer the screens and use the data. The plan for Mammoth is to administer the screens at the beginning of the school year rather than on a separate day during the prior spring/summer to try to better screen all incoming students.

16. Commissioner Reports

Commissioner Wilson reported that the doctors discussed providing a Welcome Baby! brochure to pregnant patients during the third trimester visit as part of the checklist for the visit.

17. Director Report

None

Meeting adjourned at 4:29 p.m.



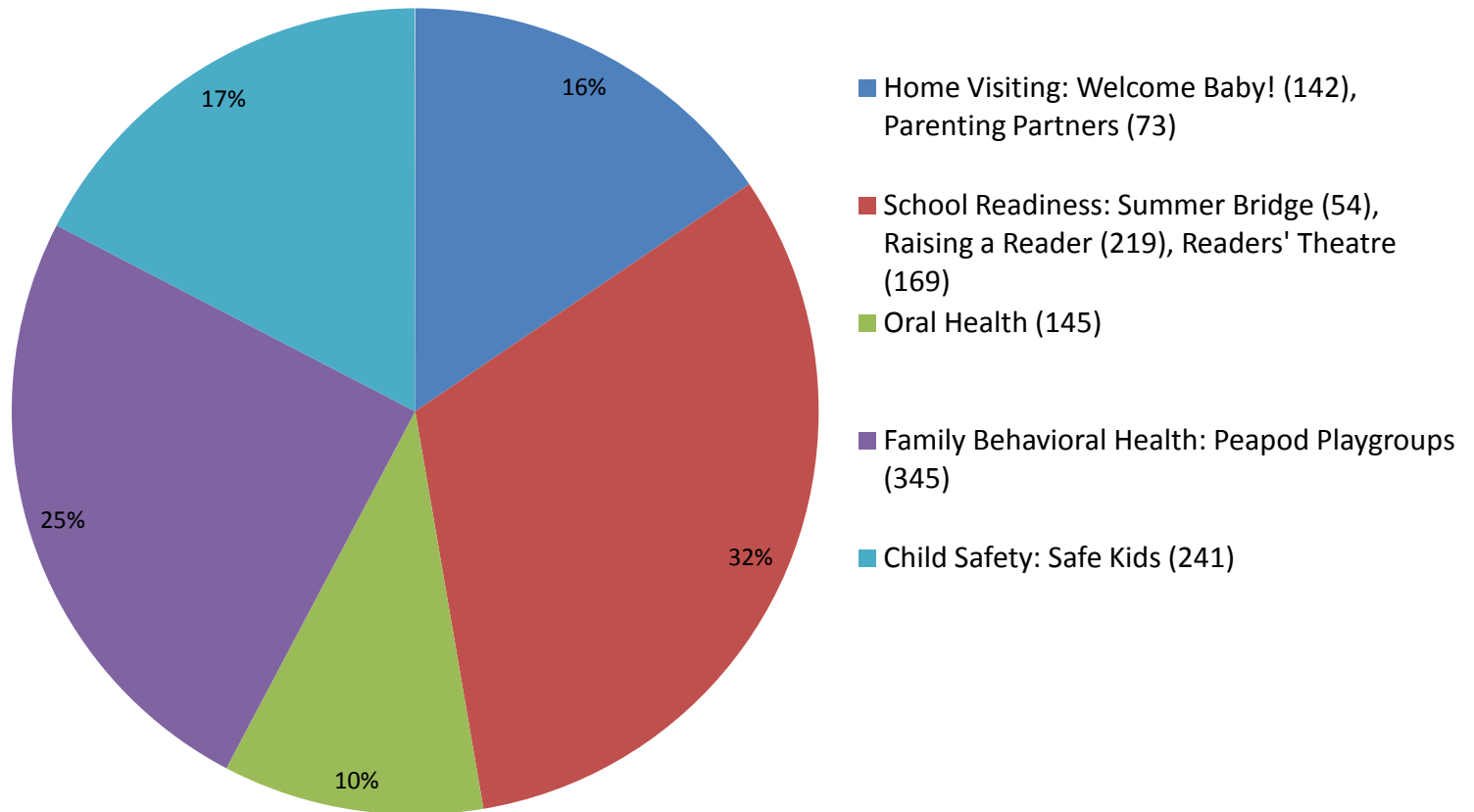
First 5 Mono County

FY 2014-2015

Evaluation Report

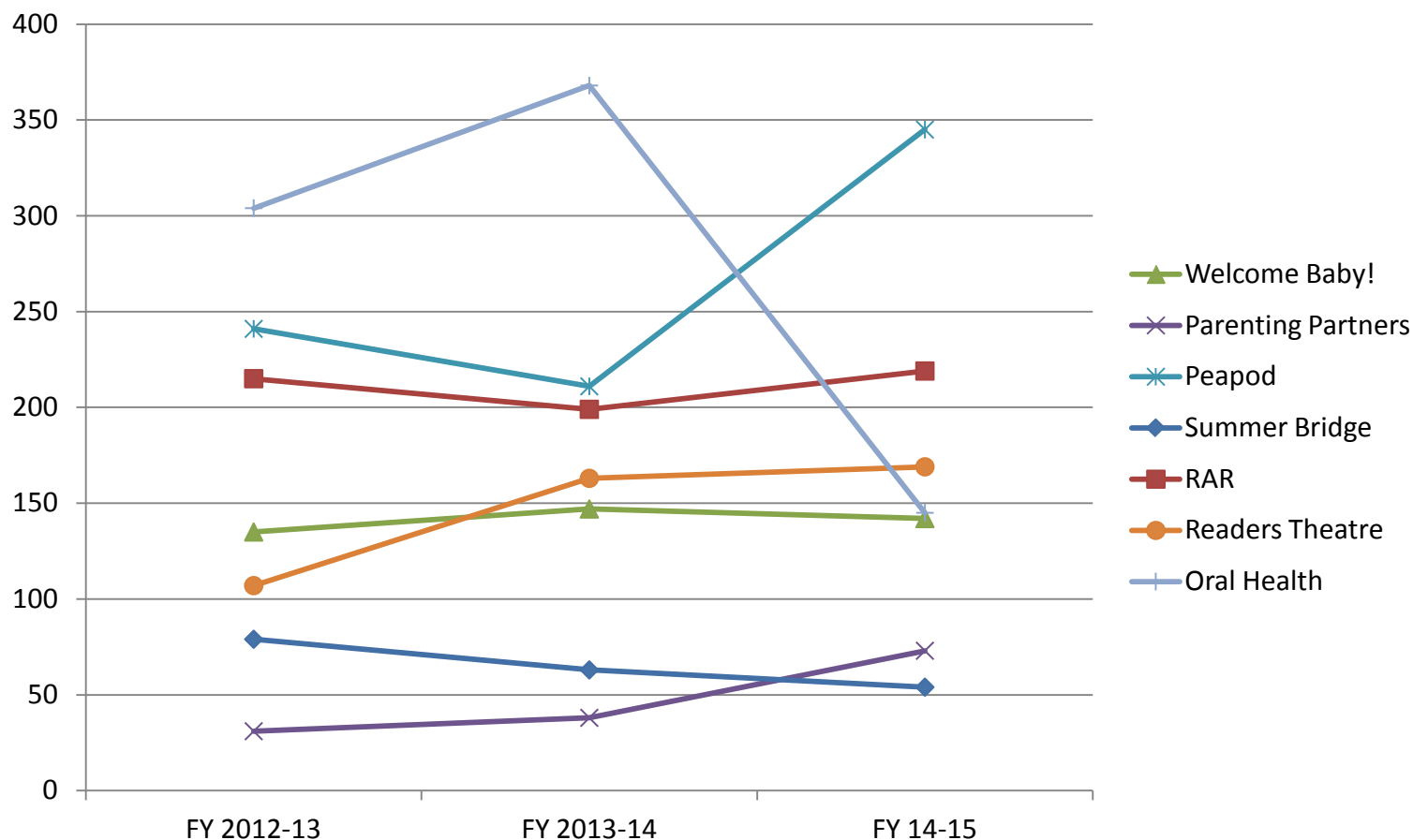
Our goal is to enhance the network of support services for families with children
ages 0 to 5 years.

Children's Participation in First 5 Mono Funded Programs by Objective Area



FY 2014-15

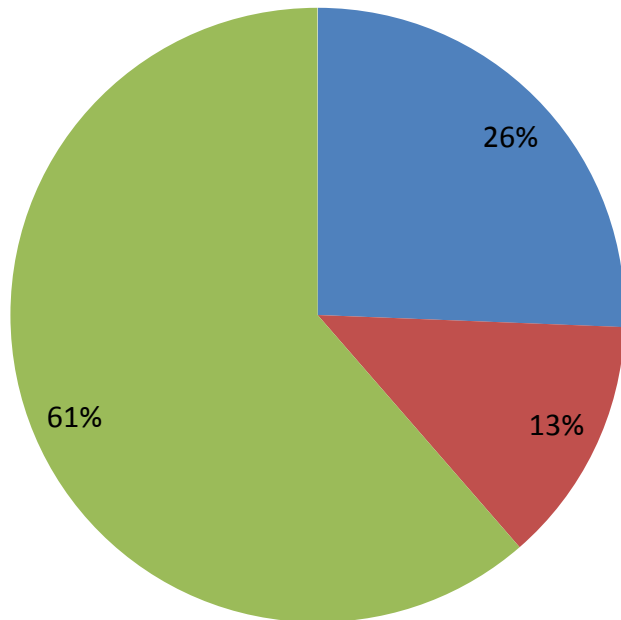
Children's Participation in First 5 Mono Funded Programs by Program



FY 2014-15

Children's Participation in Commission-Run Programs FY 2014-2015

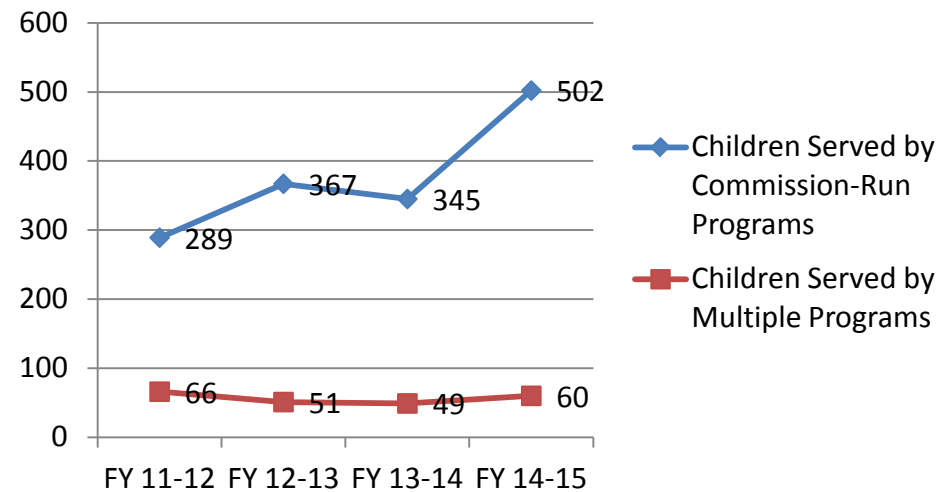
FY 2014-15



- Welcome Baby
(144)
- Parenting Partners
(73)

Total: 502

Children served by multiple programs: 60, 11%



HOME VISITING

Investment: \$140,643

Funding from First 5 California, Small County Augmentation (\$109,360)

Parenting Partners

Funding Partner: Department of Social Services; Child Abuse Prevention, Intervention, and Treatment (CAPIT) Grant (\$29,902)

Conducted by First 5 Mono

Welcome Baby!, Childbirth Education & Café Mom

Funded & conducted by First 5 Mono, funding support from:

- Mammoth Hospital Lamaze Training Reimbursement(\$976)
- Childbirth Education participant fees (\$265)
- Breast pump attachment fees (\$140)

Home Visiting

Parent-educator led parent-child activities using Parents as Teachers curriculum

Parenting
Partners



- **Target:**
 - **Welcome Baby!:** Families with children prenatal to 12 months old
 - **Schedule:** Eight, one-hour home visits—more as needed for high needs.
 - **Parenting Partners:** High-needs families with children 1-5 years old
 - **Schedule:** Three, one-hour home visits—more as needed.
- **Objectives:**
 - Facilitate parents' role as their child's first and most important teacher
 - Provide information on typical child development
 - Stimulate child development by providing age appropriate activities
 - Increase and support breastfeeding and literacy activities
 - Link families to community services, and support access to services
 - Conduct developmental screenings and refer families to early intervention programs for assessment,
 - Provide culturally competent services in Spanish and English,
 - Facilitate optimal family functioning
 - Decrease child abuse and neglect

FY 2014-15

Parenting Partners



Referral Source

	Number	Percent
Mammoth Hospital L&D	44	25%
Welcome Baby!	37	21%
Childbirth Education	18	10%
Self	16	9%
Community Event	12	7%
OB/ Women's Clinic	9	5%
CPS/DSS	6	3%
Other Family/Friends	5	3%
Pediatrician	4	2%
Peapod	3	2%
Northern Inyo Hospital	1	1%
Mono County Health Dept.	0	0%
Other/Unknown	19	11%
Total:	174	

FY 2014-15

Visits Provided & Families Served

Parenting
Partners

Item #3 1/7/16



	FY 2014-15	FY 2013-14	FY 2012-13
Prenatal Visits	34	43	28
Home Visits	655	607	531
Total Visits	689	650	559

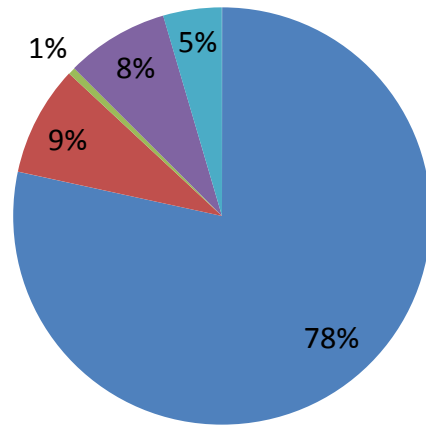
	FY 2014-15	FY 2013-14	FY 2012-13
Number of Families Enrolled in WB! By Fiscal Year	86	98	81
Births to Mono County Residents*	144	149	144
% of Babies in WB!	60%	66%	56%
Families Receiving WB! Visits	142	147	135
Families Receiving PP Visits	55	38	46
Families enrolled in WB! & PP	38		
Total Families Served	159	185	181

FY 2014-15

Demographics

Parenting Partners

Item #3 1/7/16



- Mammoth Lakes Area (138)
- June Lake/Lee Vining (15)
- South County (1)
- North County (14)
- East County (8)

High Needs

Families	42
Total Categories	19
Teen Parent	10
Child with disability	19
Low income	64
Multiple Children under 5	36
Homeless/Unstable Housing	10

Children's Race and Ethnicity

Non-Hispanic	107	American Indian	6
		White	88
		Multi race/other	13
Hispanic	89	Asian	1
		White	84
		Multi race/other	4

Referrals to Community Organizations

Item #3

1/7/16

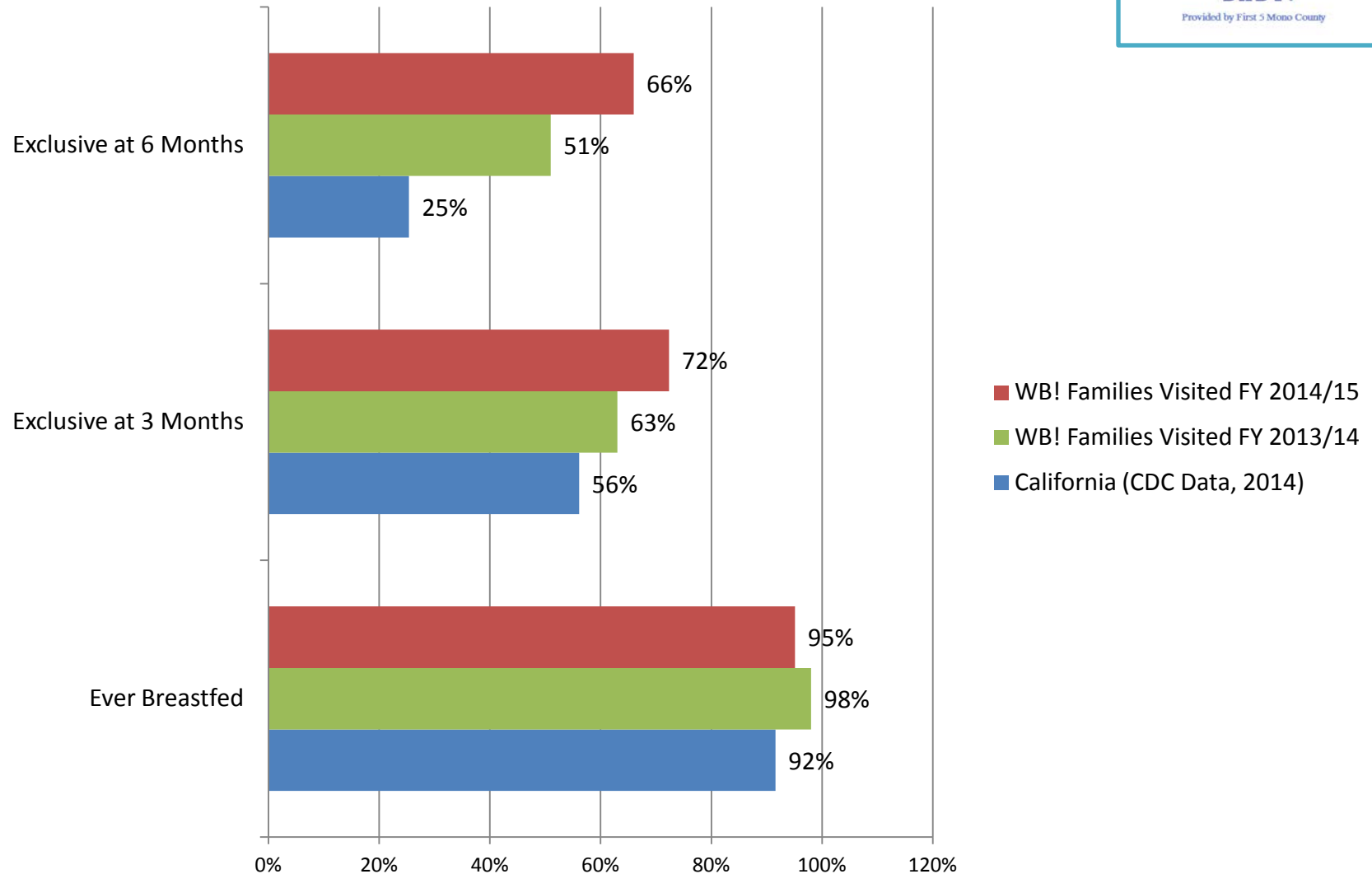


FY 2014-15

	FY 2014-15		FY 2013-14		FY 2012-13	
Community Resource	Referred	Accessed	Referred	Accessed	Referred	Accessed
Adult Education/Job Training	5	1				
Dental Services	2	1	1	1	1	-
Early Intervention	12	8	17	13	7	6
Early Education Setting & General Childcare/Preschool Information	9	4	1	1	6	2
Financial Resources	1	1	-	-	1	-
Food Resources (WIC)	8	3	9	5	6	5
General Parenting Support; Community/Group Participation; Social Support Network (Parenting Partners, Peapod, Café Mom)	56	18	54	9	33	17
Health Insurance	1	0	-	-	1	-
Language/Literacy Activities	44	22	10	4	13	6
Medical Services	20	10	15	9	11	6
Mental Health Services	9	5	13	7	12	7
Subsidy for Child Care/Preschool	5	3	-	-	-	-
Other	12	1	11	2	5	4
Total	184	77	131	51	96	53
% Accessed	42%		39%		55%	



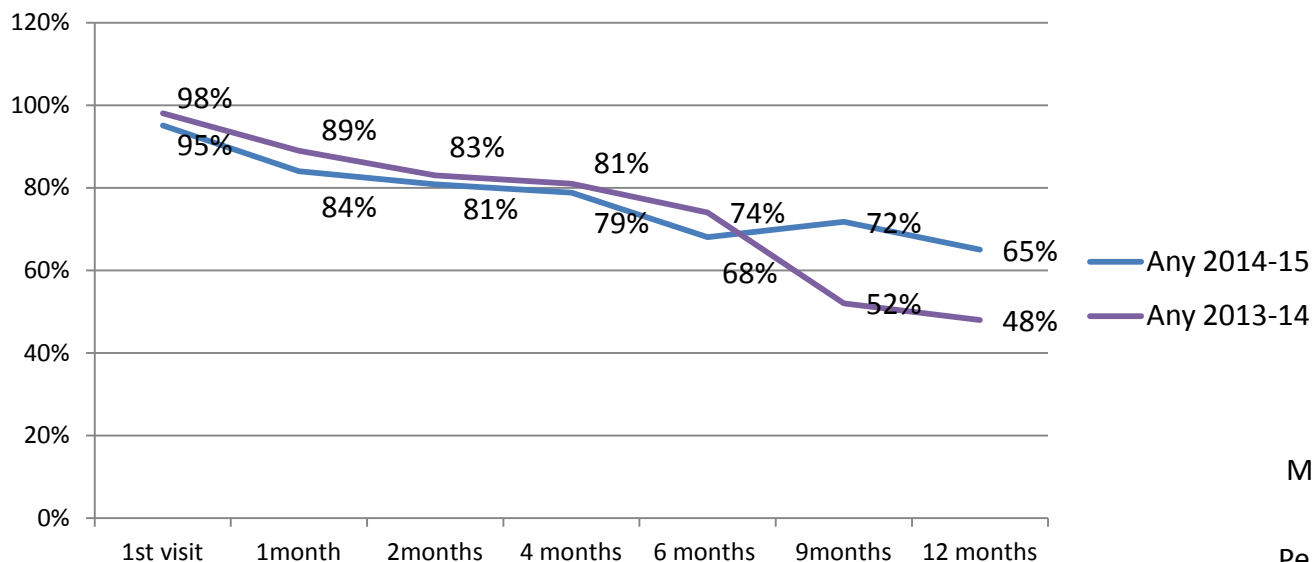
Breastfeeding



FY 2014-15

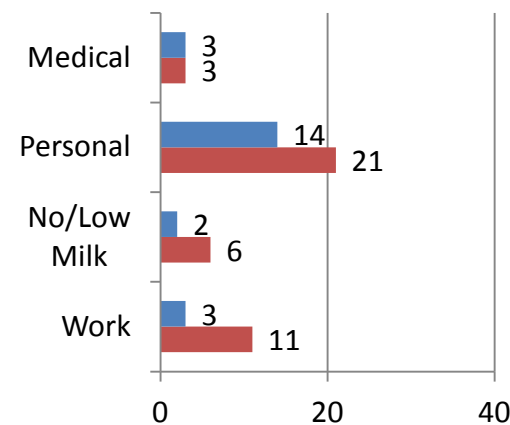


WB! Breastfed Babies

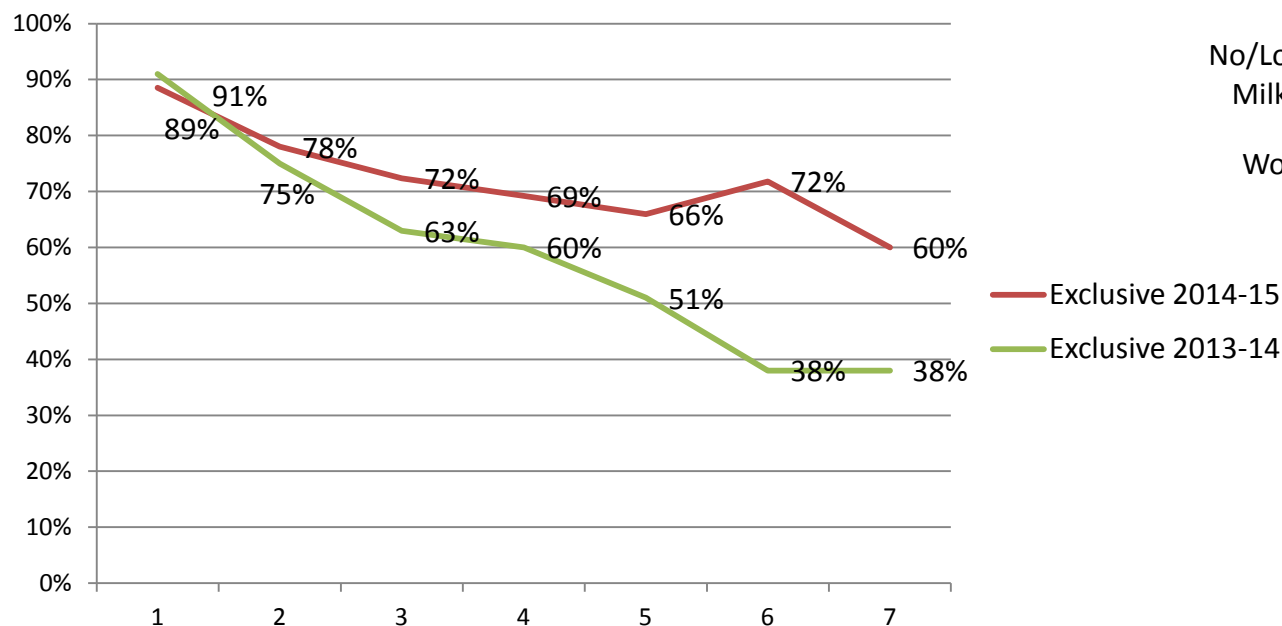


Reasons Quit

■ FY 2014-15 ■ FY 2013-14



FY 2014-15

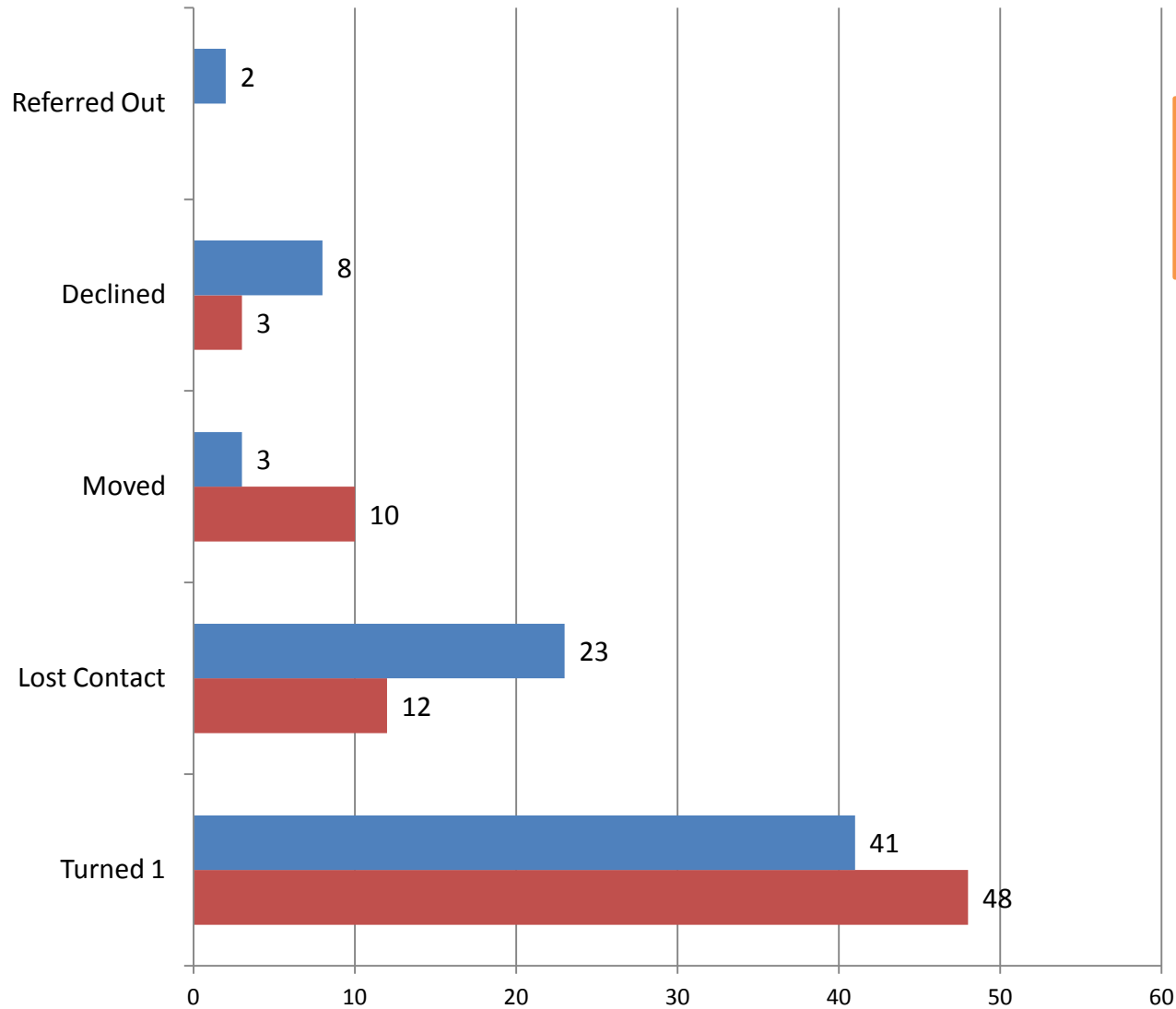


Exit Reason

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57% of families
Completed WB!
64% FY 2013-14



FY 2014-15

Exit Survey Results

Item #3 1/7/16



	Strongly Agree	
The Home Visiting Program: (N=16)	FY 14-15	FY 13-14
Helped me to feel more confident in my parenting abilities	81%	88%
Improved my knowledge of my baby's growth and development	94%	79%
Provided a supportive outlet for talking about parenting	88%	96%
Gave me new ideas and tools for parenting	88%	100%
Answered my questions and addressed my concerns	88%	96%
Suggested helpful community resources	81%	92%
Did you receive breastfeeding support from a home visitor?	88%	88%
The breastfeeding support I received helped me: (N=14)		
Understand the importance of breastfeeding my newborn	86%	95%
Learn how to breastfeed my newborn	79%	95%
Overcome challenges to breastfeeding	86%	100%



Exit Survey Comments

What were the strong points of the home visiting program?

- I appreciated the handouts with all the tips and reminders of “where” my child should be. We love Lara!
- Molly was very supportive and prepared with activities and information each visit. It was a huge benefit to have someone to discuss any concerns I had about parenting and stress of being a parent. Molly always followed up when she said she would.
- Learning the importance of breastfeeding. The support as a new mom that I got. All the information with books and talks about baby’s growth and development.
- The emphasis on reading to your child was excellent. I love that we were given books.
- Breastfeeding, advice and education, giving me books that my baby loved and playing with my baby. (Translated)
- With the help and preparation and information on the growth and development of children and talking with my home visitor [I learned] about my baby and that playing and reading as a family [helps] a lot with their development. (Translated)

Exit Survey Comments

Item #3 1/7/16



What suggestions do you have to improve the HV program?

- For some reason I struggled with feeding (food) with [my child]. I would love some kind of class, handout, etc. on baby nutrition/ toddler nutrition with sample menus, not just guidelines and suggestions.
- I wish we could have continued it longer.
- Go each month. (Translated)
- I think that it would be perfect if they gave me advice on toilet learning and how to pronounce the most common words. (Translated)

FY 2016

Childbirth Education

Classes for expecting parents and partners

Item #3 1/7/16



Participation	
Fall 2014	8
Spring 2015	Canceled
Total Participation	8

What did you like best about the class?

- Confidence building experience and very informative with current research and findings.
- Deanna was an asset. A lot of information. Interactive learning.
- Meeting other new parents and gaining confidence in giving birth by learning how to manage pain and work together.

Comments

- Some real testimonials/guest speakers might be beneficial.
- After care – would have loved to have known more.
- Have it be longer. I felt like there were more things we could have covered.

FY 2014-15



Breastfeeding Support Group

Weekly breastfeeding support group

Participation	
Parents served	5
Groups offered	20
Average attendance	.25

Breast pump loans

4

FY 2014-15

SCHOOL READINESS

Investment: \$85,235

Funding support from First 5 California Small County Augmentation (\$85,235)

Kindergarten Round Up, Pre-K Assessments & Summer Bridge

Funded by First 5 Mono

Conducted by Eastern Sierra and Mammoth Unified School Districts

Raising a Reader

Funding Partner: Mono County Libraries

Conducted by Mono County Libraries, Story Time Bridgeport ,Walker, and Mammoth Spanish by First 5

Readers' Theatre

Conducted & funded by First 5 Mono

First Book

Conducted & funded by First 5 Mono

Transition to School Activities

Partners: Mammoth and Eastern Sierra Unified School Districts

- **Kindergarten Round Up:** Informational meeting held at all county elementary schools with parents of incoming kindergartners
 - **Target:** All families with incoming Kindergartners
 - **Objectives:**
 - Introduce families and children to the school, principal, and each other
 - Provide information on entering school and kindergarten readiness
 - Facilitate children and families' smooth transition into the education system
 - Enroll children in kindergarten
 - Sign children up for pre-k assessments and Summer Bridge
- **Pre-Kindergarten Assessment:** School readiness assessments conducted by teachers
 - **Target:** All incoming kindergartners
 - **Objectives:**
 - Assess incoming students' school readiness
 - Identify children's skill development needs before school begins
 - Identify children who are not school ready to refer to the Summer Bridge program
- **Summer Bridge:** Two week kindergarten transition program held in the summer for incoming kindergartners, especially those assessed as not ready for kindergarten
 - **Target:** Children assessed as not kindergarten ready, and, as space provides, other incoming kindergartners
 - **Objectives:**
 - Assess incoming students' school readiness
 - Identify children's skill development needs before school begins
 - Identify children who are not school ready to refer to the Summer Bridge program

Transition to School Reporting Cutoff

- Transition to school activities, Round Up, Assessments, and Summer Bridge are reported based on the year the cohort enters Kindergarten.
- Although Round Up—and in some cases assessments and Summer Bridge—are held in the previous fiscal year, to track a county-wide class cohort, activities are reported based on the FY in which the cohort enters Kindergarten
- FY 2014-15 transition to school reporting is for the class entering Kindergarten in August of 2014

*FY 2012-13 and earlier, the cohort was based on the FY in which Summer Bridge took place

FY 2014-15

Kindergarten Round Up

K Round Up Attendance

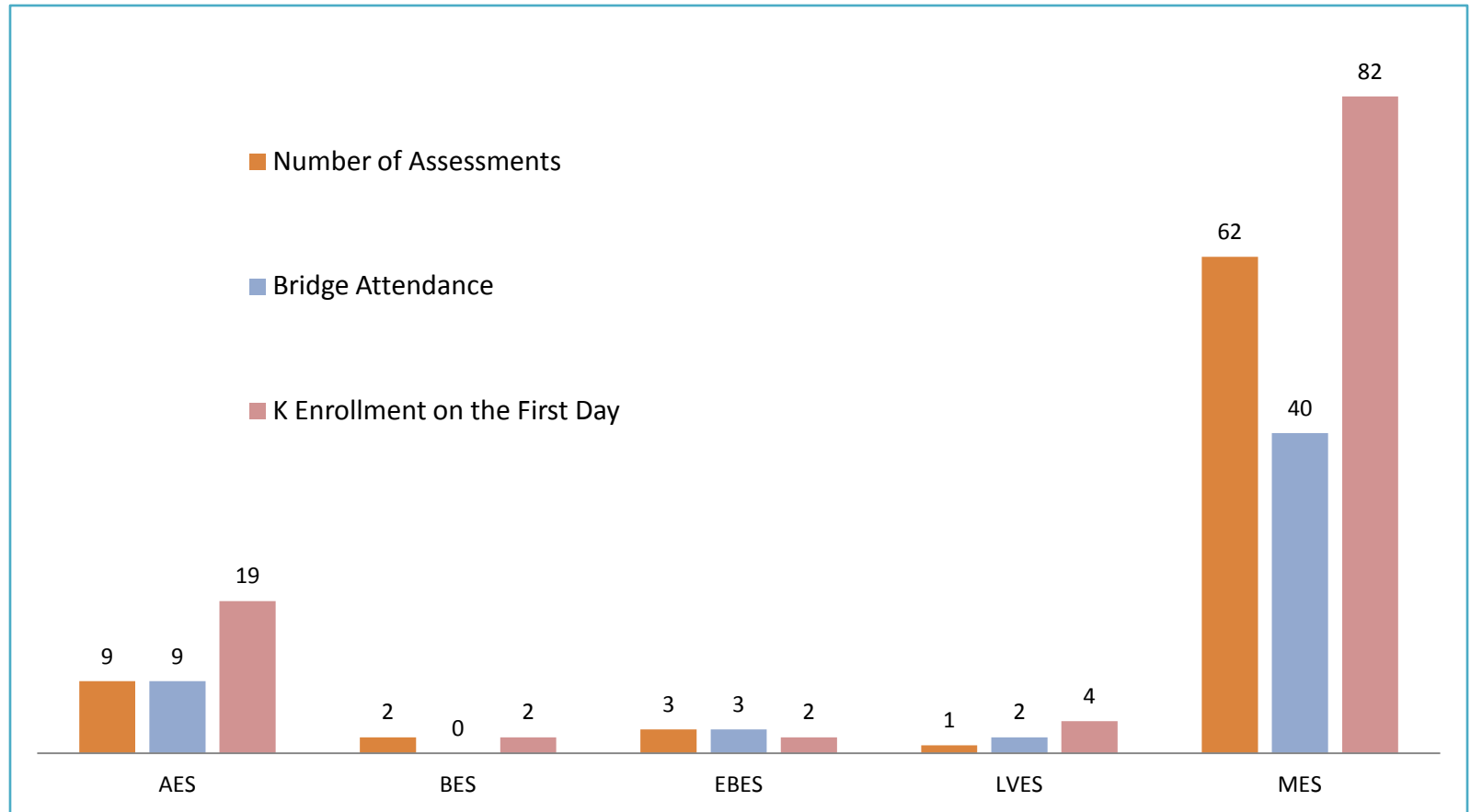
March & April 2014 for class entering Kindergarten in August of 2014

FY 2014-15

	2014		% of Kindergartners who got a backpack at Round Up		
	Attendance	Backpacks Distributed	FY 2014-15	FY 2013-14	FY 2012-13
AES	29	11	58%	61%	93%
BES	6	2	100%	50%	100%
EBES	1	1	50%	25%	133%
LVES	13	5	125%	71%	44%
MES	176	73	89%	94%	97%
Total	308	89	84%	83%	90%

Transition to School Participation

April - August 2014

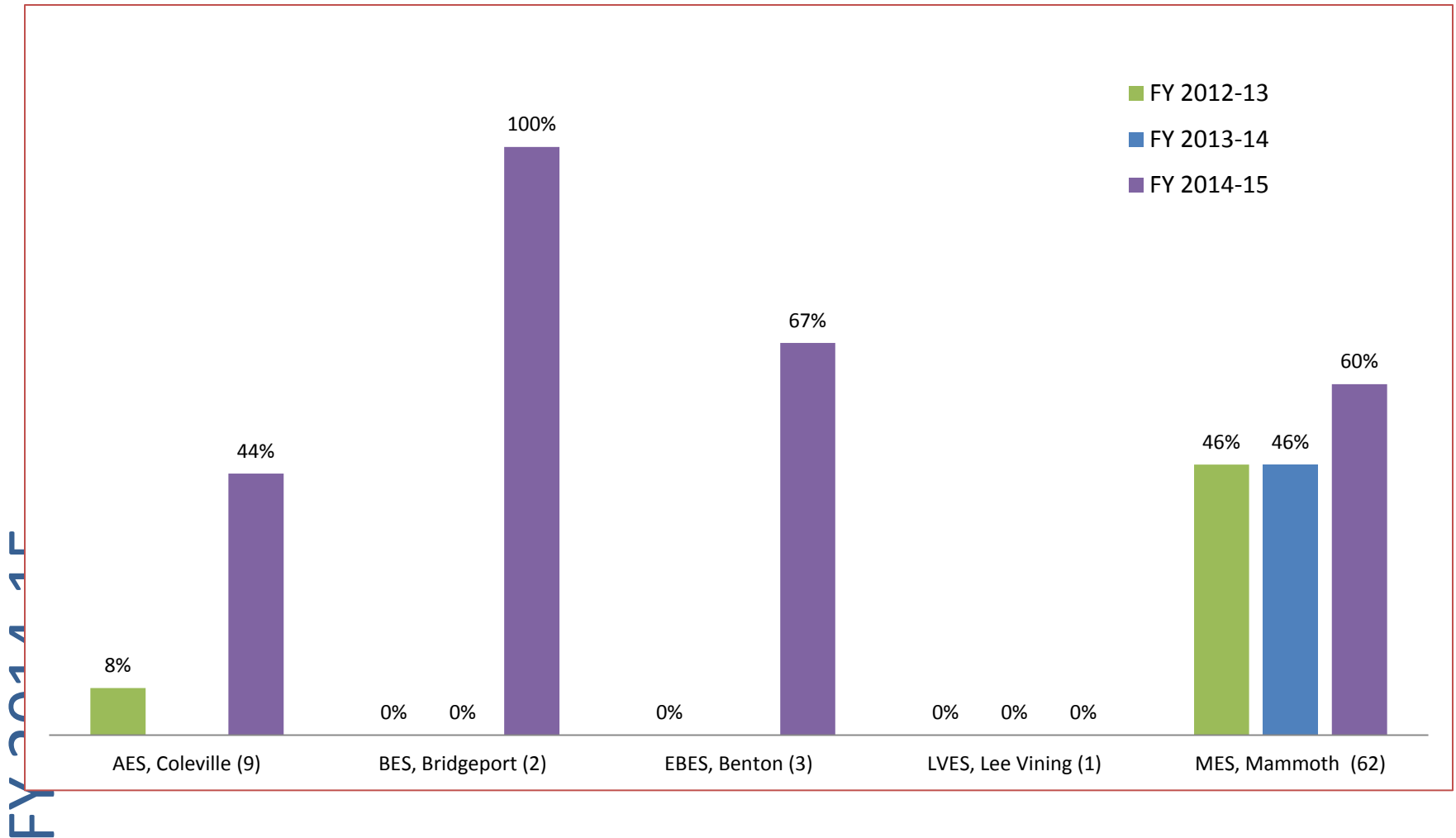


FY 2014-15

Kindergarten Assessments

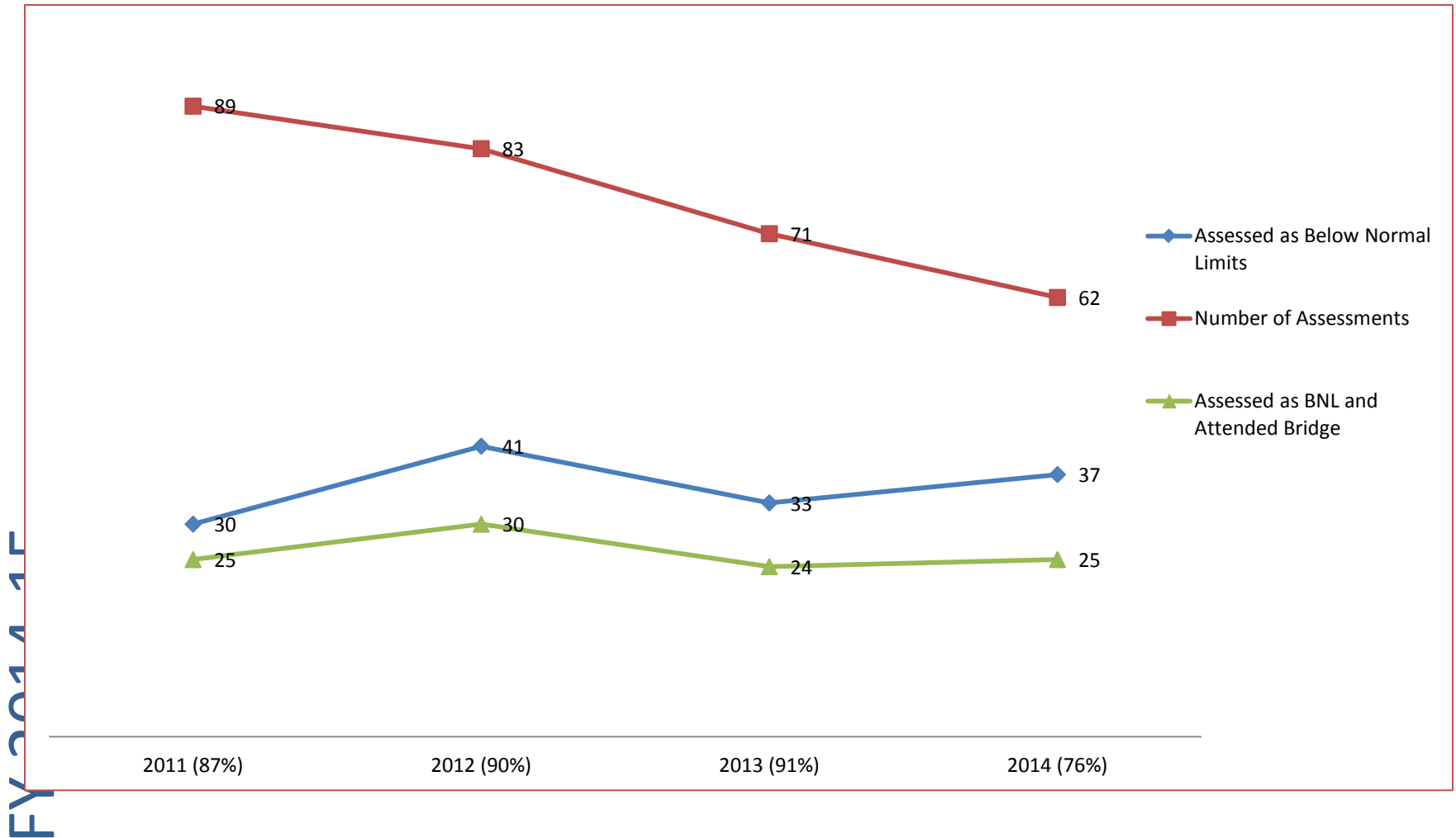
Pre-K Assessments

Students Assessed as “Not Ready”

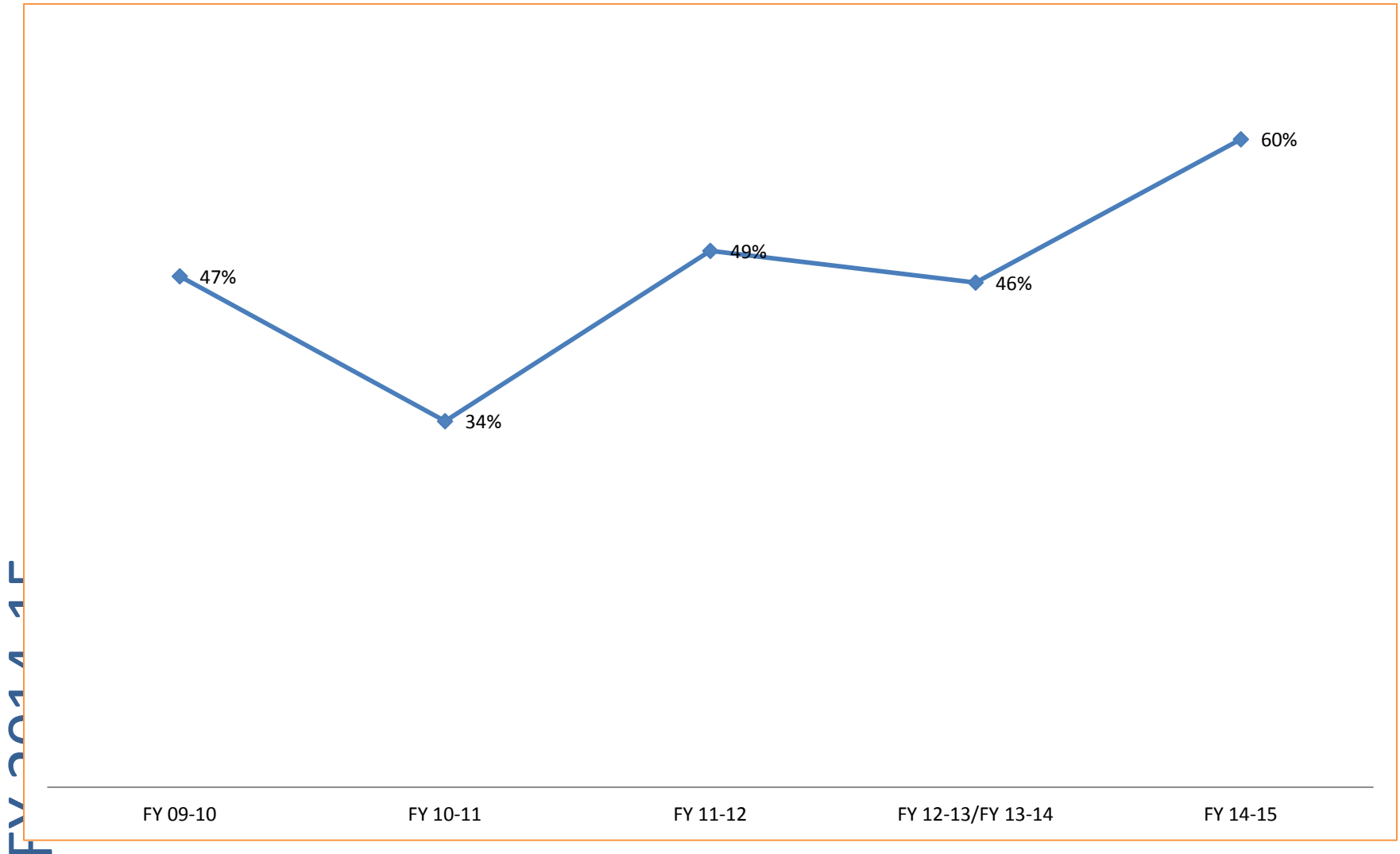


MES Assessments 2011-2014

Kindergarten Assessments



MES Students Assessed as “Not Ready”

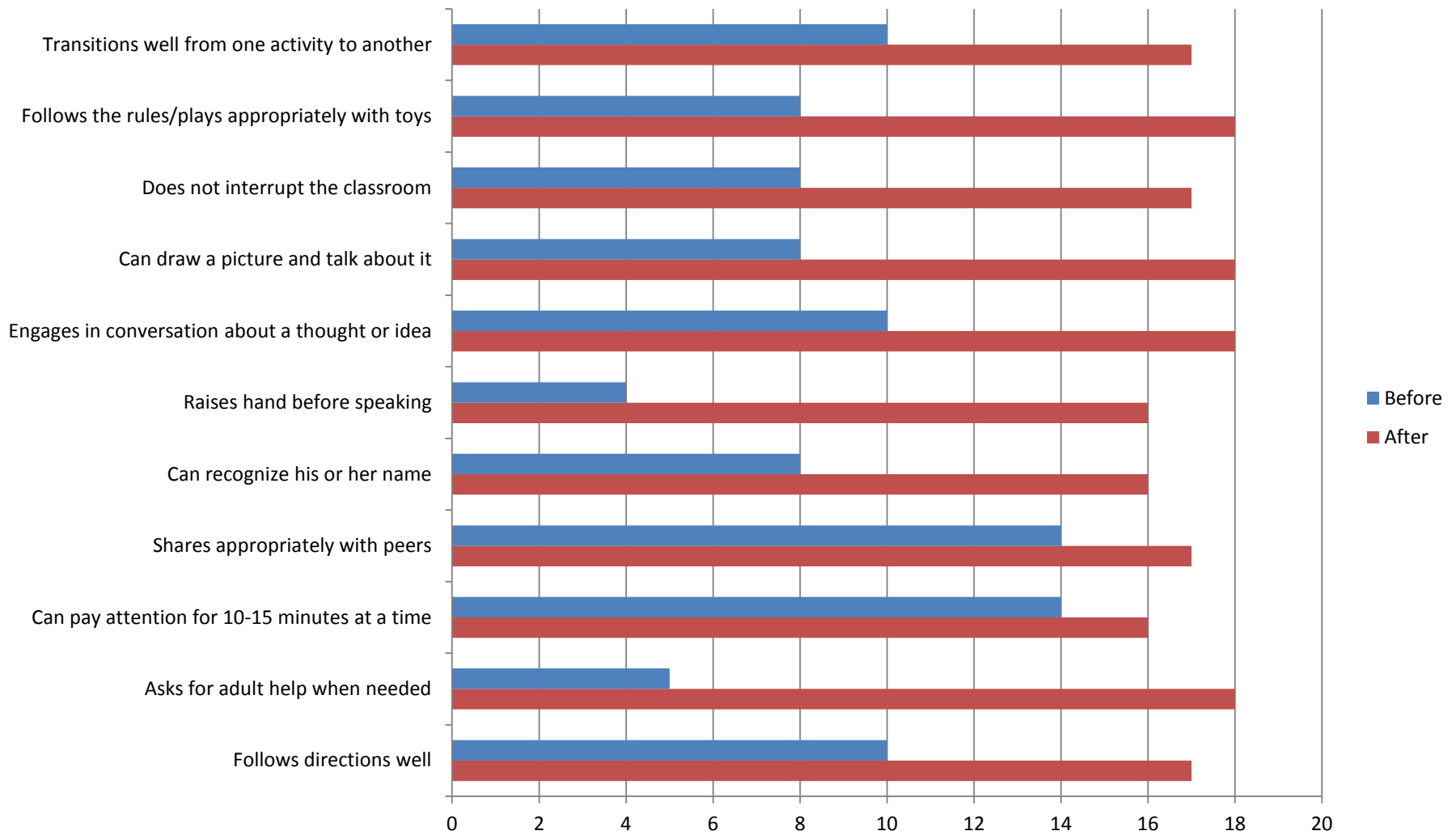


Teacher Survey

Summer Bridge

Item #3 1/7/16

MES English (N=18)

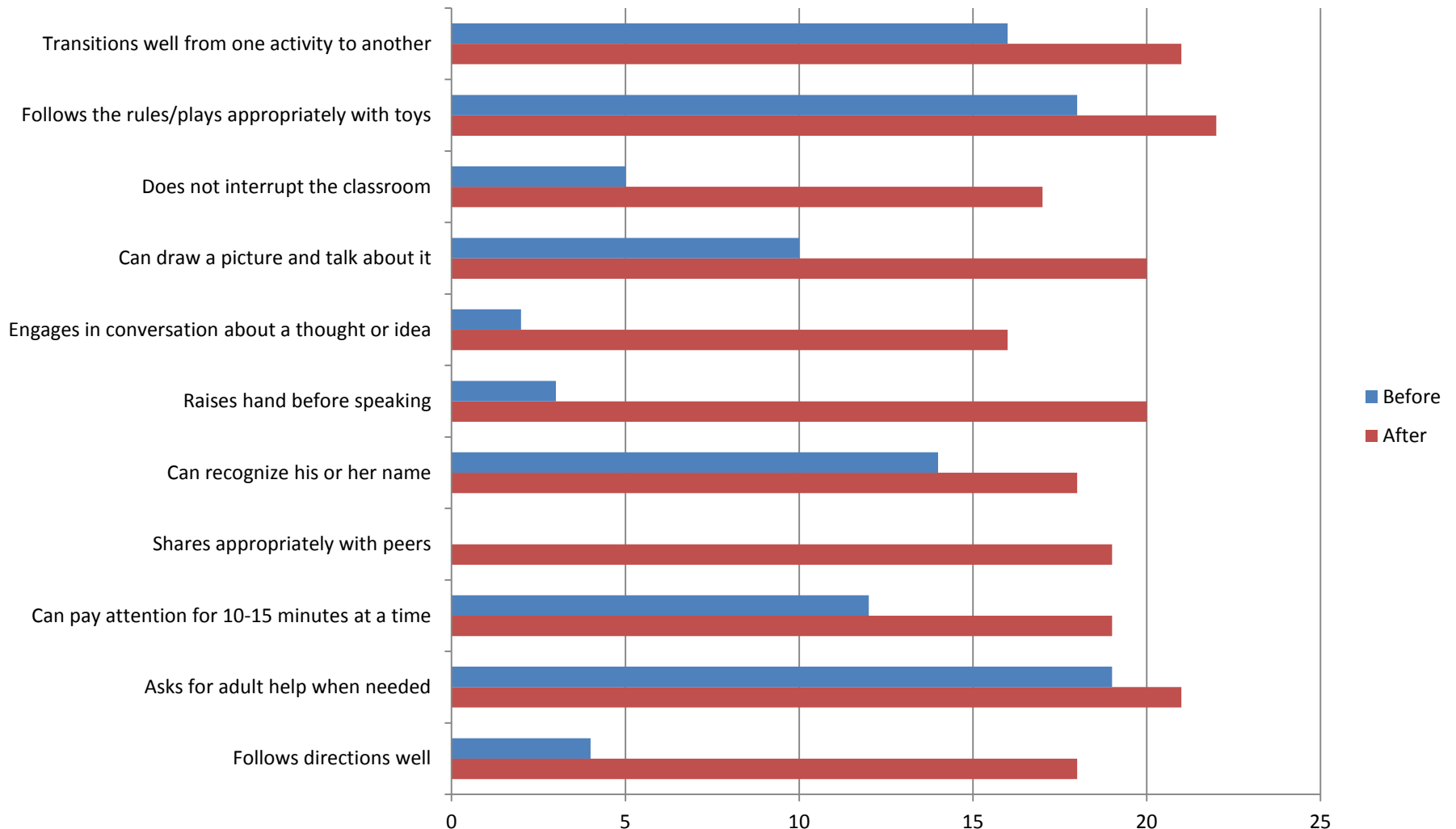


Teacher Survey

Item #3 1/7/16

Summer Bridge

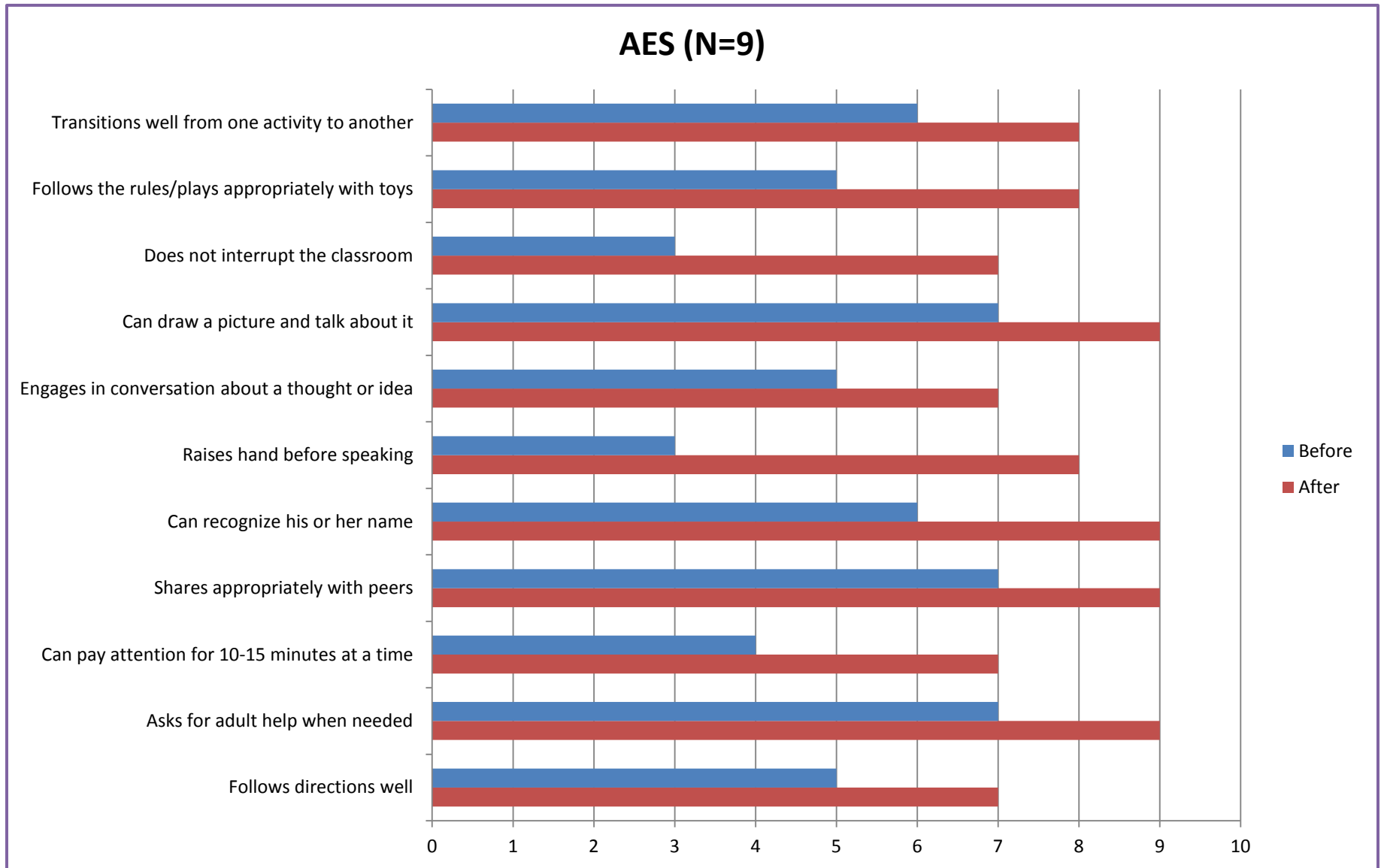
MES Spanish (N=22)



Teacher Survey

Summer Bridge

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Teacher Survey

Summer Bridge

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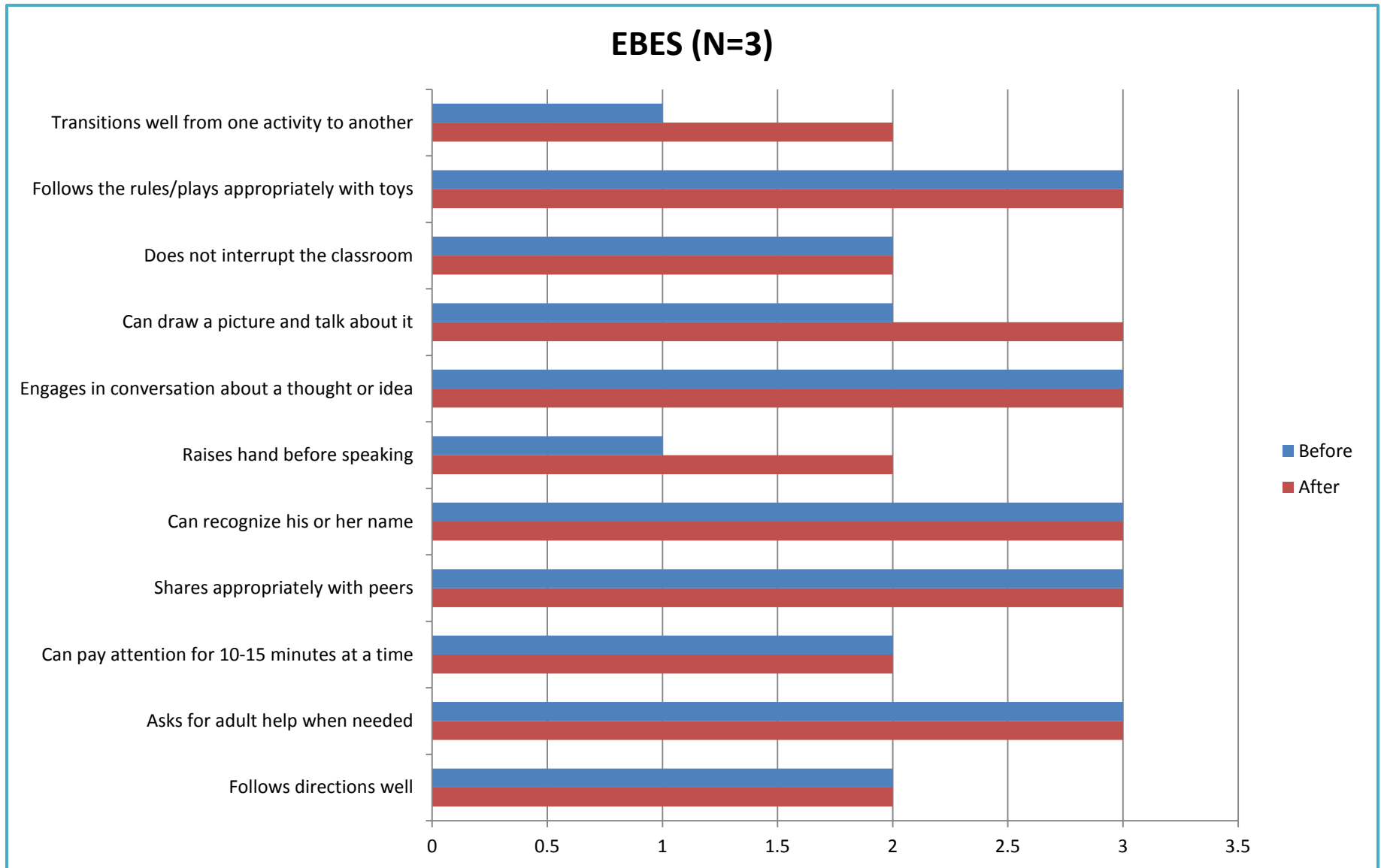
- Bridgeport Elementary did not hold Summer Bridge in FY 2014-15

FY 2014-15

Teacher Survey

Summer Bridge

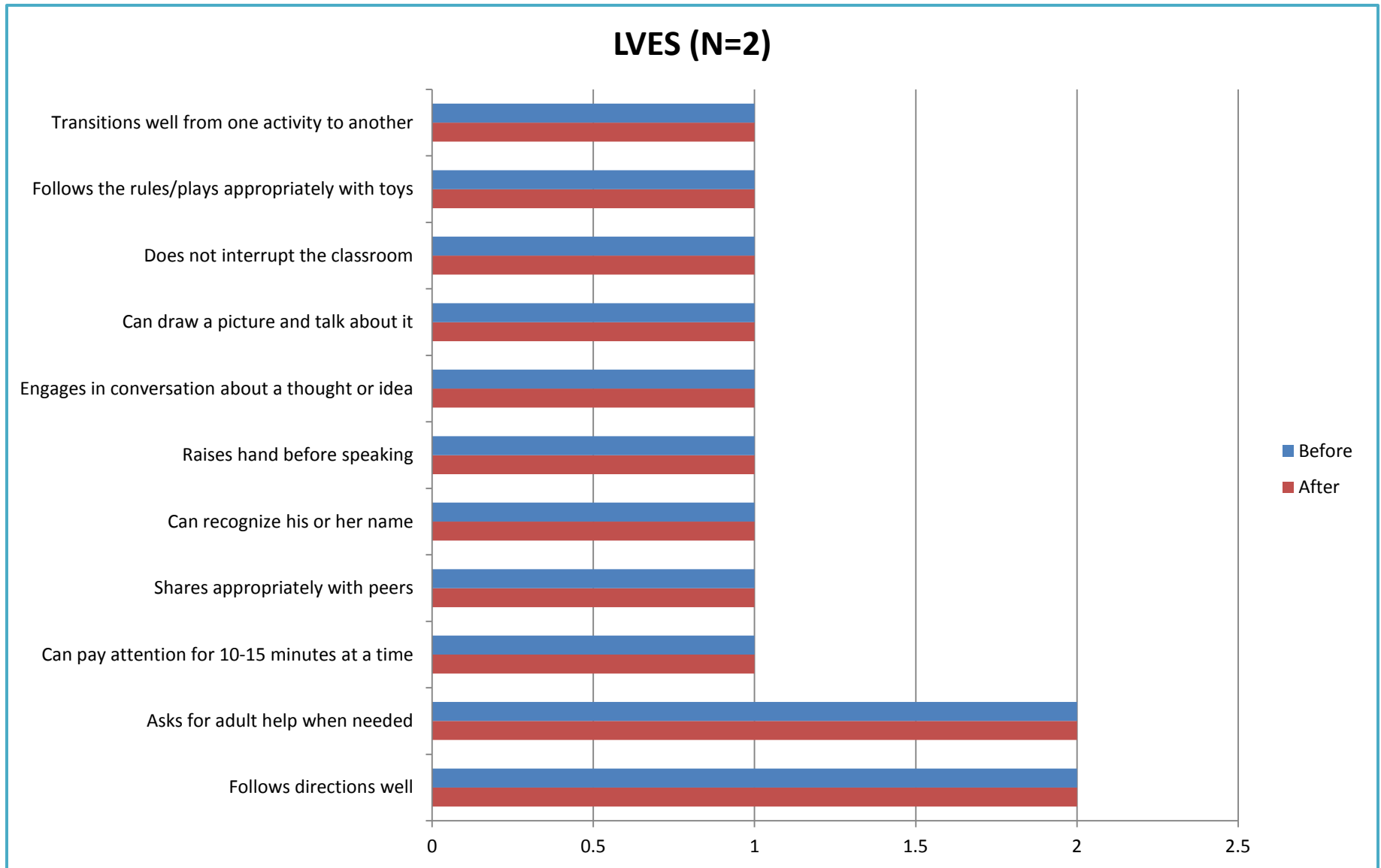
Item #3 1/7/16



Teacher Survey

Summer Bridge

Item #3 1/7/16



Teacher Survey Comments

What were the most important things the children in your class got out of the Summer Bridge Program?

- Students are more comfortable following routines and classroom expectations
- Kids are much more comfortable with routine and following directions and with the teacher and the teacher's expectations.
- Exposure to classroom, routines and other students were some of the most important aspects of Bridge.

Parent Survey

In which ways do you feel this program helped prepare your child for kindergarten?

Classroom Skill	AES	BES	EBES	LVES	MES English	MES Spanish
N	(6/9)	N/A	(0/3)	(1/2)	(17/18)	(10/22)
Development of social skills	67%	-	-	0%	71%	80%
Adjusting to a group learning environment	67%	-	-	100%	65%	90%
Getting used to the classroom	83%	-	-	100%	76%	100%
Meeting the teachers	67%	-	-	100%	82%	90%
Learning how to follow directions	33%	-	-	100%	71%	100%
Increased attention span	33%	-	-	0%	53%	90%
Increased self-confidence	33%	-	-	100%	65%	90%

FY 2014-15

Parent Survey - Comments

Does your child feel less anxious about starting school?

- He knows what to expect, can say goodbye to us without tears
- Gets her in the routine; lets her know what to expect
- I feel like she is more confident and comfortable around other children
- She is getting more confident, she is really shy so it helps her a lot
- It was very painful before and now not as much
- She is very happy to start school and to learn new things
- [My child] was afraid of the English language and the teacher, this program gave him confidence
- The first day of classes she didn't want to go and the second day she went by herself and remained calm without fear or pain
- No - He still feels the same way, he still wants to go to school
- No - He's used to going to school and feels secure

FY 2014-15

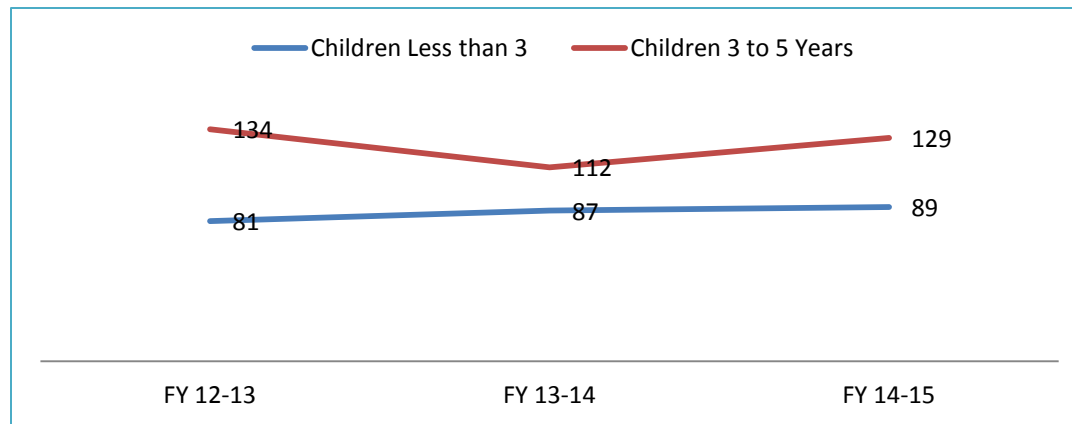
Raising a Reader & Story Time

Book bags distributed through libraries, child care providers, and preschools

Partner: Mono County Libraries

- **Target:** Families and child care providers with children birth to 5 years
- **Objectives:**
 - Improve early literacy
 - Encourage use of the library system
 - Increase parental and care-provider literacy activities
- **Participation: 218 children**
- For the first time this year, Peapod Leaders in Walker, Bridgeport and Mammoth Spanish conducted Story Time

FY 2014-15



Evaluation

Item #3 1/7/16

Raising a Reader

	Yes	No	Maybe	Not Speaking
Do you feel your child continues to be excited about the Raising a Reader Program?	94%	0%	36%	
Do you feel the RAR Program increased the amount of time you read to your child?	77%	13%	10%	
If yes to question two, how much did your time reading increase?				
1-2 days per week	25%			
3-4 days per week	54%			
5-6 days per week	3%			
7 days a week	17%			
Do you feel the RAR Program has continued to increase your child's interest in books?	91%	1%	8%	
If your child is speaking, do you feel that reading books has increased your child's vocabulary?	82%	4%	12%	3%
Do you feel the RAR Program has made you more apt to re-read books to your child?	79%	10%	10%	
Do you feel the RAR Program has increased your child's desire to visit the library?	54%	18%	25%	
If yes to question seven, how many times a week do you visit the library with your child?				
1-2 days per week	85%			
3-4 days per week	15%			
5-6 days per week	0%			
7 days a week	0%			
Do you feel the RAR Program needs improvement?	13%	87%		
Were the RAR handouts you received from your child's provider helpful?	89%	11%		

Do you feel the Raising a Reader program needs improvement?

- Perhaps longer story books instead of board books.
- The books for 2-3 year olds were too young for my child. She did not have any interest in them. Too many books only had pictures or very little words. I would have liked to have access to the 4-5 year old program. Discontinued because of lack of interest.

Readers' Theatre

Skits and book readings in child care facilities, preschools, and at story time



Target: Preschool-age children

Objective: Promote early literacy

—All participants were given *It's Picnic, Potter!* and Lee the Bee books

Participation: 169 Children



	FY 2014-15	FY 2013-14	FY 2012-13
Child Care Providers	68	30	-
Coleville State Preschool	8	15	9
Base Housing Childcare	23	28	13
Bridgeport Preschool	-	-	-
Lee Vining Head Start/State Preschool	10	8	6
Mammoth Story Hour	-	15	26
Mammoth Kids Corner	20	22	15
Mammoth Montessori	-	7	9
Mammoth Head Start	22	19	20
Lutheran Preschool	17	12	6
Sierra Early Education Program	1	7	3
Total	169	163	107

FY 2014-15

First Book

Item #3 1/7/16

Free high-quality children's books distributed to children

- **Target: Children birth to 5**
- **Objectives:**
 - Increase early literacy in home environments
 - Facilitate positive parent-child interaction
 - Increase literacy for young children
- **Participation:**
 - **695 books total** (448 FY 13-14)
 - 400 Welcome Baby! & Parenting Partners
 - 120 Health & Safety Fairs
 - 100 Early Start
 - 75 Raising a Reader

FY 2014-15



CHILD CARE QUALITY

Investment: \$129,347

Child Signature Project (CSP)

Serves Inyo, Mono & Alpine Counties

Funded by First 5 California (\$62,911)

Conducted by Inyo County Superintendant of Schools

Comprehensive Approaches to Raising Educational Standards (CARES)

Serves Mono and Alpine Counties

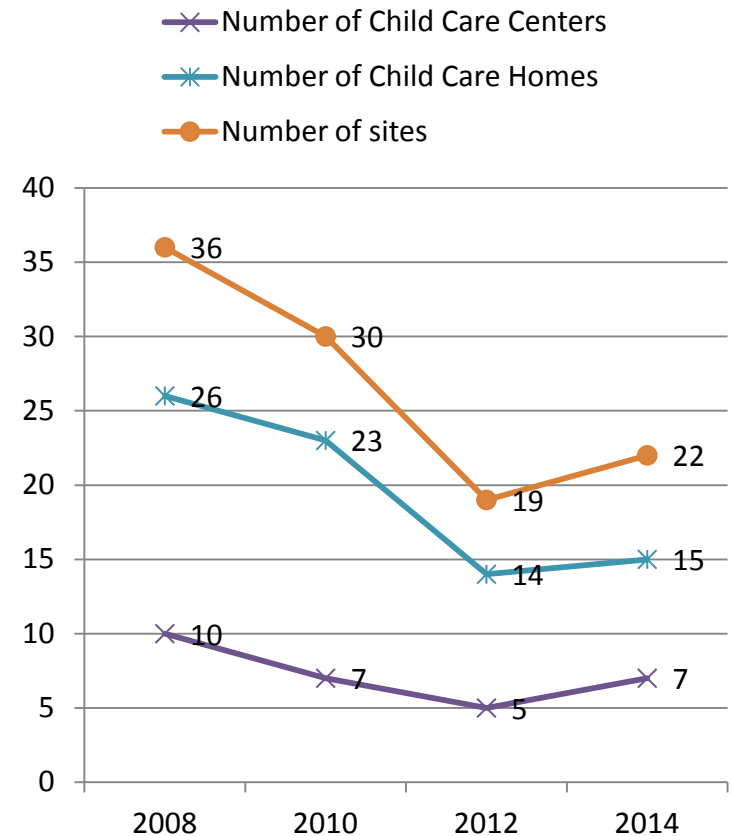
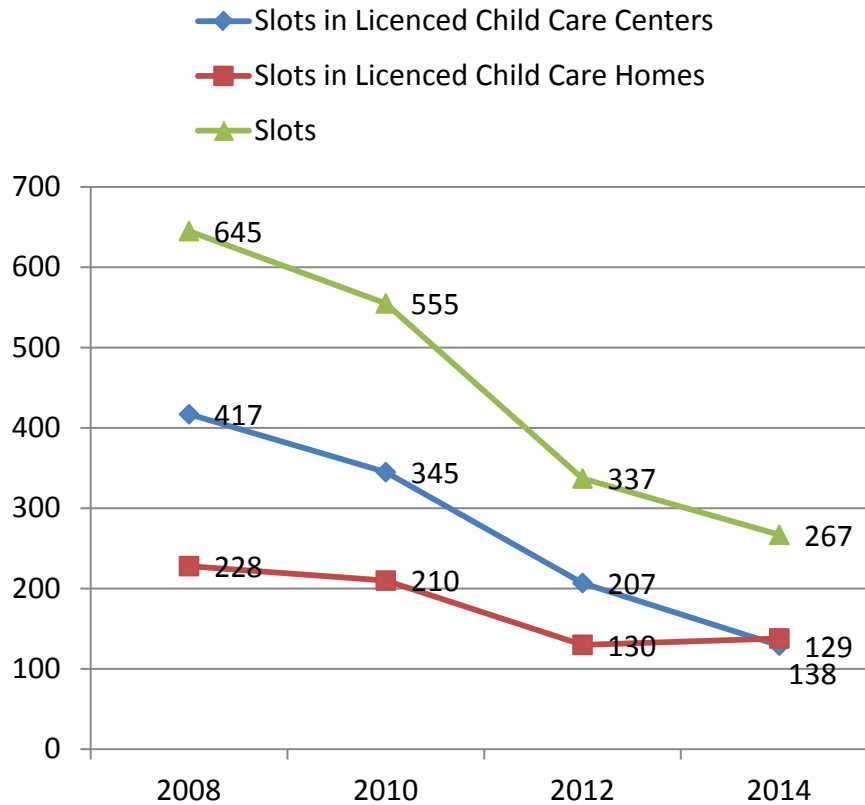
Funded by First 5 California (\$40,000) & First 5 Mono (\$26,436)

Conducted by First 5 Mono

Child Care Slots and Sites in Mono County 2008-2014

Item #3
1/7/16
Loss from 2008 to 2014:
378 slots (59%)
14 sites (39%)

FY 2014-15



Child Care Cost & Need

	Mono County	California
Children 0-12 with parents in the labor force	71%	66%
Children 0-12 with parents in the labor force for whom a licensed child care slot is available	17%	25%

	Licensed Child Care Centers		Licensed Child Care Family Homes	
	Mono County	California	Mono County	California
Full-Time Infant Care	\$11,076	\$11,461	\$9,491	\$7,446
Full-Time Preschool	\$7,916	\$7,982	\$8,669	\$7,050

FY 2014-15

Child Signature Project (CSP)

Item #3 1/7/16

Site quality improvement program for California State Preschool and Head Start sites

- Target: Preschool Classrooms
- Objectives:
 - Assess child care centers for quality indicators
 - Create an improvement plan for each site
 - Track implementation of goals
- Participation:
 - Inyo: 12 classrooms (9 sites)
 - Alpine: 1 classroom
 - Mono: 3 classrooms
 - Coleville State Preschool
 - Lee Vining Head Start/State Preschool
 - Mammoth Head Start
- Activities:
 - All sites developed improvement plans.

FY 2014-15



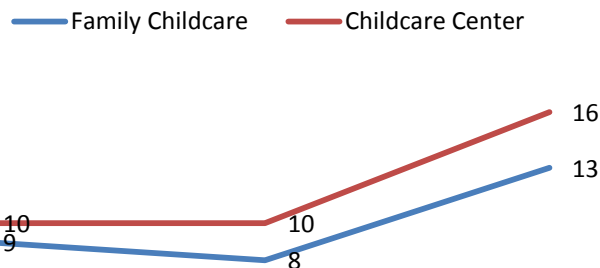
Comprehensive Approaches to Raising Educational Standards (CARES)

Child care provider training program



- **Target:** Child care providers
- **Objectives:**
 - Increase child care providers' understanding of child development
 - Provide curriculum ideas for child care providers
 - Increase the quality of child care environments

Participants Receiving Stipends

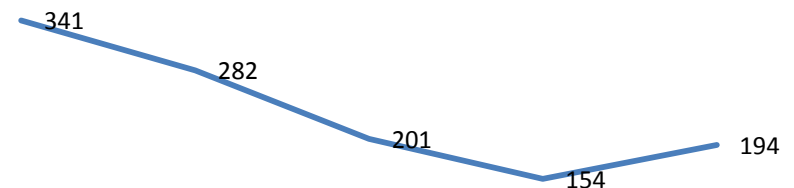


FY 12-13

FY 13-14

FY 14-15

Number of children served indirectly by CARES Participants



FY 10-11

FY 11-12

FY 12-13

FY 13-14

FY 14-15

ORAL HEALTH

Investment: \$5,618

Funding support from First 5 California Small County
Augmentations (\$5,618)

Oral health education, checks, and fluoride varnish application
Conducted & funded by First 5 Mono

Oral Health

- Target: Preschool aged children
- Purpose:
 - Provide semi-annual fluoride varnish application to all Mono County Children 1-5 not receiving services from a dentist
 - Educate children and parents about oral health
- Provide free toothbrushes to families to help maintain good oral health
- Participation:

95, 14% of Mono County children b-5 received at least one application of fluoride varnish via F5M programs.

145, 24% of all Mono County children b-5 received oral health education via F5M programs.

Location	Oral Health Checks	Oral Health Education	Fluoride Varnish	Total Services Provided
Preschools/Child Care Homes/Story Hour	-	123	84	207
Peapod	-	22	11	33
Kindergarten Round Up (MES)	14	-	11*	25*
Birth-to-Five Health & Safety Fairs (ESUSD)	27	-	22*	49*
FY 2014-15 Totals	41	145	128*	314*
FY 2013-14 Totals	51	368	268	687
FY 2012-13 Totals	71	304	179	483

* May contain duplicates

FAMILY BEHAVIORAL HEALTH

Investment: \$39,919

Funding support from First 5 California Small County Augmentation
(\$5,102)

Peapod Playgroups

Funding Partner: Mono County Behavioral Health, prop. 63 (\$34,817)
Conducted by First 5 Mono



Peapod Playgroups

Weekly group meetings for parents and children

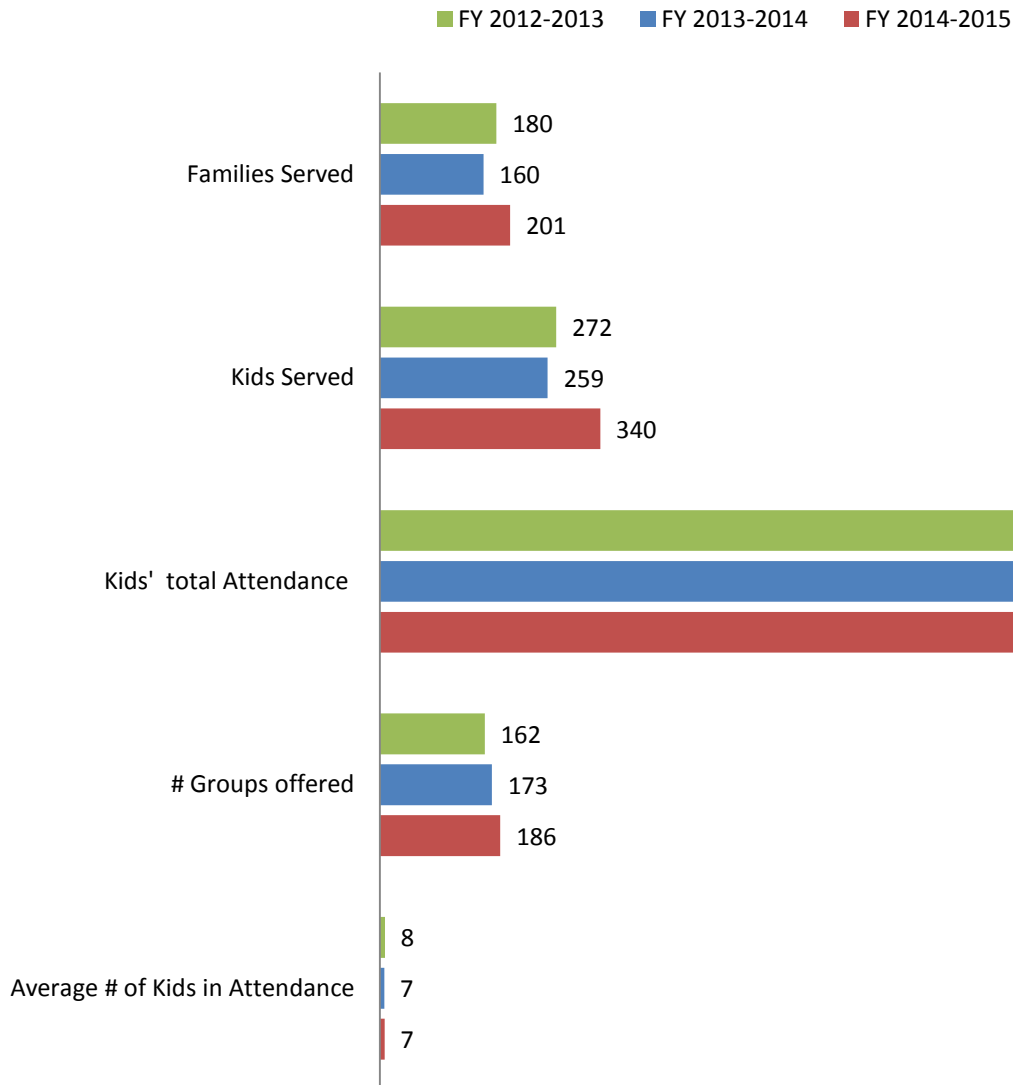
Partner: Mono County Behavioral Health

- **Target:** Parents and children, birth to 5 years old
- **Objectives:**
 - Decrease isolation by providing parents and children an opportunity to socialize
 - De-stigmatize seeking behavioral health services
 - Link families to community services
 - Encourage school readiness skills
 - Encourage early literacy
- **Schedule:**
 - Playgroups in:
 - Walker
 - Bridgeport
 - Lee Vining/June Lake
 - Crowley Lake
 - Mammoth English
 - Mammoth Spanish
 - Benton
 - Sessions of 10 weekly playgroups
 - 3-4 sessions per year in each location

FY 2014-15

Participation

Item #3 1/7/16



Families Served by Location

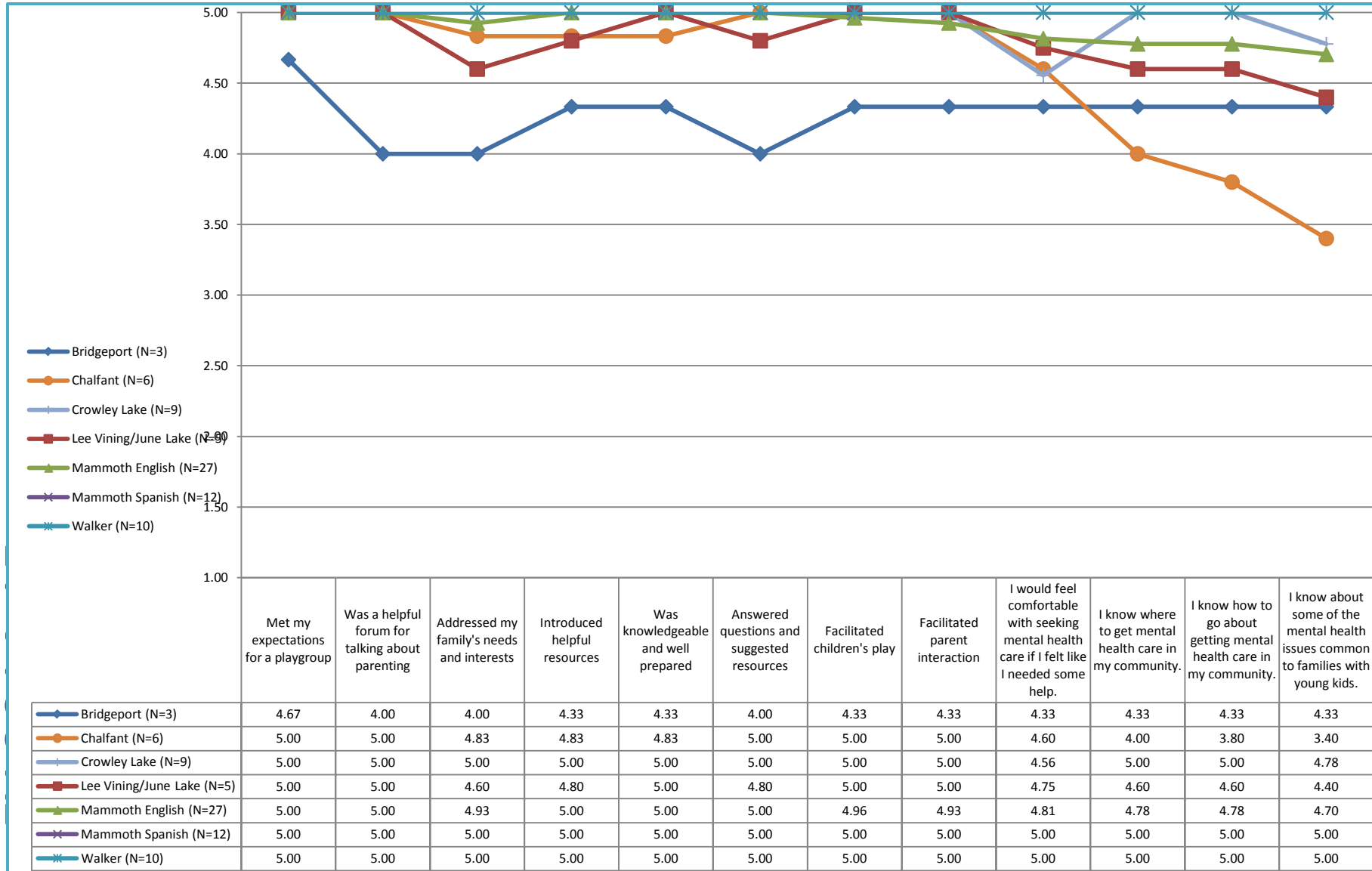
	FY 14-15	FY 13-14
Benton	8	12
Bridgeport	17	13
Crowley Lake	43	48
Lee Vining	15	13
Mammoth English	59	42
Mammoth Spanish	30	15
Walker	29	21



Overall Site Averages

Site Comparison

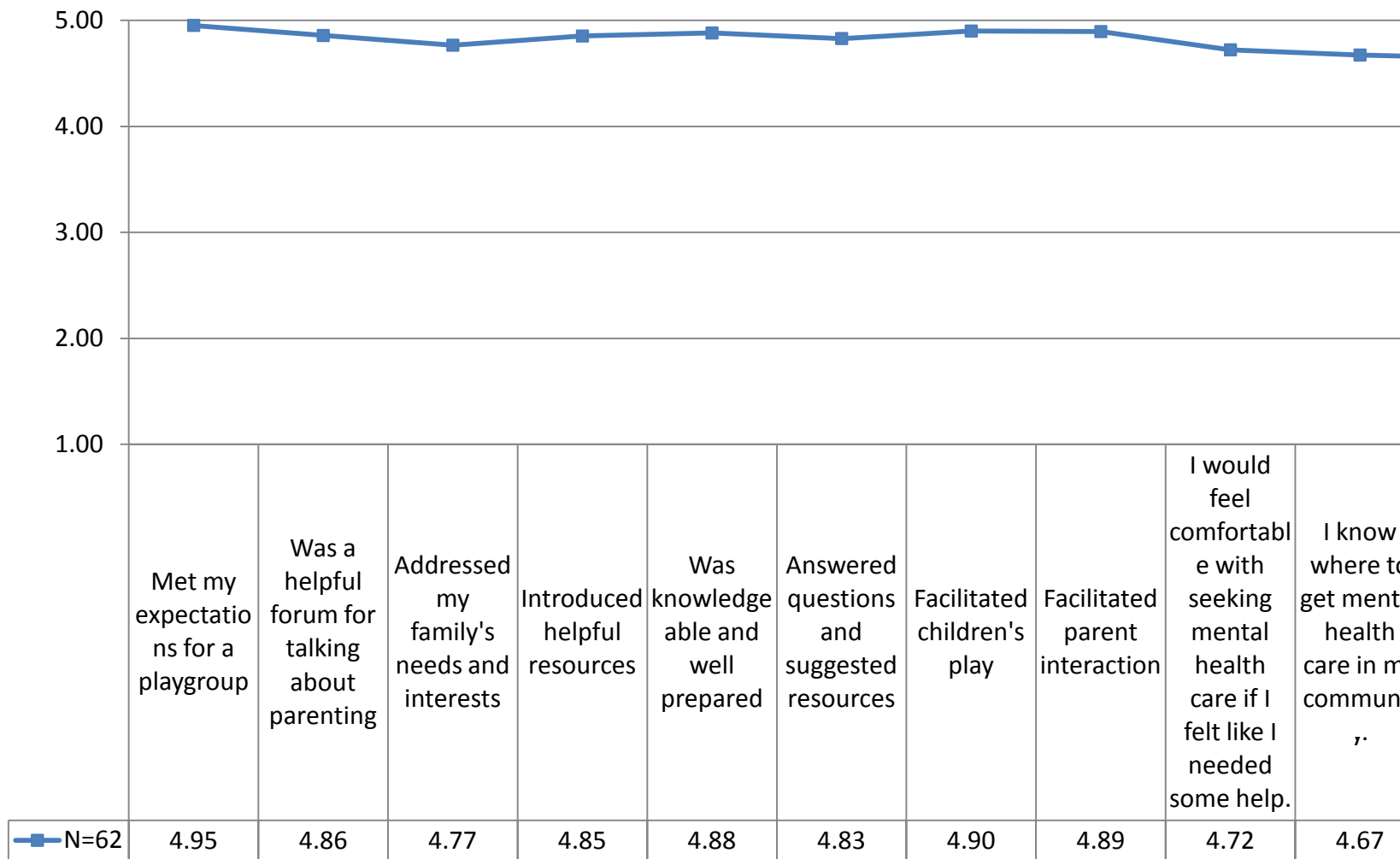
Item #3 1/7/16



Overall Survey Average

Item #3 1/7/16

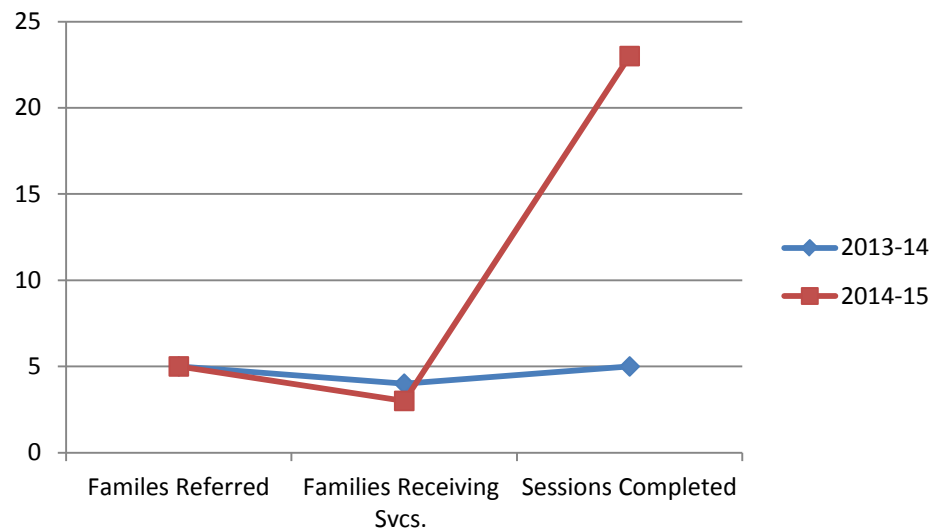
Peapod



Mono County Behavioral Health Referrals



- Number of families referred: 5
- Number of families that received services: 3
- Total number of sessions completed for referrals from Peapod Playgroups and Home Visiting: 23 (5 paid for by First 5)



FY 2014-15



Comments and Strengths

- Gives young kids the opportunity to be social in a rural environment
- Inter-parent support; helpful input from leaders
- Friendly atmosphere, supportive of all children's needs and mom's questions
- Lots of fun activities for kids. [My child] started walking after watching the kids at his playgroup!
- Building community with young parents
- Circle time, singing, crafts, getting together with other moms to chat about parenting challenges & joys
- The singing and interactive toys. I love that they relay the activities going on in town
- Discussing the different parenting tips and techniques; doing activities with all the kids
- Instructor invites parents to participate with their children. Great activities every Thursday
- Getting kids out of the house and playing with peers. Getting to connect with other moms.
- Easy and fun activities for kids of all ages. Children can focus on their face-to-face communication (Translated)



Suggestions

- More organized arts and crafts
- More parent participation and topics about children's growth
- I strongly support allowing all caregivers to attend playgroups. First session went so well could we consider increasing enrollment #s?
- It would be great if there was another group, another day in the week. So popular why not add another group?! (Funding of course.) Or even a group for 0-2 and 3-5 would be best!!
- Maybe a class focusing on music one day (dancing, playing instruments, etc.). Considering taking more than 15 due to kids always either being sick or can't make it. Please take more! There is so little for families to do indoors.
- Maybe having more than one time available.
- More days of playgroup -- year round (Translated)
- A canopy at the park would be nice for the sun

CHILD SAFETY

Investment: \$7,050

Funding support from First 5 California Small County
Augmentations (\$7,050)

Safe Kids California, Mono Partners

Funding partner: Mono County Office of Education
(\$3,878), additional funding support: Mammoth Lakes
Police Dept.—car seats (\$1,957)

Coordinated by Mono County Office of Education

Birth-to-5 Health & Safety Fairs

Partners: Mono County Public Health, Mono County Sheriffs, Inyo Mono Community Advocates (IMACA), and Eastern Sierra Unified School District, Community Service Solutions, Safe Kids California Mono Partners

- **Target:** Families with children birth to five years old
- **Purpose:** To bring services to the remote parts of the county where lack of access can prevent families from receiving services.
- **Participation:**



School	Attendance	Bike Helmets	Car seat Checks	Fingerprints	Hearing & Vision Checks	Totals		
						FY 14-15	FY 13-14	FY 12-13
AES	40	8	1	16	-	25	48	9
BES	23	8	2	5	-	38	27	23
EBES	17	5	1	5	2	30	21	47
LVES	26	5	2	7	6	46	22	59
Total	44	25	7	23	19	139*	118*	138*

* Omits oral health and First Book numbers as they are reported under oral health & First Book

Mammoth Lakes

Item #3 1/7/16

Health & Safety Fairs

Activities	2015	2014
Attendance	350	350
Poison Prevention Info.	-	56
Car Seat Info.	-	45
Nutrition Info.	34	120
Child Care Provider List Distributed	17	25
Foster Care Info.	-	20
Radon Info.	-	40
Gun Safety	-	Unk.
Bike Helmets	70	28
Water bottles/ 75210 info.	97	100
Toothbrushes	-	200
Car Seat Checks	14	15
Home Safety Kits	10	-
TV Tethers	10	-
Fruit & hot dogs	400	-
Total Activities	1,002	593

FY 2014-15



RESULTS AND INDICATORS

Result Areas:

Mono County children 0-5 are educated to their greatest potential.

All Mono County Children 0-5 are healthy.

Result : *Mono County children 0-5 are educated to their greatest potential.*

Indicator Investment Areas: Home Visiting & Family Behavioral Health

- Number and percent of children in households where parents and other family members are receiving child-development and parenting education.

502, 72%

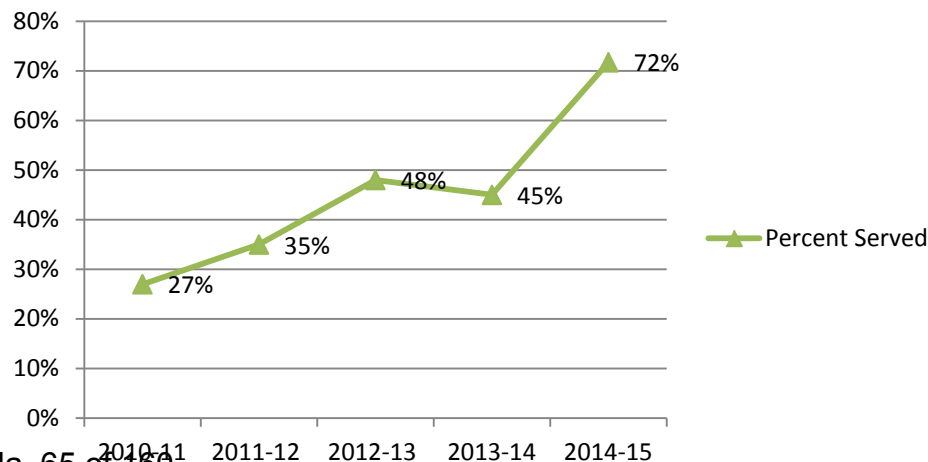
Result: *All Mono County children 0-5 are healthy.*

Indicator Investment Areas: Home Visiting & Family Behavioral Health

- Number and percent of children in families provided with information about appropriate community services. **502, 72%**

[Source: Children in commission-run programs with child-development education & referral components/children birth to five in Mono County, 2010 US Census and Census projections: 2010-11, 848; 2011-12, 822 ; 2012-13, & 13-14 764; 2014-15 700]

Percent of Children Served



FY 2014-15

Result: *Mono County children 0-5 are educated to their greatest potential.*

Indicators Investment area: Home Visiting

- Number and percent of children 6 months to 5 years old screened for developmental delays. **179, 26%** (FY 2013-14, 23%; 2012-13 16%)

[Source: Children in commission-run programs with developmental screenings/children birth to five in Mono County, 2010 US Census 2014 projection, 700]

Indicators Investment area: Child Care Quality

- Number and percent of children served in home child care settings and childcare centers that exhibit moderate to high quality as measured by a quality index. **unavailable**
- Number and percent of licensed child care providers in Mono County advancing on the Child Development Permit Matrix.

0, 0%

[Source: Child Development Training Consortium permit submission—0 for FY 11-12, 13-14, and 14-15—1 in 12-13]

- Number and percent of licensed center and family child care spaces per 100 children. **36, 36%**

[Source: number of child care spaces on the county list of licensed providers serving local birth-to kindergarten age, 249/children birth to five in Mono County, 2010 US Census 2014 projection, 700]

FY 2014-15

Result: *Mono County children 0-5 are educated to their greatest potential.* (continued)

Indicators Investment Area: School Readiness

- Number and percent of children “ready for school” upon entering Kindergarten.

56, 51%

[Source: In-school teacher surveys/ number of kindergartners, 109]

- Number and percent of children who have ever attended a preschool, Pre-K, or Head Start program by the time of Kindergarten entry. **19, 54%**

[Source: Summer Bridge Parent Surveys n=35]

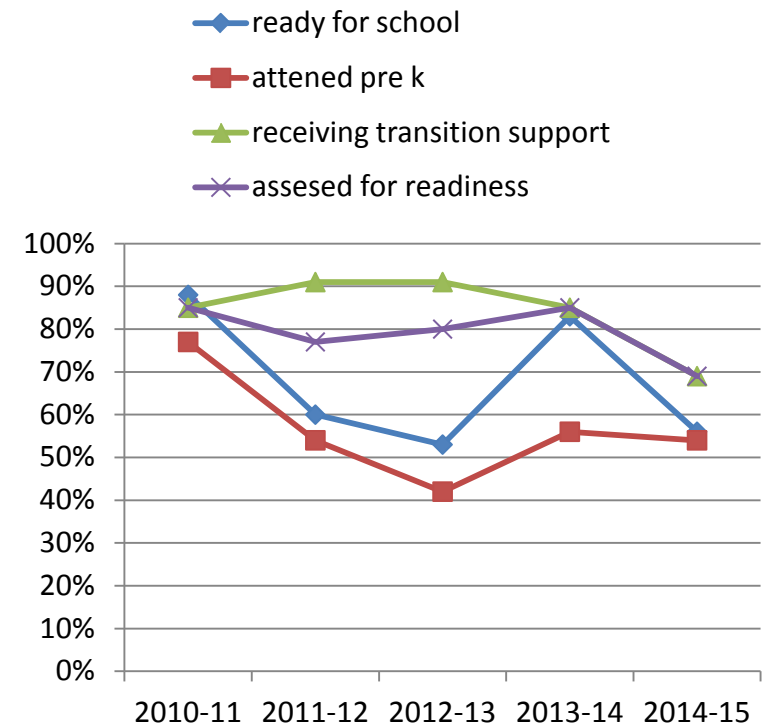
- Number and percent of children receiving Kindergarten transition support. **75, 69%**

[Source: number of assessments --75 or bridge enrollment (whichever is higher/ number of children on the first day of kindergarten, 109]

- Number and percent of entering Kindergarteners assessed for school readiness prior to entry.

75, 69%

[Source: number of assessments, 75/number of children on the first day of Kindergarten, 109]



Result: *All Mono County children 0-5 are healthy.*

Indicators Investment area: Home Visiting

- Number and percent of children where breastfeeding is successfully initiated and sustained.

At hospital discharge, any **112, 98%**

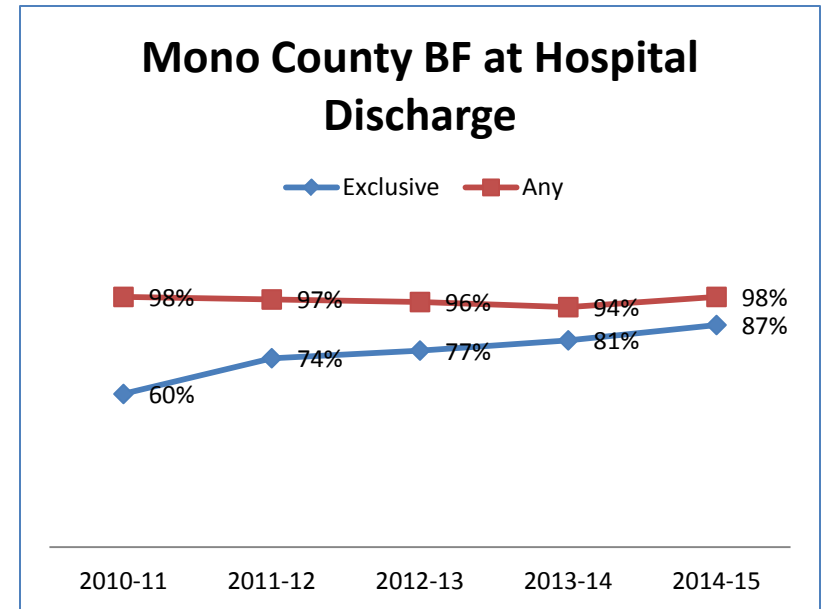
[Source: California Department of Public Health, 2014]

In Welcome Baby!

at 6 months, any: **68%**

at 12 months, any: **65%**

(percentage calculated using the number of moms receiving a visit at each interval)



- Number and percent of children 0 to 5 years of age who are in the expected range of weight for their height and age, or BMI.

Unavailable

Result: All Mono County children 0-5 are healthy. (continued)

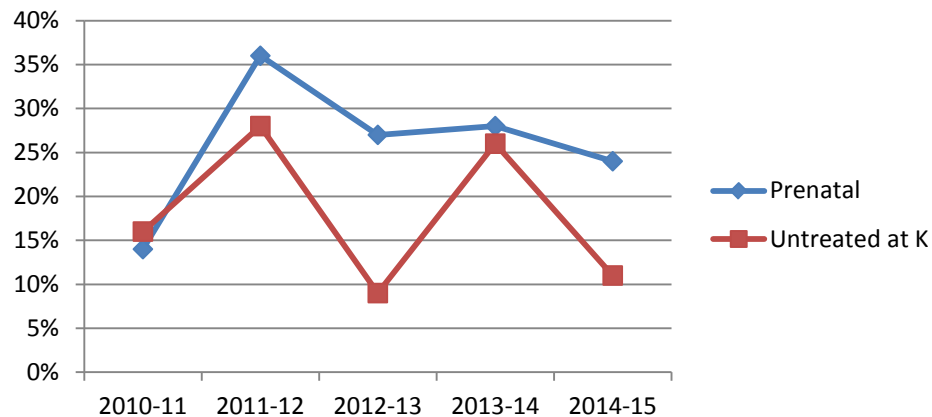
Indicators Investment area: Oral Health

- Number and percent of children who regularly access preventive dental care.
unavailable
- Number and percent of children ages 1 or older who receive annual dental screenings. **unavailable**
- Number and percent of children at Kindergarten entry with untreated dental problems. **5, 11%**
- Number and percent of prenatal women who receive dental hygiene education. **34, 24%**

[Source for FY 2013-14: Number of oral evaluations in Sierra Park Clinic/2010 US Census and Census projections children under 5: 2014 700]

[Source for FY 2013-14: Number of oral evaluations in Sierra Park Clinic/2010 US Census and Census projections children under 5: 2014 700]

[Source: Number of prenatal WBI Visits/ California Department of Health Projections number of births, 144]



FY 2014-15

FISCAL OVERVIEW

FY 2014-15

Fiscal Overview

Income	Actual	Budget
Prop. 10 Tax Revenue	\$89,001.59	\$87,352
Small County Augmentation	\$260,998.41	\$262,648
SMIF (Surplus Money Investment Fund)	\$27.72	\$27.00
CAPIT (Parenting Partners)	\$29,902.12	\$29,882
CARES Plus Program	\$40,000.00	\$40,000
Child Signature Program	\$62,910.91	\$57,000
Peapod Program (Prop. 63 Funds)	\$34,817.42	\$34,471.42
Raising a Reader	\$3,801.68	\$5,000
Miscellaneous	\$5,482.07	\$2,020
Interest on F5 Trust Fund	\$5,908.71	\$5,232
Total Income	\$532,850.63	\$523,632.42

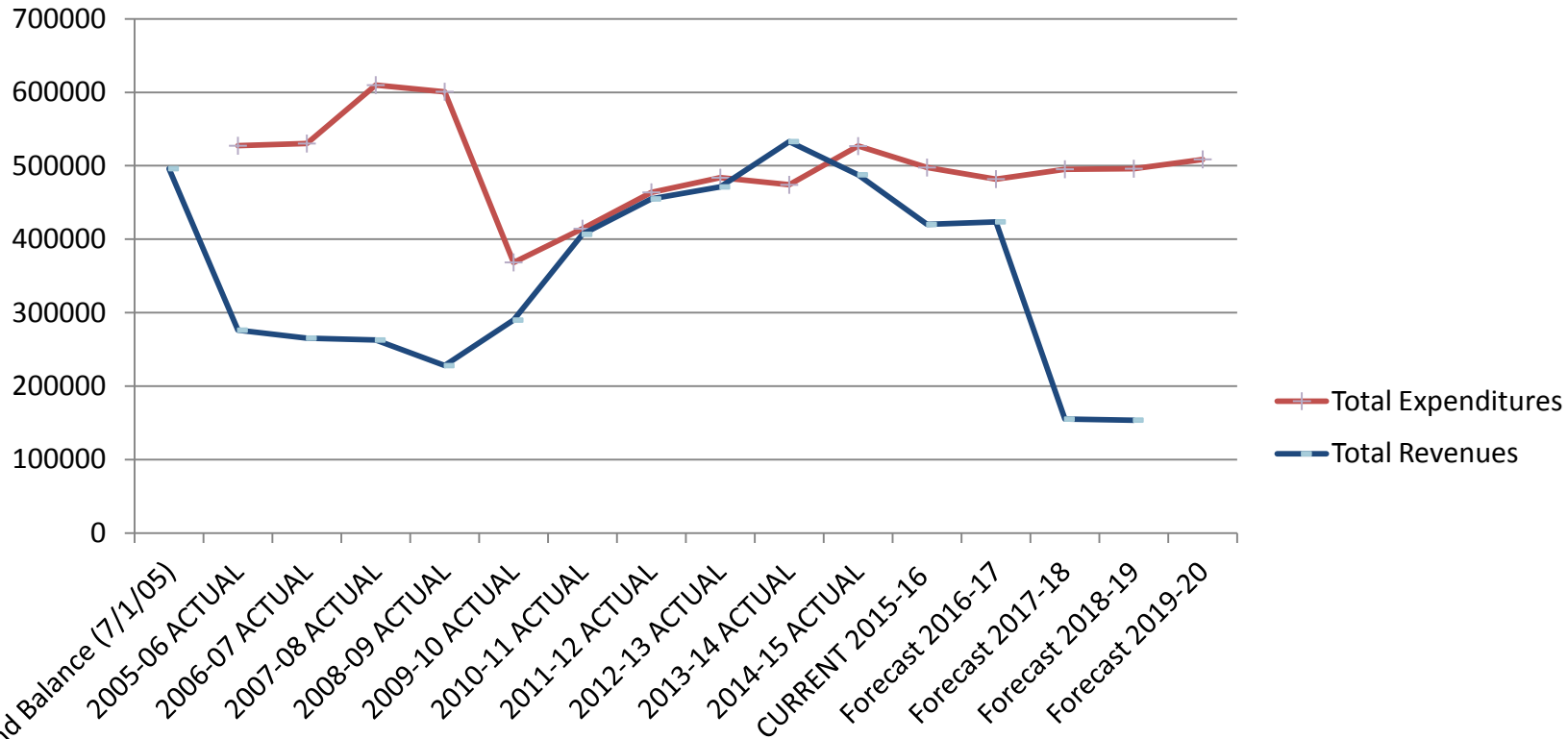
FY 2014-15

Fiscal Overview

FY 2014-15

Expense	Actual	Budget	% of Budget	Strategic Plan
Home Visiting	\$140,643	\$144,377	27.5%	34%
Welcome Baby!	\$82,080	\$80,820		
CAPIT	\$54,414	\$59,257		
School Readiness	\$85,235	\$86,527	16.5%	19%
Transition to School	\$15,823	\$18,500		
Raising a Reader	\$38,000	\$38,000		
Child Care Quality	\$129,347	\$117,000	22%	9%
CARES	\$66,436	\$60,000		
Child Signature Project	\$62,911	\$57,000		
Oral Health	\$5,618	\$6,379	1%	1%
Peapod	\$39,919	\$45,106	7.7%	7%
Safe Kids Coalition	\$7,050	\$7,000	1%	2%
Operations/Support	\$105,585	\$111,800	21%	28%
Total Expenses	\$526,786	\$523,632		
Total Income	\$532,851	\$523,632		
Net Income	\$6,065	\$0		

First 5 Mono Revenue and Expenditure 2005-20015 Actual and 2015-2020 Projections



FY 2014-15

Audited Fund Balance (7/1/05)

2005-06 ACTUAL

2006-07 ACTUAL

2007-08 ACTUAL

2008-09 ACTUAL

2009-10 ACTUAL

2010-11 ACTUAL

2011-12 ACTUAL

2012-13 ACTUAL

2013-14 ACTUAL

2014-15 ACTUAL

CURRENT 2015-16

Forecast 2016-17

Forecast 2017-18

Forecast 2018-19

Forecast 2019-20

AR1/AR2 Summary Report
For Fiscal Year July 1, 2014 - June 30, 2015

County: Mono

Wednesday, October 21, 2015

Result Area	Service	Status	Total Dollars Spent	Total Number of Children Served	Total Number of Parents/Other Family Members/Providers Served
Improved Family Functioning	Adult and Family Literacy Programs	Submitted	\$44,410	218	413
Improved Family Functioning	Targeted Intensive Family Support Services	In Progress	\$140,643	196	177
Improved Family Functioning	General Parenting Education and Family Support Programs	Submitted	\$39,919	345	208
Improved Child Development	Infants, Toddlers, and All-Age Early Learning Programs	Submitted	\$0	169	39
Improved Child Development	Early Education Provider Programs	Submitted	\$66,436	0	25
Improved Child Development	Kindergarten Transition Services	Submitted	\$40,824	94	169
Improved Child Development	Quality ECE Investments	Submitted	\$62,911	55	6
Improved Child Health	Oral Health	Submitted	\$5,618	145	54
Improved Child Health	Safety Education and Injury Prevention	Submitted	\$7,050	241	240



**Annual Report Form 1 (AR-1)
County Revenue and Expenditure Summary
For Fiscal Year July 1, 2014 - June 30, 2015**

County: Mono

Monday, October 19, 2015

Revenue Detail	
Tobacco Tax Funds	\$89,002
CARES Plus Program Funds, Round 2	\$40,000
CSP, RFA 1	\$0
CSP, RFA 2	\$62,911
CSP, RFA 3	\$0
Small County Augmentation Funds	\$260,998
Other Funds	\$70,545
Grants	\$100
Donations	\$3,386
Revenue From Interest Earned	\$5,909
Total Revenue	\$532,851

Improved Family Functioning	
Community Resource and Referral	\$0
Distribution of Kit For New Parents	\$0
Adult and Family Literacy Programs	\$44,410
Targeted Intensive Family Support Services	\$140,643
General Parenting Education and Family Support Programs	\$39,919
Quality Family Functioning Systems Improvement	\$0
Total	\$224,972



**Annual Report Form 1 (AR-1)
County Revenue and Expenditure Summary
For Fiscal Year July 1, 2014 - June 30, 2015**

Improved Child Development	
Preschool Programs for 3- and 4- Year Olds	\$0
Infants, Toddlers, and All-Age Early Learning Programs	\$0
Early Education Provider Programs	\$66,436
Kindergarten Transition Services	\$40,824
Quality ECE Investments	\$62,911
Total	\$170,171

Improved Child Health	
Nutrition and Fitness	\$0
Health Access	\$0
Maternal and Child Health Care	\$0
Oral Health	\$5,618
Primary and Specialty Medical Services	\$0
Comprehensive Screening and Assessments	\$0
Targeted Intensive Intervention for Identified Special Needs	\$0
Safety Education and Injury Prevention	\$7,050
Tobacco Education and Outreach	\$0
Quality Health Systems Improvement	\$0
Total	\$12,668

Improved Systems of Care	
Policy and Broad Systems-Change Efforts	\$0
Organizational Support	\$0
Public Education and Information	\$0
Total	\$0



Annual Report Form 1 (AR-1)
County Revenue and Expenditure Summary
For Fiscal Year July 1, 2014 - June 30, 2015

Expenditure Detail	
Program Expenditures	\$407,811
Administrative Expenditures	\$117,600
Evaluation Expenditures	\$1,375
Total Expenditures	\$526,786
Excess (Deficiency) of Revenues Over (Under) Expenses	\$6,065

Other Financing Sources	
Sale(s) of Capital Assets	\$0
Other: Specify Source Below	\$0
Total Other Financing Sources	\$0

Net Change in Fund Balance	
Fund Balance - Beginning July 1	\$538,357
Fund Balance - Ending June 30	\$544,422
Net Change In Fund Balance	\$6,065

FY Fund Balance	
Nonspendable	\$0
Restricted	\$0
Committed	\$538,357
Assigned	\$0
Unassigned	\$6,065
Total Fund Balance	\$544,422



For Fiscal Year July 1, 2014 - June 30, 2015

County: Mono

Monday, October 19, 2015

Result Type: Improved Child Development

Service Type: Early Education Provider Programs

Provide the most recent compelling service outcome available for this service.

Provide the comparison data used to determine whether the service outcome was an improvement and specify the origin of the data.

Describe the measurement tool used in the evaluation to measure the outcome.



For Fiscal Year July 1, 2014 - June 30, 2015

Provide a breakdown of the population served by the following demographic categories	
Children Less Than 3 Years Old	0
Children from 3rd to 6th Birthday	0
Children - Ages Unknown (birth to 6th Birthday)	0
Parents/Guardians/Primary Caregivers	0
Other Family Members	0
Providers	25
Total Population Served	25

Provide breakdown of the population served by ethnic or racial category. Report children separate from Parents, Guardians, and Primary Caregivers.		
Alaska Native/American Indian	0	0
Asian	0	0
Black/African-American	0	0
Hispanic/Latino	0	0
Pacific Islander	0	0
White	0	0
Multiracial	0	0
Other	0	0
Unknown	0	0
Sub Totals	0	0
Total Population Served	0	



For Fiscal Year July 1, 2014 - June 30, 2015

Provide a breakdown of the population served by the language that they primarily speak at home.
Report children separate from Parents, Guardians, and Primary Caregivers.

English	0	0
Spanish	0	0
Cantonese	0	0
Mandarin	0	0
Vietnamese	0	0
Korean	0	0
Other	0	0
Unknown	0	0
Sub Totals	0	0
Total Population Served	0	



For Fiscal Year July 1, 2014 - June 30, 2015

County: Mono

Wednesday, October 21, 2015

Result Type: Improved Child Development

Service Type: Quality ECE Investments

Provide the most recent compelling service outcome available for this service.

Provide the comparison data used to determine whether the service outcome was an improvement and specify the origin of the data.

Describe the measurement tool used in the evaluation to measure the outcome.



For Fiscal Year July 1, 2014 - June 30, 2015

Provide a breakdown of the population served by the following demographic categories	
Children Less Than 3 Years Old	0
Children from 3rd to 6th Birthday	55
Children - Ages Unknown (birth to 6th Birthday)	0
Parents/Guardians/Primary Caregivers	0
Other Family Members	0
Providers	6
Total Population Served	61

Provide breakdown of the population served by ethnic or racial category. Report children separate from Parents, Guardians, and Primary Caregivers.		
Alaska Native/American Indian	0	0
Asian	0	0
Black/African-American	0	0
Hispanic/Latino	25	0
Pacific Islander	0	0
White	20	0
Multiracial	0	0
Other	0	0
Unknown	10	0
Sub Totals	55	0
Total Population Served	55	



For Fiscal Year July 1, 2014 - June 30, 2015

Provide a breakdown of the population served by the language that they primarily speak at home.
Report children separate from Parents, Guardians, and Primary Caregivers.

English	20	0
Spanish	25	0
Cantonese	0	0
Mandarin	0	0
Vietnamese	0	0
Korean	0	0
Other	0	0
Unknown	10	0
Sub Totals	55	0
Total Population Served	55	



For Fiscal Year July 1, 2014 - June 30, 2015

County: Mono

Tuesday, October 20, 2015

Result Type: Improved Family Functioning

Service Type: Targeted Intensive Family Support Services

Provide the most recent compelling service outcome available for this service.

74% of infants in the Welcome Baby program were still breastfeeding at 6 months old (FY 2013-14) 51% were exclusively breastfed.

45% of children lived in families provided information about appropriate community services (FY 2013-14)

Provide the comparison data used to determine whether the service outcome was an improvement and specify the origin of the data.

Statewide breastfeeding rates for the same time period for 6 month olds were: 71% at all and 27% exclusive. For the US, 49% of babies were being breastfed at all at 6 months.

In 2010-11, 26% of children lived in families provided information about appropriate community services (F5M Annual Report 2010-11: <http://www.monokids.org/wp-content/uploads/2014/10/2010-2011-All-F5M-Programs.pdf>)

Describe the measurement tool used in the evaluation to measure the outcome.

CDC Data 2013

US Census 2010 and commission-run program data as reported in the 2013-14 Annual Report (<http://www.monokids.org/wp-content/uploads/2015/01/FY-2013-14-Official.pdf>).



For Fiscal Year July 1, 2014 - June 30, 2015

Provide a breakdown of the population served by the following demographic categories

Children Less Than 3 Years Old	165
Children from 3rd to 6th Birthday	31
Children - Ages Unknown (birth to 6th Birthday)	0
Parents/Guardians/Primary Caregivers	177
Other Family Members	0
Providers	0
Total Population Served	373

Provide breakdown of the population served by ethnic or racial category. Report children separate from Parents, Guardians, and Primary Caregivers.

Alaska Native/American Indian	6	3
Asian	0	0
Black/African-American	0	0
Hispanic/Latino	89	76
Pacific Islander	0	0
White	88	82
Multiracial	13	11
Other	0	0
Unknown	0	5
Sub Totals	196	177
Total Population Served	373	



For Fiscal Year July 1, 2014 - June 30, 2015

Provide a breakdown of the population served by the language that they primarily speak at home.
Report children separate from Parents, Guardians, and Primary Caregivers.

English	100	100
Spanish	75	75
Cantonese	0	0
Mandarin	0	0
Vietnamese	0	0
Korean	0	0
Other	0	0
Unknown	21	2
Sub Totals	196	177
Total Population Served	373	



For Fiscal Year July 1, 2014 - June 30, 2015

County: Mono

Tuesday, October 20, 2015

Result Type: Improved Child Health

Service Type: Oral Health

Provide the most recent compelling service outcome available for this service.

In FY 2012-13 28% of children birth to five in Mono County received oral health education and 25% received at least one application of fluoride varnish via F5M programs.

Provide the comparison data used to determine whether the service outcome was an improvement and specify the origin of the data.

In FY 2008-09, 18% of children birth to five in Mono County received an application of topical fluoride varnish. (First 5 Mono Annual Report 2008-09)

Describe the measurement tool used in the evaluation to measure the outcome.

Child counts at all First 5 Mono oral health outreach activities.



For Fiscal Year July 1, 2014 - June 30, 2015

Provide a breakdown of the population served by the following demographic categories	
Children Less Than 3 Years Old	45
Children from 3rd to 6th Birthday	100
Children - Ages Unknown (birth to 6th Birthday)	0
Parents/Guardians/Primary Caregivers	23
Other Family Members	0
Providers	31
Total Population Served	199

Provide breakdown of the population served by ethnic or racial category. Report children separate from Parents, Guardians, and Primary Caregivers.		
Alaska Native/American Indian	0	0
Asian	0	0
Black/African-American	0	0
Hispanic/Latino	0	0
Pacific Islander	0	0
White	0	0
Multiracial	0	0
Other	0	0
Unknown	145	23
Sub Totals	145	23
Total Population Served	168	



For Fiscal Year July 1, 2014 - June 30, 2015

Provide a breakdown of the population served by the language that they primarily speak at home.
Report children separate from Parents, Guardians, and Primary Caregivers.

English	0	0
Spanish	0	0
Cantonese	0	0
Mandarin	0	0
Vietnamese	0	0
Korean	0	0
Other	0	0
Unknown	145	23
Sub Totals	145	23
Total Population Served	168	



For Fiscal Year July 1, 2014 - June 30, 2015

County: Mono

Monday, October 19, 2015

Result Type: Improved Family Functioning

Service Type: General Parenting Education and Family Support Programs

Provide the most recent compelling service outcome available for this service.

Provide the comparison data used to determine whether the service outcome was an improvement and specify the origin of the data.

Describe the measurement tool used in the evaluation to measure the outcome.



For Fiscal Year July 1, 2014 - June 30, 2015

Provide a breakdown of the population served by the following demographic categories	
Children Less Than 3 Years Old	0
Children from 3rd to 6th Birthday	0
Children - Ages Unknown (birth to 6th Birthday)	345
Parents/Guardians/Primary Caregivers	208
Other Family Members	0
Providers	0
Total Population Served	553

Provide breakdown of the population served by ethnic or racial category. Report children separate from Parents, Guardians, and Primary Caregivers.		
Alaska Native/American Indian	3	2
Asian	0	0
Black/African-American	0	0
Hispanic/Latino	42	30
Pacific Islander	0	0
White	60	65
Multiracial	0	0
Other	0	0
Unknown	240	111
Sub Totals	345	208
Total Population Served	553	

For Fiscal Year July 1, 2014 - June 30, 2015

Provide a breakdown of the population served by the language that they primarily speak at home.
Report children separate from Parents, Guardians, and Primary Caregivers.

English	75	80
Spanish	5	4
Cantonese	0	0
Mandarin	0	0
Vietnamese	0	0
Korean	0	0
Other	0	0
Unknown	265	124
Sub Totals	345	208
Total Population Served	553	



For Fiscal Year July 1, 2014 - June 30, 2015

County: Mono

Monday, October 19, 2015

Result Type: Improved Family Functioning

Service Type: Adult and Family Literacy Programs

Provide the most recent compelling service outcome available for this service.

Provide the comparison data used to determine whether the service outcome was an improvement and specify the origin of the data.

Describe the measurement tool used in the evaluation to measure the outcome.



For Fiscal Year July 1, 2014 - June 30, 2015

Provide a breakdown of the population served by the following demographic categories	
Children Less Than 3 Years Old	89
Children from 3rd to 6th Birthday	129
Children - Ages Unknown (birth to 6th Birthday)	0
Parents/Guardians/Primary Caregivers	413
Other Family Members	0
Providers	0
Total Population Served	631

Provide breakdown of the population served by ethnic or racial category. Report children separate from Parents, Guardians, and Primary Caregivers.		
Alaska Native/American Indian	1	7
Asian	2	10
Black/African-American	1	3
Hispanic/Latino	62	133
Pacific Islander	0	2
White	122	252
Multiracial	30	5
Other	0	1
Unknown	0	0
Sub Totals	218	413
Total Population Served	631	



For Fiscal Year July 1, 2014 - June 30, 2015

Provide a breakdown of the population served by the language that they primarily speak at home.
Report children separate from Parents, Guardians, and Primary Caregivers.

English	148	296
Spanish	70	117
Cantonese	0	0
Mandarin	0	0
Vietnamese	0	0
Korean	0	0
Other	0	0
Unknown	0	0
Sub Totals	218	413
Total Population Served	631	



For Fiscal Year July 1, 2014 - June 30, 2015

County: Mono

Monday, October 19, 2015

Result Type: Improved Child Development

Service Type: Infants, Toddlers, and All-Age Early Learning Programs

Provide the most recent compelling service outcome available for this service.

Provide the comparison data used to determine whether the service outcome was an improvement and specify the origin of the data.

Describe the measurement tool used in the evaluation to measure the outcome.

For Fiscal Year July 1, 2014 - June 30, 2015

Provide a breakdown of the population served by the following demographic categories	
Children Less Than 3 Years Old	47
Children from 3rd to 6th Birthday	122
Children - Ages Unknown (birth to 6th Birthday)	0
Parents/Guardians/Primary Caregivers	17
Other Family Members	0
Providers	22
Total Population Served	208

Provide breakdown of the population served by ethnic or racial category. Report children separate from Parents, Guardians, and Primary Caregivers.		
Alaska Native/American Indian	0	0
Asian	0	0
Black/African-American	0	0
Hispanic/Latino	0	0
Pacific Islander	0	0
White	0	0
Multiracial	0	0
Other	0	0
Unknown	169	17
Sub Totals	169	17
Total Population Served	186	



For Fiscal Year July 1, 2014 - June 30, 2015

Provide a breakdown of the population served by the language that they primarily speak at home.
Report children separate from Parents, Guardians, and Primary Caregivers.

English	0	0
Spanish	0	0
Cantonese	0	0
Mandarin	0	0
Vietnamese	0	0
Korean	0	0
Other	0	0
Unknown	169	17
Sub Totals	169	17
Total Population Served	186	



For Fiscal Year July 1, 2014 - June 30, 2015

County: Mono

Monday, October 19, 2015

Result Type: Improved Child Health

Service Type: Safety Education and Injury Prevention

Provide the most recent compelling service outcome available for this service.

Provide the comparison data used to determine whether the service outcome was an improvement and specify the origin of the data.

Describe the measurement tool used in the evaluation to measure the outcome.



For Fiscal Year July 1, 2014 - June 30, 2015

Provide a breakdown of the population served by the following demographic categories	
Children Less Than 3 Years Old	0
Children from 3rd to 6th Birthday	0
Children - Ages Unknown (birth to 6th Birthday)	241
Parents/Guardians/Primary Caregivers	240
Other Family Members	0
Providers	0
Total Population Served	481

Provide breakdown of the population served by ethnic or racial category. Report children separate from Parents, Guardians, and Primary Caregivers.		
Alaska Native/American Indian	0	0
Asian	0	0
Black/African-American	0	0
Hispanic/Latino	0	0
Pacific Islander	0	0
White	0	0
Multiracial	0	0
Other	0	0
Unknown	241	240
Sub Totals	241	240
Total Population Served	481	



For Fiscal Year July 1, 2014 - June 30, 2015

Provide a breakdown of the population served by the language that they primarily speak at home.
Report children separate from Parents, Guardians, and Primary Caregivers.

English	0	0
Spanish	0	0
Cantonese	0	0
Mandarin	0	0
Vietnamese	0	0
Korean	0	0
Other	0	0
Unknown	241	240
Sub Totals	241	240
Total Population Served	481	



For Fiscal Year July 1, 2014 - June 30, 2015

County: Mono

Monday, October 19, 2015

Result Type: Improved Child Development

Service Type: Kindergarten Transition Services

Provide the most recent compelling service outcome available for this service.

Provide the comparison data used to determine whether the service outcome was an improvement and specify the origin of the data.

Describe the measurement tool used in the evaluation to measure the outcome.



For Fiscal Year July 1, 2014 - June 30, 2015

Provide a breakdown of the population served by the following demographic categories	
Children Less Than 3 Years Old	0
Children from 3rd to 6th Birthday	94
Children - Ages Unknown (birth to 6th Birthday)	0
Parents/Guardians/Primary Caregivers	169
Other Family Members	0
Providers	0
Total Population Served	263

Provide breakdown of the population served by ethnic or racial category. Report children separate from Parents, Guardians, and Primary Caregivers.		
Alaska Native/American Indian	0	0
Asian	0	0
Black/African-American	0	0
Hispanic/Latino	40	40
Pacific Islander	0	0
White	40	40
Multiracial	0	0
Other	0	0
Unknown	14	89
Sub Totals	94	169
Total Population Served	263	



For Fiscal Year July 1, 2014 - June 30, 2015

Provide a breakdown of the population served by the language that they primarily speak at home.
Report children separate from Parents, Guardians, and Primary Caregivers.

English	60	75
Spanish	25	30
Cantonese	0	0
Mandarin	0	0
Vietnamese	0	0
Korean	0	0
Other	0	0
Unknown	9	64
Sub Totals	94	169
Total Population Served	263	



Annual Report Form 3 (AR-3) County Evaluation Summary For Fiscal Year July 1, 2014 - June 30, 2015

County: Mono

Tuesday, October 20, 2015

Provide a description of the evaluation activities completed during the fiscal year

Most Commission run and funded programs administered surveys (single-contact services did not) to determine either participant satisfaction, improved knowledge of child development, or behavioral change. Pre-kindergarten assessments for school readiness used the Brigance screening tool. First 5 collected qualitative data with annual visits to all playgroups, health and safety fairs, and in informal conversations with service providers and program participants throughout the year. Population-based data was also gathered from Children Now, Kidsdata.org, the CDC and the California Department of Health.

Data was collected, compiled, and analyzed for all programs at a minimum of quarterly.

The Executive Director worked with an independent auditor for the fiscal audit and completes all annual reporting requirements.

Describe the evaluation findings reported during the fiscal year

Participation numbers, assessment outcomes, and program successes and challenges were presented during the program update section of every Commission meeting. Annual evaluation data for FY 2013-14 was presented at the December 14th Commission Meeting. The 2013-14 Annual Report was also presented to the Mono County Board of Supervisors and the Mammoth Town Council. Staff compiled and reported on FY 2014-14 evaluation data in FY 2014-15. FY 2014-15 data was also compiled and reported to the Commission, but not yet in an annual report--the anticipated date of completion is for the December 14th, 2015 Commission Meeting.

From the 2013-14 Annual Report:

<http://www.monokids.org/wp-content/uploads/2015/01/FY-2013-14-Official.pdf>

Improved Child Development

83% of children were "ready for school" as reported by a teacher survey administered in the first month of school

85% of entering kindergartners were assessed for school before beginning kindergarten and received kindergarten transition support

99% of entering kindergartners were registered for kindergarten prior to the first day of school in 2014

Improved Family Functioning

45% of children lived in families provided information about appropriate community services

Improved Child Health

94% of children were successfully breastfed

26% of children entering kindergarten has untreated dental problems



**Annual Report Form 3 (AR-3)
County Evaluation Summary
For Fiscal Year July 1, 2014 - June 30, 2015**

Describe the policy impact of the evaluation results

Analysis of our preliminary pre-kindergarten assessment data for FY 2014-15 yielded the finding that School Readiness is a challenge area for children in our county. FY 2014-15 Pre-Kindergarten assessment data contain the first year of universal use of the Brigance--a reliable and valid screening tool--which drew quite a different picture of school readiness than previous years' data. The Brigance scores illustrated a county-wide total of 58% of children scoring below the delay cutoff (61% of incoming Kindergarten were screened). Forty percent of children scored below the delay cutoff in all three screening areas--physical, language and academic/cognitive. Historical First 5 Mono data on Kindergarten Readiness utilized an outdated screening tool (the Dallas) and individual teacher interpretation of the results which were reported with a yes or no check box to answer: "Is the child K ready? " Interpretation of "K ready" was based on teachers interpretation of the child's performance on the Dallas, not on a score. Thus implementation of a valid and reliable screening tool yielded data pointing to an unmet need in our county for systems supporting school readiness.

Based on this data, and the unmet need for child care in the Strategic Plan (<http://www.monokids.org/wp-content/uploads/2015/04/First-5-Mono-Strategic-Plan-2014-19-updated-215.pdf>), First 5 began seeking partners to help increase access to high-quality child care in the county. First 5 sought support from both county school districts to provide space for early childhood programs on their property. Applications were submitted together with the County Office of Education for California State Preschool Program (CSPP) expansion funds and with Mono County for Community Development Block Grant (CDBG) funds. CDBG funds were awarded and First 5 Mono is currently working with Eastern Sierra School District to renovate and licence two classrooms for child care services. The communities where the classrooms will be located (Bridgeport and Benton) currently have no licensed child care. First 5 will continue to leverage funding for: 1) ongoing operation of the two new centers/classrooms; and 2) to open another center/classroom in Mammoth Lakes, the only other community which lacks sufficient quality child care for preschoolers.



DATE: July 1, 2015
PROGRAM: First 5 Improve and Maximize Programs so All Children Thrive (IMPACT)
CONTROL NO.: LAA-First 5 IMPACT 2015-22

LOCAL AREA AGREEMENT FOR FIRST 5 CALIFORNIA FUNDS

This Agreement is entered into between First 5 California and the Lead Agency named below.

Name of Lead Agency	First 5 Mono County		
The term of this Agreement is	July 1, 2015	through	June 30, 2020
The maximum amount of this Agreement is	\$159,954.00		
Number of Participating Site Targets that Must be Served	13		
Lead Agency Implementation Step	Step 2		

The parties agree to comply with the terms and conditions of the following Exhibits and Attachments, which are by this reference made a part of the Agreement.

Exhibit A	Scope of Work	9 pages
Attachment A	Phase 1 Application	22 pages
Exhibit B	Budget Detail and Payment Provisions	3 pages
Exhibit B-1	Additional Budget Detail and Payment Provisions	3 pages
Attachment B	Phase 2 High-Quality Action Plan	TBD
Exhibit C	General Terms and Conditions	9 pages

In Witness Whereof, this agreement has been executed by the parties identified below.			
STATE OF CALIFORNIA		LEAD AGENCY	
AGENCY NAME First 5 California		LEAD AGENCY NAME First 5 Mono County	
BY (Authorized Signature) 	DATE SIGNED	BY (Authorized Signature) 	DATE SIGNED
PRINTED NAME AND TITLE OF PERSON SIGNING Diane Levin, Chief Deputy Director		PRINTED NAME AND TITLE OF PERSON SIGNING Molly DesBaillets, Executive Director	
ADDRESS 2389 Gateway Oaks Drive, Suite 260 Sacramento, CA 95833-4247		ADDRESS 365 Sierra Park Road, Building M Mammoth Lakes, CA 93517	

First 5 California Office Use Only				
Fund Title	Item	FY	Projected Allocation	Amount Encumbered by this Document
Unallocated	4250-5432000.26-0639	2015/16	\$18,388.00	\$159,954.00
Unallocated	4250-5432000.26-0639	2016/17	\$30,376.31	
Unallocated	4250-5432000.26-0639	2017/18	\$37,063.23	
Unallocated	4250-5432000.26-0639	2018/19	\$37,063.23	
Unallocated	4250-5432000.26-0639	2019/20	\$37,063.23	Object Code-PCA
AGREEMENT TOTAL			\$159,954.00	4250-5432000.26-99916
I CERTIFY upon my own personal knowledge that funds are available in the current budget year for the period and purpose of the expenditure stated above.				
ACCOUNTING OFFICER'S SIGNATURE			DATE SIGNED	

Any provision of this Agreement found to be in violation of federal and/or state statute or regulation shall be invalid, but such finding shall not affect the remaining provisions of this Agreement.

1. Authority

California Health and Safety Code (HSC) Section 130105(d)(1)(B) authorizes the expenditure of funds from the California Children and Families Trust Fund to ensure that children are ready to enter school. It also authorizes the development of programs focusing on education, including, but not limited to, the development of educational materials, professional and parent education and training, and technical support for county commissions. HSC Section 130125(i) provides First 5 California the authority to allocate funds to county commissions to carry out the purposes of the Act.

In April 2015, the First 5 California Children and Families Commission approved a total of \$190 million in funding for Fiscal Years (FY) 2015–16 through 2019–20 for First 5 Improve and Maximize Programs so All Children Thrive (IMPACT) without fiscal year constraints and as long as sufficient resources exist to expend the allocated funds. Building on First 5 California's past investments and state and local investments in Quality Rating and Improvement Systems (QRIS), First 5 IMPACT supports a continuum of quality open to all counties and helps build capacity across the state while supporting quality across the continuum of setting types.

2. Program Description, Purpose, and Goals

First 5 IMPACT supports four key areas, including County/Regional Allocations, Regional Training and Technical Assistance (T&TA) Hubs, State-level System Support and Statewide T&TA, and Evaluation and Research Projects. For purposes of this Agreement, funding will be directed to the County/Regional Allocation key area.

The purpose of First 5 IMPACT is to support a network of local quality improvement systems to better coordinate, assess, and improve the quality of early learning settings. First 5 IMPACT is an innovative approach that forges partnerships between First 5 California and counties to achieve the goal of helping children ages 0 to 5 and their families thrive by increasing the number of high-quality early learning settings, including supporting and engaging families in the early learning process. Supporting more sites to achieve high-quality standards helps ensure more of California's children enter school with the skills, knowledge, and dispositions necessary to be successful. First 5 IMPACT provides families the information and support they need to promote and optimize their children's development and learning, both inside and outside the home.

3. Commencement of Services

Any delivery or performance of service commenced prior to the Contractor obtaining all written approvals shall be considered voluntary on the part of the Contractor. First 5 California is not authorized to reimburse the Contractor for expenditures incurred outside the approved performance period of this Agreement.

4. Project Representatives

The Project Representatives during the term of this Agreement will be:

First 5 California	First 5 Mono County
Simon Marquez	Didi Tergeesen
2389 Gateway Oaks Drive, Suite 260	365 Sierra Park Road, Building M
Sacramento, CA 95833	Mammoth Lakes, CA 93517
Phone: (916) 263-1306	Phone: (760) 924-7626
E-mail: smarquez@ccfc.ca.gov	E-mail: dtergeesen@monocoe.org

5. Implementation

A foundation of the First 5 IMPACT work is the California QRIS (CA-QRIS) Framework which stems from the Race to the Top-Early Learning Challenge (RTT-ELC) grant. The CA-QRIS includes the Rating Matrix and the Continuous Quality Improvement (CQI) Pathways. For purposes of First 5 IMPACT, the CA-QRIS is inclusive of a continuum of quality improvement efforts ranging from quality improvement (QI) efforts with a single focus, such as family engagement, to a quality improvement system (QIS) that covers multiple quality elements, such as CARES Plus, and finally to a full QRIS which includes rating and public outreach.

Local efforts funded by First 5 IMPACT will focus on improving the quality of early learning sites and be inclusive of all settings across the early learning continuum, including licensed centers and family child care homes (FCCH); legally license-exempt centers; family, friend, and neighbor (FFN) care; and alternative settings for children ages 0 to 5. Alternative settings encompass community and home-based settings which are not child care or preschool sites and provide early learning and school readiness services to parents and young children. These include, but are not limited to, Early Head Start Home-Based Services, and family support and school readiness groups held at family resource centers, Boys and Girls Clubs, and

libraries. This focus supports CQI for participating sites, and ultimately ensures a system of quality and information for children and families.

First 5 IMPACT will support the implementation, evaluation, and expansion of the CA-QRIS through the Contractor's selected Implementation Step. As a Step 2 – QIS, the Contractor is required to include the following:

Step 2 – QIS

Item 1: CA-QRIS Framework Elements

The Contractor shall maintain a minimum of four (4) Elements from the CA-QRIS, including, but not limited to, the following:

- A. Teacher-Child Interactions
- B. Family Engagement

Item 2: System Functions

The Contractor shall maintain a minimum of six (6) System Functions, including, but not limited to, the following:

- A. Build Local Consortia
- B. Finance Strategically
- C. Recruit and Engage Participants
- D. Enhance and Align Standards
- E. Create and Support Improvement Strategies
- F. Ensure Accountability

Item 3: Quality Improvement Plans

The Contractor shall complete Quality Improvement Plans for each participating site in their county or regional consortium. This requirement may be met if a similar plan, such as a Head Start plan or California State Preschool Program (CSPP) plan, is already in place. These plans must be retained at the early learning site and a copy with the Contractor.

If a consortium includes a deeper early educator focus (e.g., MyTeachingPartner™, local CARES Plus model), educators must be employed at a participating First 5 IMPACT site and must complete an individual professional development plan or professional growth plan. Every educator at a site does not need to participate in this component but at least 50 percent of teaching staff must participate, as well as the site administrator.

Any Contractor acting on behalf of a region shall ensure all counties within that region are supported through this Agreement, and included in reports and deliverables. The Contractor shall be responsible for the following:

- A. Comply with the data and reporting requirements of First 5 IMPACT. The Contractor shall use the First 5 IMPACT Common Data Fields for program and evaluation reporting.
- B. Focus on the Early Learning and Development System by using funds to increase the quality of licensed and licensed-exempt early learning sites (centers, FCCH, and alternative early learning settings) in its county or region by incorporating elements of the CA-QRIS and moving toward a systems approach to quality improvement.
- C. Include within the system the full spectrum of early learning settings serving children ages 0 to 5 and their families and must first prioritize, but not duplicate, quality improvements and supports to, programs and sites serving children and families with high needs. As early as year two, and throughout the duration of the funding period, the following thresholds must be met for sites participating in First 5 IMPACT:
 - 10 percent of participating sites must serve infants and/or toddlers (ages 0 to 3)
 - 15 percent of participating sites must be FCCHs

Additionally:

- Up to 50 percent of a county's participating sites (targets) can be those with CSPP funding
- For Step 3 counties, at least 50 percent of those QRIS-rated sites must be non-CSPP funded sites by year three (2017–2018)

The Contractor is encouraged to strive toward the aspirational goal of achieving representation proportional to the number of infants/toddlers and FCCs in its county or region. The Contractor shall use Infant/Toddler QRIS Block Grant funds as available, as well as First 5 IMPACT funds, in working toward this goal.

- A. Serve a minimum of the required number of sites (targets) aligned to the total five-year First 5 IMPACT funding amount for its county or region, as identified on the face sheet of this Agreement. Consortia may request a reduced number of targeted participating sites. However, any reduction in targets will be accompanied by a proportionate reduction in funding.
- B. Use evidence-based models/frameworks, promising practices models/frameworks, high-quality local models, or promising practice local models to ensure the highest likelihood of measurable improvement in key child and family indicators, as outlined in Attachment A, Phase 1 Application, and Attachment B, Phase 2 High-Quality Action Plan.
- C. Use First 5 IMPACT funds to support administrative, program, and evaluation services incorporated within the First 5 IMPACT system functions. This includes public will and messaging campaigns on quality. In addition, the Contractor may use funds to support connections to early brain development and efforts on vocabulary development, and closing the word gap (e.g., links to the *Talk. Read. Sing.*[®] campaign).

6. Funds

The Contractor shall use First 5 IMPACT funds to adhere to all rating and monitoring processes and protocols within the CA-QRIS Implementation Guide. First 5 IMPACT funds may not support local additions to rating and monitoring protocols.

The Contractor shall implement all activities as outlined in their approved High-Quality Action Plan (Attachment B) and in the July 2015 Request for Application (RFA).

7. Evaluation Activities

The Contractor shall participate in the following program and evaluation activities:

- A. First 5 IMPACT High-Quality Action Plans, including Performance Measure Targets and Asset Mapping
- B. First 5 IMPACT Annual Performance Report (APR)

C. First 5 IMPACT Common Data Fields

A. Contractor surveys to assess emerging system issues

To the extent possible, First 5 California shall collect required program and evaluation reports and surveys using online tools.

8. Evaluation in Support of First 5 IMPACT Research Agenda

The Contractor shall be required to participate in an evaluation sponsored by First 5 California related to CA-QRIS rating validation and to child outcomes. With input from the Evaluation Workgroup, the Contractor also may participate in other evaluations related to the Dual Language Learners (DLL) Pilot, the Family Engagement Pilot, and other potential research projects.

Evaluation will comprise part of the First 5 IMPACT research agenda, including focus areas of CA-QRIS rating validation, child outcomes, early educator practice, healthy development and learning, DLLs, and family engagement. First 5 California intends to engage the Contractor in the planning and implementation of an evaluation for First 5 IMPACT. In order to maximize useful evaluation knowledge with the least possible burden to participating agencies, the Evaluation Workgroup will provide input to shape evaluation efforts.

9. Data Systems

The Contractor shall participate in the use, development, or revision of data systems for First 5 IMPACT, including:

- A. Use of a QRIS data system (developed locally or using an external system, county or T&TA Hub-based) to manage and prepare data for the site-based common data field file submission. Electronic file validation methods may be used by First 5 California before the common data fields file is accepted from the Contractor.
- B. Possible use of the California Early Care and Education Workforce Registry (Registry). As the Registry expands beyond the current pilot phase, First 5 California and the Contractor shall explore using this data system to track ongoing professional development of early educators and sites supported by First 5 IMPACT.

10. Required Deliverables and Evaluations

Due Dates		Deliverables and Evaluations
2015	December	<p><u>Deliverable</u>: The Contractor shall submit the following to First 5 California no later than December 11, 2015:</p> <ul style="list-style-type: none"> • First 5 IMPACT Phase 2 High-Quality Action Plan (RFA Form 3) • First 5 IMPACT Five-Year Budget Table (RFA Form 4) • First 5 IMPACT Budget and Reimbursement Table (RFA Form 5) • First 5 IMPACT Annual Budget Narrative (RFA Form 6) • First 5 IMPACT Performance Measure Targets (RFA Form 7). <p>The Contractor's High-Quality Action Plan shall be incorporated into this Agreement as Attachment B, High-Quality Action Plan, through an amendment, which also may amend the total funds allocated in this Agreement.</p> <p>Failure to submit this deliverable to First 5 California by December 11, 2015, shall result in immediate termination of this Agreement.</p>
2016	January	Reimbursement Claims are due on or before January 31, 2016
2016	July	Reimbursement Claims are due on or before July 31, 2016
2016	September	<p><u>Deliverable</u>: The Contractor shall submit to First 5 California, on or before September 30, 2016, the following:</p> <ul style="list-style-type: none"> A. APR B. First 5 IMPACT Common Data Fields C. Annual Budget Table and Budget Narrative

2017	January	Reimbursement Claims are due on or before January 31, 2017
2017	July	Reimbursement Claims are due on or before July 31, 2017
2017	September	<p><u>Deliverable:</u> The Contractor shall submit to First 5 California, on or before September 30, 2017, the following:</p> <p>A. APR</p> <p>B. First 5 IMPACT Common Data Fields</p> <p>C. Annual Budget Table and Budget Narrative</p>
2018	January	Reimbursement Claims are due on or before January 31, 2018
2018	July	Reimbursement Claims are due on or before July 31, 2018
2018	September	<p><u>Deliverable:</u> The Contractor shall submit to First 5 California, on or before September 30, 2018, the following:</p> <p>A. APR</p> <p>B. First 5 IMPACT Common Data Fields</p> <p>C. Annual Budget Table and Budget Narrative</p>
2019	January	Reimbursement Claims are due on or before January 31, 2019
2019	July	Reimbursement Claims are due on or before July 31, 2019
2019	September	<p><u>Deliverable:</u> The Contractor shall submit to First 5 California, on or before September 30, 2019, the following:</p> <p>A. APR</p> <p>B. First 5 IMPACT Common Data Fields</p>

		C. Annual Budget Table and Budget Narrative
2020	January	Reimbursement Claims are due on or before January 31, 2020
2020	July	Reimbursement Claims are due on or before July 31, 2020
2020	September	<p><u>Deliverable</u>: The Contractor shall submit to First 5 California, on or before September 30, 2020, the following:</p> <p>A. APR</p> <p>B. First 5 IMPACT Common Data Fields</p>

FORM 2. First 5 IMPACT Phase 1 Application – Base Layer Funding

The Phase 1 portion of the application is due August 10, 2015.

To receive First 5 IMPACT Base Layer funds, each participating Lead Agency will complete a First 5 IMPACT Phase 1 Application. Included is an Inventory of Current Community Assets (Asset Map). The Asset Map will help identify current community agencies providing currently existing services and supports to early learning settings.

Only counties that previously submitted the First 5 IMPACT Letter of Intent are eligible to submit the Phase 1 Application for Base Layer funds. The identified Lead Agency for the county or region must fill out each section, as applicable, and sign and date.

Section I. About the Lead Agency

First 5 IMPACT Lead Agency		
Lead Agency	Lead Agency Executive Director	Phone Number
First 5 Mono County	Molly DesBaillets	760-924-7626
Address	City	Zip Code
365 Sierra Park Rd. Bldg M	Mammoth Lakes	93517
Signature	Date	E-mail
	8/20/15	mdesbaillets@monocoe.org
Program Lead Contact		
Name	E-mail	Phone Number
Didi Tergesen	dtergesen@monocoe.org	760-924-7626
Fiscal Lead Contact		
Name	E-mail	Phone Number
Shannon Vallejo	svallejo@monocoe.org	760-924-7626

By signing this signature page, the applicant agrees to the targets in the RFA Appendix K or agrees to reduce targets with the understanding reduced targets mean a corresponding reduction in funding. Further, Lead Agencies certify the information contained in the First 5 IMPACT Phase 1 application is true to the best of their knowledge.

Section II. County or Region Steps and Targets

1. Is this county applying as a single county or multi-county region?

If counties apply as a region or county group to form a broader consortium, there must be at least one participating site within each county.

☐ Single County

☒ Multi-county Region (Please identify other counties applying in this region)

Alpine County

2. Will this county or regional consortium accept or reduce its site targets?

Please use First 5 IMPACT RFA Appendix K, First 5 IMPACT Five-Year Funding Projections and Site Targets, Column 3 to complete the information below.

NOTE: Counties or regions reducing the site targets will receive a corresponding reduction in Implementation Step funding.

☒ This county/region accepts the site target of 13 identified in the First 5 IMPACT RFA.

☐ This county/region will reduce its site target to ____ with the understanding this county/region will receive a corresponding reduction in funding relative to the number of sites targeted and served.

3. On which Implementation Step(s) should this county or region's funding be based?

Funding is based on the Implementation Step of at least 51 percent of participating sites or, if no Implementation Step reaches 51 percent of participating sites, the consortium's funding will be based on Step 2. See First 5 IMPACT RFA, Appendix K, First 5 IMPACT Five-Year Funding Projections and Site Targets for details about Implementation Step Funding and target requirements.

☒ At least 51 percent of participating sites will be at (Please check one):

Step 1

☐

Step 2

☒

Step 3

☐

OR

☐ Sites in this county will be at different Implementation Steps, but for this consortium, fewer than 50 percent of sites will be at any one Implementation Step; default funding level will be Step 2.

4. Is this county (or any counties in the regional consortium) a current recipient of a CSPP QRIS Block Grant?

Counties that are not current CSPP QRIS Block Grant recipients may use First 5 IMPACT funds from Year 1 to develop their QRIS and conduct initial ratings of CSPP sites. Once CSPP QRIS Block Grant funds have been secured, those funds must support the rating and quality awards for sites with CSPP funding. First 5 IMPACT funds may be used to align, but not supplant, CSPP QRIS Block Grant activities.

- ☒ Yes, this county (or one or more counties in this region, if applying as a region) is a current recipient of the CSPP QRIS Block Grant
- ☐ No, this county is not (nor is any other county in the region, if applying as a region) a current recipient of the CSPP QRIS Block Grant

5. Which reimbursement schedule will this Lead Agency adhere to?

Lead Agencies regions have the option to submit First 5 IMPACT Reimbursement Claims (forthcoming) on a quarterly basis or biannual basis. Please select one:

- ☐ Quarterly – due April 30, July 31, October 31, and January 31 of each year
- ☒ Biannual – due January 31 and July 31 each year

Section III. First 5 IMPACT Phase 1 Asset Map Template

This template is to be used for the submission of a First 5 IMPACT Phase 1 Asset Map for each consortium. Lead Agencies are encouraged (but not required) to seek input from potential community partners who will comprise their local/regional consortium to complete this Asset Map. **NOTE: If applying as a regional consortium**, every county in the region must complete this section, questions 1 through 5. It is the responsibility of the Lead Agency to collect information from participating counties in the region and submit each county's form with the Phase 1 application.

Name of County: Mono

- 1. What local community agencies currently provide early learning services or supports in your county?** Please identify all relevant agencies, not only potential members of your local consortium. You will be asked to identify consortium partners in the First 5 IMPACT Phase 2 High-Quality Action Plan (Form 3). Check all that apply and fill in the name of the agency.

x	A. First 5 County Commission:
x	B. CSPP Block Grant Lead Agency (if applicable):
<input type="checkbox"/>	C. Local Educational Agency (if not otherwise included):
<input type="checkbox"/>	D. RTT-ELC Lead (if not otherwise included):
x	E. Institution(s) of Higher Education:
x	F. Local Child Care Planning Council
x	G. Resource & Referral Agency(ies):
Other agencies not listed above that provide services to children birth through age 5	
<input type="checkbox"/>	H. Early Head Start/Head Start Grantees:
<input type="checkbox"/>	I. Early Education and Support Division (EESD), CDE (e.g., CSPP, General Child Care, Alternative Payment, Migrant, CalWORKS Stage 2 & 3):
x	J. County Health and Human Services (e.g., Child Welfare Services, Welfare to Work, WIC, etc.):
x	K. Other (e.g., Family Resource Center(s), Home Visiting Program(s), Federal Migrant or Tribal Child Care Program, Library, etc.)

Definition of Terms for Tables

1. Agencies and their Assets. Complete the tables on the following pages to identify and describe current community assets that contribute to your county's current workforce quality, site-based CQI, and family engagement and strengthening efforts. Use the following terms to complete tables 2A, 3A, and 4A:

- **Agency** – Identify community agencies that provide services.
- **Asset** – Identify one or more areas of current capacity for each selected agency, including:
 - *Resources* (funding, administrative staffing, materials for quality improvement activities, content expertise, etc.)
 - *Data* (database management, data collection, etc.) related to workforce, sites, or families
 - *Direct services* (professional development, coaching, mentoring, assessment, home visiting, preschool provider, etc.)
 - *Other asset(s)* not included in the three listed above
- **Describe** – Provide a brief description of the agency's asset(s) and population served.

2. Current Level of Collaboration. Identify the level of collaboration among agencies currently supporting workforce quality, site-based CQI, and family engagement. Use the following definitions to guide your responses in tables 2B, 3B, and 4B:

- **Communicate** – Informal interagency information sharing about activity or project, as needed
- **Cooperate** – Interaction on discrete activities or projects while maintaining independent goals, and commitment and accountability to ones' own agency
- **Coordinate** – Organizations systematically adjust and align work with each other for greater outcomes; semi-interdependent goals; structured communication and formalized information sharing
- **Collaborate** – Longer-term interaction and commitment to shared mission and goals; shared decision makers and resources; tactical information sharing,

focused on systems change, pooled resources, shared goals, shared power, and shared accountability

2A. Current Workforce Quality Assets (e.g., coaching, T&TA, and higher education for teachers, administrators, and/or providers)

Agency	Current Assets				Description and Population Served
	Resources	Data	Direct Services	Other	
Cerro Coso Community College	x	<input type="checkbox"/>	x	<input type="checkbox"/>	Classes in Early Childhood Development; Early Childhood Education Mentor Program; Commission on Teacher Credentialing Permit information; Child Development Training Consortium; financial aid: students
Inyo County Superintendent of Schools	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>	QRIS implementation: CSPP providers
Inyo Mono Advocates for Community Action (IMACA)	x	x	x	<input type="checkbox"/>	AB 212 and CCIP administrator; resource and referral agency and Local Child Care Planning Council coordinator: Head Start, CSPP, and family child care providers
First 5 Mono County	x	x	<input type="checkbox"/>	<input type="checkbox"/>	CARES administrator: non-CSPP and Head Start Providers
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

2B. Check the current level of collaboration among agencies working to improve workforce quality specifically related to (check only one):

	Communicate	Cooperate	Coordinate	Collaborate
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	Communicate	Cooperate	Coordinate	Collaborate
a. Identifying workforce improvement goals, objectives and strategies	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Implementing strategies to improve workforce quality	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Recruiting and retaining early educators in workforce efforts	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Meeting the education, training, and technical assistance needs of early educators from diverse cultural and linguistic backgrounds	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Meeting the education, training, and technical assistance needs of early educators working in diverse settings (centers; family child care; license-exempt; family, friend, and neighbor care; alternative settings, etc.)	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>
f. Funding workforce quality efforts	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>
g. Collecting and analyzing workforce data	NA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3A. Current Site-based CQI Assets (e.g., site T&TA assistance, rating and monitoring, etc.)

Agency	Current Assets				Description and Population Served
	Resources	Data	Direct Services	Other	
IMACA	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>	Assesses CSPP and Head Start programs using ERS and CLASS as required for funding, provide AB212 & CCIP training, Provide CSPP & Hed Start Services: CSPP & Head Start providers, families who qualify for CSPP & Head Start
First 5 Mono	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Provide professional development through the CARES program: non CSPP & non Head Start providers (center and family child

Agency	Current Assets				Description and Population Served
	Resources	Data	Direct Services	Other	
					care providers)
Inyo County Superintendent of Schools	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>	Implement QRIS: CSPP providers
Mammoth Mountain Ski Area, Kids Corner	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>	Center-based child care for Alternative Payment clients and full-pay families
Lutheran Church, Lutheran Preschool	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>	Center-based preschool services
Multiple Family Child Care Homes	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>	Family home child care for Alternative Payment clients and full-pay families.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

3B. Check the current level of collaboration among agencies working to support site-based CQI, specifically related to (check only one):

	Communicate	Cooperate	Coordinate	Collaborate
a. Identifying site-based CQI goals, objectives, and strategies	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>
b. Implementing strategies to support CQI	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Recruiting and retaining sites participating in quality improvement activities	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Communicate	Cooperate	Coordinate	Collaborate
d. Meeting the technical assistance needs of settings serving special populations of children (infants and toddlers, children with disabilities or other special needs, children who are homeless or in the foster care system, etc.)	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Supporting quality improvement efforts in diverse settings (centers; family child care; license-exempt; family, friend, and neighbor care; alternative settings, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>
f. Funding CQI efforts	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Collecting and analyzing site data	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4A. Current Family Support and Strengthening Assets

Agency	Current Assets				Description and Population Served
	Resources	Data	Direct Services	Other	
First 5 Mono	<input type="checkbox"/>	x	x	<input type="checkbox"/>	Home Visiting prenatal to kindergarten entry, Playgroups: Children prenatal -5 and their families
H.E.A.R.T.S Connection	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Family Resource Center: Families (this is a projected asses, it is not yet operational)
IMACA	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>	Low-income programs(Heating Assistance, Homeless Assitance, and Alternative Payment program for child care), resource library: Providers, children and families
Mono County Libraries	<input type="checkbox"/>	x	x	<input type="checkbox"/>	Raising a Reader and Story Time: Providers, children and families
Wild Iris	x	<input type="checkbox"/>	x	<input type="checkbox"/>	Domestic Violence support, supervised visitation, parenting and co-parenting classes: families

Agency	Current Assets				Description and Population Served
	Resources	Data	Direct Services	Other	
Hubuu	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>	Home Visiting Services for American Indian Families
Tribal TANF	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>	Family support services: families
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

4B. Check the current level of collaboration among agencies working to improve family and child outcomes, specifically related to (check only one):

	Communicate	Cooperate	Coordinate	Collaborate
a. Identifying goals, objectives, and strategies for engaging and strengthening families to support their children's early learning and development	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Identifying goals, objectives, and strategies to ensure all children receive developmental screening	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Identifying goals, objectives, and strategies to ensure all children have access to health services	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Implementing strategies/programs to engage, strengthen, and meet the needs of families <u>from diverse cultural and linguistic backgrounds</u> and families <u>with special populations of children</u> (infants and toddlers, children with disabilities and other special needs, children who are homeless or in the foster care system, etc.)	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Communicate	Cooperate	Coordinate	Collaborate
e. Serving families with children in diverse early learning settings (centers, family child care, license-exempt, family, friend, and neighbor care, alternative settings, etc.)	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Funding family engagement and strengthening efforts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x
g. Collecting and analyzing family data	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>
h. Communicating the importance of high-quality early learning to families	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. In the space below, briefly summarize community strengths and efficiencies, as well as gaps, inefficiencies, and duplication of efforts related to assets (questions 2 A., B., and C.) and current levels of collaboration (questions 3 A., B., and C.) in workforce development, site-based CQI, and family support and strengthening efforts.

a. Current strengths and efficiencies in workforce development, site-based CQI, and family support and strengthening efforts:

Agencies seeking to impact CQI are few in such a small county, and we do communicate well primarily through planning for our annual AB212, CCIP, and CARES orientation and provider appreciation events. Last year we began to foster a closer relationship with the chair of the Early Childhood Development Department at our local Community College and are eager to build on those efforts in the years to come. Due to strong communication, there is little duplication of efforts.

b. Current gaps, inefficiencies, and duplication in workforce development, site-based CQI, and family support and strengthening efforts:

While the agencies seeking to impact CQI are few in such a small county, little has been done to convene and operationalize cooperation, coordination, and collaboration. While there is little duplication of efforts, convening and beginning conversations about data sharing, family strengthening, and goal setting would help to move our strong communication toward collaboration. While we have

served individuals through our CARES program, it is exciting to begin to use the IMPACT framework to think about site-based CQI. Many of the elements of the IMPACT RFA touch on areas that have not yet been developed in our county: developmental screenings through child care providers, assessment of child care providers, and provider-based family strengthening and support.

Section III. First 5 IMPACT Phase 1 Asset Map Template

This template is to be used for the submission of a First 5 IMPACT Phase 1 Asset Map for each consortium. Lead Agencies are encouraged (but not required) to seek input from potential community partners who will comprise their local/regional consortium to complete this Asset Map. **NOTE: If applying as a regional consortium**, every county in the region must complete this section, questions 1 through 5. It is the responsibility of the Lead Agency to collect information from participating counties in the region and submit each county's form with the Phase 1 application.

Name of County: Alpine

- 1. What local community agencies currently provide early learning services or supports in your county?** Please identify all relevant agencies, not only potential members of your local consortium. You will be asked to identify consortium partners in the First 5 IMPACT Phase 2 High-Quality Action Plan (Form 3). Check all that apply and fill in the name of the agency.

x	A. First 5 County Commission:
x	B. CSPP Block Grant Lead Agency (if applicable):
x	C. Local Educational Agency (if not otherwise included):
<input type="checkbox"/>	D. RTT-ELC Lead (if not otherwise included):
	E. Institution(s) of Higher Education:
x	F. Local Child Care Planning Council
x	G. Resource & Referral Agency(ies):
Other agencies not listed above that provide services to children birth through age 5	
<input type="checkbox"/>	H. Early Head Start/Head Start Grantees:
x	I. Early Education and Support Division (EESD), CDE (e.g., CSPP, General Child Care, Alternative Payment, Migrant, CalWORKS Stage 2 & 3):
x	J. County Health and Human Services (e.g., Child Welfare Services, Welfare to Work, WIC, etc.):
x	K. Other (e.g., Family Resource Center(s), Home Visiting Program(s), Federal Migrant or Tribal Child Care Program, Library, etc.):

Definition of Terms for Tables

1. Agencies and their Assets. Complete the tables on the following pages to identify and describe current community assets that contribute to your county's current workforce quality, site-based CQI, and family engagement and strengthening efforts. Use the following terms to complete tables 2A, 3A, and 4A:

- **Agency** – Identify community agencies that provide services.
- **Asset** – Identify one or more areas of current capacity for each selected agency, including:
 - *Resources* (funding, administrative staffing, materials for quality improvement activities, content expertise, etc.)
 - *Data* (database management, data collection, etc.) related to workforce, sites, or families
 - *Direct services* (professional development, coaching, mentoring, assessment, home visiting, preschool provider, etc.)
 - *Other asset(s)* not included in the three listed above
- **Describe** – Provide a brief description of the agency's asset(s) and population served.

2. Current Level of Collaboration. Identify the level of collaboration among agencies currently supporting workforce quality, site-based CQI, and family engagement. Use the following definitions to guide your responses in tables 2B, 3B, and 4B:

- **Communicate** – Informal interagency information sharing about activity or project, as needed
- **Cooperate** – Interaction on discrete activities or projects while maintaining independent goals, and commitment and accountability to ones' own agency
- **Coordinate** – Organizations systematically adjust and align work with each other for greater outcomes; semi-interdependent goals; structured communication and formalized information sharing
- **Collaborate** – Longer-term interaction and commitment to shared mission and goals; shared decision makers and resources; tactical information sharing,

focused on systems change, pooled resources, shared goals, shared power, and shared accountability

2A. Current Workforce Quality Assets (e.g., coaching, T&TA, and higher education for teachers, administrators, and/or providers)

Agency	Current Assets				Description and Population Served
	Resources	Data	Direct Services	Other	
First 5 Alpine	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Administrative support, coaching , T and TA for providers, materials for quality improvement activities
Choices for Children Resource and referral	X	<input type="checkbox"/>	X	<input type="checkbox"/>	Content expertise , training and resources for providers
Local Child Care planning Council	X	X	<input type="checkbox"/>	<input type="checkbox"/>	Content expertise, local needs assessments, quality improvement planning support
Alpine County Office of Education	X	<input type="checkbox"/>	X	<input type="checkbox"/>	Resources for site based training, Content expertise
	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

2B. Check the current level of collaboration among agencies working to improve workforce quality specifically related to (check only one):

	Communicate	Cooperate	Coordinate	Collaborate
a. Identifying workforce improvement goals, objectives and strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x
b. Implementing strategies to improve workforce quality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x

	Communicate	Cooperate	Coordinate	Collaborate
c. Recruiting and retaining early educators in workforce efforts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x
d. Meeting the education, training, and technical assistance needs of early educators from diverse cultural and linguistic backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x
e. Meeting the education, training, and technical assistance needs of early educators working in diverse settings (centers; family child care; license-exempt; family, friend, and neighbor care; alternative settings, etc.)	<input type="checkbox"/>	<input type="checkbox"/>		x
f. Funding workforce quality efforts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x
g. Collecting and analyzing workforce data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x

3A. Current Site-based CQI Assets (e.g., site T&TA assistance, rating and monitoring, etc.)

Agency	Current Assets				Description and Population Served
	Resources	Data	Direct Services	Other	
Bear Valley Parents Group Public Recreation Program	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	Center based services for families with children 0-5
Alpine County Office of Education	X	<input type="checkbox"/>	X	<input type="checkbox"/>	Center based services for families with children 2.5 through 5 years, Training site location and video conferencing equipment
First 5 Alpine	x	X	X	<input type="checkbox"/>	Coordination of CQI activities, Quality improvement resources and provide TA to sites and, rating and monitoring if applicable
Choices for Children Resource and Referral	X	X	X	<input type="checkbox"/>	Local training and and quality improvement resources, Local provider data

Agency	Current Assets				Description and Population Served
	Resources	Data	Direct Services	Other	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

3B. Check the current level of collaboration among agencies working to support site-based CQI, specifically related to (check only one):

	Communicate	Cooperate	Coordinate	Collaborate
a. Identifying site-based CQI goals, objectives, and strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x
b. Implementing strategies to support CQI	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x
c. Recruiting and retaining sites participating in quality improvement activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x
d. Meeting the technical assistance needs of settings serving special populations of children (infants and toddlers, children with disabilities or other special needs, children who are homeless or in the foster care system, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x
e. Supporting quality improvement efforts in diverse settings (centers; family child care; license-exempt; family, friend, and neighbor care; alternative settings, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x

	Communicate	Cooperate	Coordinate	Collaborate
f. Funding CQI efforts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x
g. Collecting and analyzing site data		<input type="checkbox"/>	<input type="checkbox"/>	x

4A. Current Family Support and Strengthening Assets

Agency	Current Assets				Description and Population Served
	Resources	Data	Direct Services	Other	
Choices for Children Resource and Referral	X	<input type="checkbox"/>	X	<input type="checkbox"/>	Training, child care resources, family support resources and advocacy for all families in Alpine County
Alpine County Behavioral Health and MHSA programs	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	Family support building and services for families with young children
Live Violence Free	X	<input type="checkbox"/>	X	<input type="checkbox"/>	Domestic violence and child abuse prevention support services, home visiting, parent trainings
Tahoe Youth and Families	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	Mentoring program
Native TANF	X	<input type="checkbox"/>	X	<input type="checkbox"/>	Family support services , childcare, work force training
Alpine Kids	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	Drug and alcohol free family support activities for all families in Alpine County
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

4B. Check the current level of collaboration among agencies working to improve family and child outcomes, specifically related to (check only one):

	Communicate	Cooperate	Coordinate	Collaborate
a. Identifying goals, objectives, and strategies for engaging and strengthening families to support their children's early learning and development	<input type="checkbox"/>	x	<input type="checkbox"/>	
b. Identifying goals, objectives, and strategies to ensure all children receive developmental screening		x	<input type="checkbox"/>	<input type="checkbox"/>
c. Identifying goals, objectives, and strategies to ensure all children have access to health services	<input type="checkbox"/>	x		<input type="checkbox"/>
d. Implementing strategies/programs to engage, strengthen, and meet the needs of families <u>from diverse cultural and linguistic backgrounds</u> and families <u>with special populations of children</u> (infants and toddlers, children with disabilities and other special needs, children who are homeless or in the foster care system, etc.)	<input type="checkbox"/>		x	<input type="checkbox"/>
e. Serving families with children in diverse early learning settings (centers, family child care, license-exempt, family, friend, and neighbor care, alternative settings, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x
f. Funding family engagement and strengthening efforts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x
g. Collecting and analyzing family data	<input type="checkbox"/>	x	<input type="checkbox"/>	
h. Communicating the importance of high-quality early learning to families	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>

5. In the space below, briefly summarize community strengths and efficiencies, as well as gaps, inefficiencies, and duplication of efforts related to assets (questions 2 A., B., and C.) and current levels of collaboration (questions 3 A.,B., and C.) in workforce development, site-based CQI, and family support and strengthening efforts.

- a. Current strengths and efficiencies in workforce development, site-based CQI, and family support and strengthening efforts:

Alpine County is able to communicate and collobrate effectively to focus its quality improvement activities because of the partciaption of center based providers and the willingmess of service agencies to support efforts at these sites. There are only two center based providers (one state pre-k and one licensed exempt prorgam) which allows for targeted interventions and resources to be efficient. Communication between the ECE providers , parents and family support service providers can be target and personal allowing for interventions and trainings and TA to be specific. The local First 5 Commission collaborates with not only county resources but works with neighboring county resources as well.

- b. Current gaps, inefficiencies, and duplication in workforce development, site-based CQI, and family support and strengthening efforts:

Because of the lack of county resources, First 5 Alpine does have to rely on partnering counties services for many of the trainings and TA that is available for ECE providers. Although this has been a very positive collaboration with Mono and Inyo County, which brings quality improvement activities to Alpine County,there are often limited opportunities for training for ECE providers that are in county. There are curently no in certified raters in County and will work be working with neighboring counties to help provide resources.

1. Budget

The Contractor is authorized to expend up to \$159,954.00 for the term of this Agreement, as outlined in Attachment B, High-Quality Action Plan.

This budget shall be amended to incorporate the funding included in the Contractor's approved High-Quality Action Plan, which shall be submitted to First 5 California no later than December 11, 2015. Should the Contractor fail to submit this Deliverable, this Agreement, and all funding associated with this Agreement, shall immediately be terminated.

Additionally, this budget may be reduced by First 5 California through an amendment should the Contractor have a reduction in the number of participating sites (targets) it serves.

2. Invoicing and Payment

- A) For services satisfactorily rendered, and upon receipt of approval of the First 5 IMPACT Budget and Reimbursement Table (RFA Form 5), First 5 California agrees to compensate the Contractor for actual expenditures and allowable costs incurred as specified in Exhibit B, Item 1, Budget.
- B) Reimbursement Tables submitted to First 5 California shall include the following information:
 - 1) Costs associated with each budget category and System Function
 - 2) Lead Agency Name
 - 3) Reporting period for which the reimbursement covers
 - 4) Fiscal Year for which the reimbursement covers
 - 5) Name of Lead Agency Executive Director or Authorized Designee
 - 6) Signature and Date of Submission from Lead Agency Executive Director or Authorized Designee
- C) If the Contractor has more than one (1) Agreement with First 5 California, the Contractor must properly identify the Agreement with the name and number of the respective Agreement, and submit proper documentation with each

Reimbursement Table for charges incurred listing services and cost for each charge specific to said Agreement.

- D) Reimbursement Tables shall be submitted in duplicate not more frequently than biannually in arrears to:

First 5 California
Attn: Accounting Services
2389 Gateway Oaks Drive, Suite 260
Sacramento, CA 95833
F5Impact@ccfc.ca.gov

- E) If a Reimbursement Table is disputed, the Contractor will be notified within fifteen (15) working days of receipt of the Reimbursement Table. The Contractor will be informed of the reason for the dispute and the disposition of the reimbursement. If the Reimbursement Table is corrected, the payment process will continue. However, if the Reimbursement Table remains unacceptable and cannot be processed, the issuance of a written dispute will stop the clock for prompt payment, and processing will not be restarted until the corrected Reimbursement Table is returned to First 5 California.

3. Budget Contingency Clause

This Agreement is valid and enforceable only if sufficient funds are available in the appropriate account of the California Children and Families Trust Fund with which to carry out the purposes of the Agreement. In addition, this Agreement is subject to any additional restrictions, limitations, or conditions enacted by the Legislature, or a statute enacted by the Legislature, that may affect the provisions, terms, or funding of this Agreement in any manner.

4. Payment

- A) Payment will be made in accordance with, and within the time specified in, Government Code, Part 3, and Chapter 4.5, commencing with section 927.
- B) The Contractor will bill in arrears for costs incurred during the billing period. If applicable, salary costs will be itemized and billed by position classification. Documentation supporting specific salary costs will be presented if requested by First 5 California. Non-wage costs will be billed, in summary, according to general expense categories.

- C) The Contractor shall identify and justify direct costs and overhead costs, including employee fringe benefits in accordance with State Contracting Manual Volume I, Section 3.17.2, subsection A.1.

5. Cost Limitation

- A) The total amount of this Agreement shall not exceed \$159,954.00.
- B) It is understood and agreed that this total is an estimate and that First 5 California will pay only for those services actually rendered as authorized by the First 5 California Contract Manager or designee up to the total amount of this Agreement.

1. Contractor Overpayments

If it is determined that an overpayment has been made to the Contractor, First 5 California will seek recovery immediately upon discovery of overpayment by (a) written request to the Contractor for a refund of the overpayment amount within thirty (30) days after receipt of notice, or (b) offsetting subsequent Contractor payments by the amount of the overpayment if Contractor repayment is not received within thirty (30) days from the notice. In addition to any other remedies First 5 California may have, First 5 California reserves the option to collect any unallowable cost from the Contractor in monthly installments.

2. Accounting Requirements

The Contractor shall establish an accounting system using generally accepted accounting principles that will provide information for reports to First 5 California and which will provide documentation for the fiscal activities of the organization related to this Agreement. The accounting system must include adequate cost accounting procedures that will provide accurate costing for amendments, and for any other costs incurred which relate to payment claimed by the Contractor.

3. Fiscal Audits

First 5 California, or any duly authorized representative, shall have access and the right to examine, audit, review, excerpt, and transcribe any books, documents, papers, or records of the Contractor which may be related or pertinent to this Agreement. Such material for each year of the Agreement must be retained for a period of three (3) years after the termination of the Agreement or until an audit is completed by First 5 California, or their designee, and all questions arising there from are resolved. An exception to the three (3) year requirement is when an Agreement audit is in dispute or litigation. In those instances, the time records are to be retained is extended.

Audits and reviews may be conducted at any time during the performance of the Agreement or during the three (3) years following the completion of the Agreement period. Actual cost incurred by the Contractor for expenses should be substantiated with appropriate source documentation. It is the Contractor's responsibility to ensure that all expenditures claimed are allowable costs associated in performing the contracted services.

If expenditures are found to be unallowable, the Contractor's reimbursements may be recalculated and adjusted accordingly. A misappropriation of funds shall result in a disallowance of costs.

4. Travel Reimbursement

First 5 California agrees to reimburse authorized travel and per diem expenses incurred in the performance of this Agreement at the state rates in accordance with California Department of Human Resources (CalHR) provision, Section 599.619, Reimbursement for Meals and Lodging - Excluded Employees. Travel expenditures, including those incurred as part of a deliverable must be itemized when submitted, and supported with receipts and expense documentation on State of California Travel Expense Claim Form STD. 262, or an alternative form approved by First 5 California.

First 5 California will not reimburse out-of-state travel without PRIOR written authorization from the First 5 California staff. Any invoice submitted without the required travel expenditure documentation may be returned to the Contractor for further processing. The Contractor's failure to provide required documentation of travel expenditures and report travel expenditures on the required form may preclude First 5 California from approving travel expenses.

CalHR travel rate provisions and the required State of California Travel Expense Claim Form STD. 262 are accessible at the following website address:

- <http://www.calhr.ca.gov/jobinfo/statetravel.shtm> (CalHR Travel Provisions and Travel Expense Claim Form)

5. Actual and Allowable Costs

Actual costs incurred by the Contractor, which are allowable costs, shall be substantiated with appropriate source documentation (e.g., payroll records). The Contractor must retain files in the Contractor's office headquarters based in California, or at the program service location where services are being provided. All support documentation must be retained for actual expenses incurred in the performance of this Agreement for auditing purposes and for program review, as required in the fiscal audit provision of this Agreement.

Allowable costs for this Agreement shall be limited to those expenditures that are:

(1) in conformance with the approved Agreement budget and (2) for goods and services necessary to the project's operation at the time the costs are incurred. Any expenses not meeting these criteria may be disallowed.

6. Staff Expenses

Salaries of personnel who are providing services for more than one Agreement must be charged to each Agreement on a proportional basis and are only allowable for the time the employee is assigned to this Agreement.

Salaries must be adequately documented by time sheets signed by the employee and the immediate supervisor, payroll register, payroll warrant, employee personnel file and/or general ledger accounts. All reported salary costs shall be based on actual expenditures.

1. Amendments

No amendment or variation of the terms of this Agreement shall be valid unless made in writing, signed by the parties, and approved as an amendment to this Agreement. No oral understanding not incorporated in the Agreement, nor unilateral written communication, is binding on any of the parties.

2. Timeliness

Time is of the essence in this Agreement.

3. Governing Law

This contract is governed by and shall be interpreted in accordance with the laws of the State of California.

4. Confidentiality

- A) All data and information related to First 5 California operations, which are designated confidential by First 5 California or developed by the Contractor and deemed confidential by First 5 California, shall be properly safeguarded and protected by the Contractor from unauthorized use and disclosure. At a minimum, during non-working hours, First 5 California paper and or electronic documents, reference materials, or any materials related thereof shall be kept in a locked, secure place. All electronic data shall be password protected and secure at all times.
- B) The Contractor and his or her employees are hereby considered agents only for confidential data purposes and will be liable under the State and Federal statutes for unauthorized disclosures.
- C) The Contractor shall immediately notify First 5 California of any request from a third party for disclosure of any information relating to this Agreement, including, but not limited to, subpoena, deposition proceedings, court order or other legal action. Unless First 5 California authorizes the disclosure of the information in writing, the Contractor shall use every means, to the maximum extent permitted by law and at no cost to First 5 California, to protect the information from disclosure.

5. Conflict of Interest

- A) First 5 California intends to avoid conflicts of interest or the appearance of conflicts of interest on the part of the Contractor or employees, officers, and directors of the Contractor. Thus, First 5 California reserves the right to determine, at its sole discretion, whether any information received from any source indicates the existence of a conflict of interest.
- B) If First 5 California becomes aware of a known or suspected conflict of interest, the Contractor will be given an opportunity to submit additional information or to resolve the conflict. A Contractor with a suspected conflict of interest will have five (5) working days from the date of notification of the conflict by First 5 California to provide complete information regarding the suspected conflict. If a conflict of interest is determined to exist by First 5 California and cannot be resolved to the satisfaction of First 5 California, before or after the award of the Agreement, the conflict will be grounds for termination of the Agreement.

6. Excise Tax

The State of California is exempt from federal excise taxes, and no payment will be made for any taxes levied on employees' wages. First 5 California will pay for any applicable State of California or local sales or use taxes on the services rendered or equipment or parts supplied pursuant to this Agreement. California may pay any applicable sales and use tax imposed by another state.

7. Assignment

This Agreement is not assignable by the Contractor, either in whole or in part, without the consent of First 5 California in the form of a formal written amendment.

8. Independent Contractor

The Contractor, and the agents and employees of the Contractor, in the performance of this Agreement, shall act in an independent capacity and not as officers or employees or agents of the State.

9. Indemnification and Hold Harmless Requirement

Neither First 5 California nor any officer or employee thereof is responsible for any damage or liability occurring by reason of anything done or omitted to be done by the Contractor under, or in connection with any work, authority, or jurisdiction

delegated to the Contractor under this Agreement. It is understood and agreed, pursuant to Government Code section 895.4, the Contractor shall fully defend, indemnify, and save harmless First 5 California and all of its officers and employees from all claims, suits, or actions of every name, kind, and description brought forth occurring by reason of anything done or omitted to be done by the Contractor under or in connection with any work, authority, or jurisdiction delegated to the Contractor under this Agreement.

10. Lobbying, Political Activities, and Politicians

- A) The Contractor shall not use Agreement funds for direct or indirect lobbying.
 - (1) Direct lobbying, for the purposes of this Agreement, is defined as any explicit attempt to promote a yes or no vote on a specific piece of legislation, local ordinance, or ballot measure through any oral, written, or other form of communication with any member or employee of a legislative body, or any government official or employee who participates in the formulation of or decision-making regarding that specific piece of legislation, local ordinance, or ballot measure.
 - (2) Indirect lobbying, for the purposes of this Agreement, is defined as any oral or written communication to the general public or any segment of the general population which explicitly attempts to promote a yes or no vote on a specific piece of legislation, local ordinance, or ballot measure by encouraging the recipients of the communication to attempt to influence a legislator or an employee of a legislative body or any other government official or employee who participates in the formulation of or decision-making regarding that legislation, local ordinance, or ballot measure.
- B) The Contractor shall not use Agreement funds to promote, directly or indirectly, any candidate for an elective public office.
- C) The Contractor shall not feature the image or voice of any elected public official or candidate for public office, nor shall the Contractor directly represent the views of any elected public official or candidate for public office, in any work generated by this Agreement.

11. News Releases And Publicity

The Contractor shall inform First 5 California Communications Office (916-263-1050) of any statements made to the news media regarding the operational procedures

and status of work related to this Agreement and provide the First 5 California Communications Office the opportunity to review and comment on any print or electronic news releases related to this Agreement prior to the release of information to the public.

12. Non-Discrimination Clause

During the performance of this Agreement, the Contractor shall not unlawfully discriminate, harass, or allow harassment against any employee or applicant for employment because of sex, race, color, ancestry, religious creed, national origin, physical disability, mental disability, medical condition, age, marital status, and denial of family care leave. Contractor shall insure that the evaluation and treatment of their employees and applicants for employment are free from such discrimination and harassment. Contractor shall comply with the provisions of the Fair Employment and Housing Act (Gov. Code §12990 (a-f) et seq.) and the applicable regulations promulgated thereunder (California Code of Regulations, Title 2, section 7285 et seq.). The applicable regulations of the Fair Employment and Housing Commission implementing Government Code section 12990 (a-f), set forth in Chapter 5 of Division 4 of Title 2 of the California Code of Regulations, are incorporated into this Agreement by reference and made a part hereof as if set forth in full.

13. Settlement Of Disputes

The Contractor shall attempt to resolve program, administrative, or fiscal disputes with the First 5 California Project Representative. If the dispute is not resolved, the Contractor may appeal the decision. Such an appeal can be made by submitting a written description of the issues and the basis for the dispute to the Chief Deputy Director of First 5 California within thirty (30) calendar days of receiving an initial response from the Project Representative.

Within thirty (30) calendar days of receiving the Contractor's written dispute, the Chief Deputy Director will review the facts of the dispute, and if deemed necessary, meet with the Contractor for purposes of resolving the dispute. The Chief Deputy Director shall make a determination and shall send written notification of the decision to the Contractor, together with the reasons for the decision, within sixty (60) calendar days of the receipt of the Contractor's notification of the dispute. The decision of the Chief Deputy Director shall be final.

14. Termination For Cause

First 5 California may terminate this Agreement and be relieved of any payments should the Contractor fail to perform the requirements of this Agreement at the time and in the manner herein provided. In the event of such termination, First 5 California may proceed with the work in any manner deemed proper by First 5 California. All costs to First 5 California shall be deducted from any sum due to the Contractor under this Agreement and the balance, if any, shall be paid to the Contractor upon demand.

15. Termination For Convenience

First 5 California retains the option to terminate this Agreement without cause at First 5 California's convenience, provided that written notice has been delivered to the Contractor at least thirty (30) days prior to such termination date. If First 5 California terminates this Agreement at its convenience, the Contractor will be entitled to compensation upon submission of an invoice and proper proof of claim, in that proportion which its services and products were satisfactorily rendered or provided and its expenses necessarily incurred pursuant to this Agreement, up to the date when notice of termination is received by the Contractor (hereinafter referred to as "the notice date"). In such event, at the request of First 5 California, the Contractor shall furnish copies of all proposals, specifications, designs, procedures, layouts, copy, and other materials related to the services or deliverables provided under this Agreement, whether finished or works in progress on the termination date. The Contractor will not be entitled to reimbursement for any expenses incurred for services and deliverables pursuant to the Agreement after the notice date, unless the Contractor receives written advance approval from First 5 California. Any services or deliverables for which the Contractor is paid which are provided according to the procedures in this paragraph shall become the property of First 5 California.

16. Responsibilities Upon Termination

After receipt of notification of termination of this Agreement, and except as otherwise specified by First 5 California, the Contractor shall stop work under this Agreement on the date specified in the written notice of termination. The Contractor shall do all of the following:

- A) Place no further orders for materials, services, or facilities except as may be necessary for completion of such portion of the work under this Agreement that is not terminated.

- B) Assign to First 5 California, effective on the date of termination, in the manner, and to the extent specified by First 5 California all of the rights, titles, and interests for the Contractor under the orders terminated, in which case First 5 California has the right, at its discretion, to settle or pay any or all claims arising out of the termination of such orders and subcontracts and reduce any settlement amount determined by the amount paid for such orders.
- C) Settle all outstanding liabilities and all claims arising out of such termination of orders, with the approval of First 5 California to the extent First 5 California may require. First 5 California's approval shall be final for the purposes of this section.
- D) Upon the effective date of termination of the Agreement and the payment by First 5 California of all items properly chargeable to First 5 California hereunder, Contractor shall transfer, assign, and make available to First 5 California all property and materials belonging to First 5 California, all rights and claims to any and all reservations, Agreements, and arrangements with owners of media/PR materials, or others, and shall make available to First 5 California all written information regarding First 5 California's media/PR materials, and no extra compensation is to be paid to Contractor for its services in connection with any such transfer or assignment.
- E) Take such action as may be necessary, or as First 5 California may specify, to protect and preserve any property related to this Agreement which is in the possession of the Contractor and in which First 5 California has or may acquire an interest.

17. Ownership of Products

- A) Notwithstanding whether or not it may be the subject of a patent or a copyright and/or whether or not it is tangible, intangible, or intellectual, all products, deliverables, or any like items that are produced, created, developed, or the like, during the term of this Agreement shall immediately become the sole and complete property of First 5 California upon their creation.
- B) First 5 California reserves agency approval controls over the location, costs, dates, agenda, instructors, instructional materials, and attendees at any reimbursable training seminar, workshop, conference, and any reimbursable publicity or educational materials to be made available for distribution.
- C) The Contractor shall acknowledge the support of First 5 California when publicizing the work under the Agreement in any media.

18. Copyrights and Ownership of Products

- A) First 5 California shall be the owner of all rights, title, and interest in, not limited to the copyright to, any and all products created, provided, or developed under this Agreement, whether or not published or produced. The copyright to any and all products created, provided, or developed under this Agreement, whether or not published or produced, belongs to First 5 California from the moment of creation.
- B) First 5 California retains all rights to use, reproduce, distribute, or display any products created, provided, developed, or produced under this Agreement and any derivative products based on Agreement products, as well as all other rights, privileges, and remedies granted or reserved to a copyright owner under statutory and common-law copyright law.
- C) At any time the Contractor enters into an Agreement with another party in order to perform the work required under this Agreement, the Contractor shall require the Agreement to include language granting First 5 California the copyright for any products created, provided, developed, or produced under the Agreement and ownership of any products not fixed in any tangible medium of expression. In addition, the Contractor shall require the other party to assign those rights to First 5 California in a format prescribed by First 5 California. For any products for which the copyright is not granted to First 5 California, First 5 California shall retain a royalty-free, nonexclusive, and irrevocable license throughout the world to reproduce, to prepare derivative products, to distribute copies, to perform, to display, or otherwise use, duplicate, or dispose of such products in any manner for governmental purposes and to have or permit others to do so.
- D) All products distributed under the terms of this Agreement and any reproductions of products shall include a notice of copyright in a place that can be visually perceived at the direction of First 5 California. This notice shall be placed prominently on products and set apart from other matter on the page or medium where it appears. The notice shall state "Copyright" or "©," the year in which the work was created, and "First 5 California."

19. Information Security Incidents

The Contractor agrees to notify First 5 California in writing via e-mail of any use or disclosure of information not provided for by this Agreement of which it becomes aware within three (3) working days of initial detection. Written reports of information security incidents shall contain information on the incident (e.g., hacking, virus, and theft), description of information that was compromised, and classification of the

information (e.g., confidential, sensitive, personal). The system or device affected by an information security incident shall be removed from operation immediately. It shall remain removed from operation until correction and mitigation measures have been applied.

20. Return or Destruction of Data

The Contractor agrees to notify First 5 California within thirty (30) days of the completion of the purposes specified in this Agreement. Upon such notice, or upon expiration of the Agreement, whichever occurs sooner, First 5 California will notify the Contractor to either return all data files to First 5 California or its designee in an agreed-upon format, or to destroy such data. If First 5 California elects to have the data returned, the Contractor agrees to return all files in writing within thirty (30) days of receiving notice to that effect. If First 5 California elects to have the Contractor destroy the data, the Contractor agrees to certify the destruction of the files in writing within thirty (30) days of receiving notice to that effect. The Contractor agrees that no data obtained or derived pursuant to this Agreement shall be returned when the data files(s) are return or destroyed, unless authorization in writing for the retention of such files(s) has been received from the Contractor. The Contractor shall ask First 5 California for instruction under this Section if instructions have not been received within thirty (30) days after the expiration date. Further, if First 5 California elects to have the data returned, the Contractor agrees to deliver all documentation explaining the database structure, security provisions, logins, passwords, and relationships to other applications, such as a web server (front-end). The documentation provided shall list all tools necessary to maintain and support information system deliverables provided pursuant to this Agreement. Documentation also shall explain all relationships and logic necessary to recreate the production system in a new environment.

21. Release of Data or Products

Except as specified in this Agreement, the Contractor shall not release or disclose any data or products created, produced, or developed pursuant to this Agreement to any person, except to the Contractor's personnel, attorneys, prospective vendors, the Contractor's law firms, and other companies or individuals who are necessary for, and are to be directly involved in, the development, production, and distribution of the products. Products include, but are not limited to, drafts or works in progress. The Contractor agrees to ensure that any agents to whom it provides the data, agrees to the same restrictions and conditions that apply to the Contractor with respect to such information. The Contractor shall employ reasonable procedures to protect these products from unauthorized use and disclosure. First 5 California

retains the right to approve any procedures employed by the Contractor to comply with this provision.

22. Certification Clause

The Contractor Certification Clause (CCC 307) is hereby incorporated by reference and made a part of this Agreement by this reference as if attached hereto.

23. Unenforceable Provision

In the event that any provision of this Agreement is unenforceable or held to be unenforceable, then the parties agree that all other provisions of this Agreement have force and effect and shall not be affected thereby.

24. Resolution

A county, city, district, or other local public body must provide First 5 California with a copy of a resolution, order, motion, or ordinance of the local governing body which by law has authority to enter into an agreement, authorizing execution of the agreement.

25. Human Subjects Protection and Data Security

To meet requirements for human subjects' protection under the state government institutional review board, the Contractor shall:

- Follow protocols approved by the state Committee for the Protection of Human Subjects (CPHS) including use of relevant notices or consent forms provided by F5CA for early educators, parents, or other individuals indicated.
- Maintain local data securely by administrative, electronic, or physical safeguards in general accordance with the *CPHS Data Security Requirements* document: <http://www.oshpd.ca.gov/Boards/CPHS/DataSecurityRequirements.pdf>.

	Jul '14 - Jun '15	Budget	\$ Over Budget	% of Budget
Income				
Prop 10 Tax Revenue	17,900.35	90,397.00	(72,496.65)	19.8%
Small County Augmentation	194,702.25	259,603.00	(64,900.75)	75.0%
Surplus Money Investment Income	-	27.00	(27.00)	0.0%
Home Visiting Services:				
CAPIT Grant	10,511.00	30,000.00	(19,489.00)	35.04%
Peapod Program	5,974.79	35,000.00	(29,025.21)	17.07%
Child Care Quality:				
CARES Plus	-	40,000.00	(40,000.00)	0.0%
Raising a Reader	-	5,000.00	(5,000.00)	0.0%
Miscellaneous Income	135.00	140.00	(5.00)	96.43%
Interest on First 5 Mono Fund Balance	-	5,384.00	(5,384.00)	0.0%
Total Income	229,223.39	465,551.00	(236,327.61)	49.24%
Expense				
Home Visiting	51,247.75	144,668.00	(93,420.25)	35.42%
School Readiness	7,908.83	88,749.97	-80,841.14	8.91%
Peapod Program	10,348.41	40,000.00	(29,651.59)	25.87%
Child Care Quality	15,585.42	68,052.00	-52,466.58	22.9%
Oral Health Services	1,229.43	5,728.00	(4,498.57)	21.46%
Safe Kids Coalition	-	7,000.00	(7,000.00)	0.0%
Evaluation	-	1,000.00	(1,000.00)	0.0%
Commission Operations/Support	49,353.90	114,797.00	(65,443.10)	42.99%
Miscellaneous Program Expenditure	5,750.00	7,750.00	(2,000.00)	74.19%
Total Expense	141,423.74	477,744.97	(336,321.23)	29.6%
Net Income		(12,193.97)		

Revenue	2013-14 ACTUAL	2014-15 ACTUAL	CURRENT 2015-16	Forecast 2016-17	Forecast 2017-18	Forecast 2018-19	Forecast 2019-20	Total 5 year
Prop 10 tax revenue	\$108,077	\$89,002	\$90,397	\$86,388	\$82,542	\$78,855	\$78,855	\$417,037
Small County Augmentation	\$184,604	\$260,998	\$259,603	\$263,612	\$267,458			\$790,673
Surplus Money Investment Income (SMIF) estimate	\$29	\$28	\$27	\$27	\$27	\$27	\$27	\$135
Home Visiting Services: CAPIT Grant (Child Abuse Prevention)	\$29,006	\$29,902	\$30,000					\$30,000
Peapod Program (Partnership of F5M & Mono Mental Health)	\$30,529	\$34,817	\$35,000					\$35,000
Child Care Quality: CARES Plus	\$40,000	\$40,000	\$40,000					\$40,000
Child Care Quality: Child Signature Project	\$65,687	\$62,911						\$0
Child Care Quality: IMPACT			\$22,212	\$64,651	\$68,788	\$72,168	\$74,227	\$302,046
Raising a Reader		\$3,802	\$5,000					\$5,000
Miscellaneous Income	\$7,313	\$5,570	\$140	\$140	\$140	\$140	\$140	\$700
Interest on First 5 Mono Fund Balance	\$5,973	\$5,909	\$5,384	\$5,346	\$4,729	\$4,013	\$605	\$20,076
Total Revenues	\$471,216	\$532,939	\$487,763	\$420,164	\$423,684	\$155,203	\$153,854	\$1,640,667
Expense	2013-14 ACTUAL	2014-15 ACTUAL	CURRENT 2015-16	Forecast 2016-17	Forecast 2017-18	Forecast 2018-19	Forecast 2018-19	Total 5 year
Home Visiting Services: (WBI; B/F Promotion; CAPIT Grant)	\$118,591	\$140,643	\$145,968	\$149,068	\$152,368	\$155,868	\$159,368	\$762,640
School Readiness (ESUSD;MUSD;RAR;F5M Coordination)	\$69,919	\$85,235	\$85,728	\$86,478	\$87,278	\$88,128	\$89,028	\$436,640
Peapod Program (Partnership of F5M & Mono Behavioral Health)	\$31,410	\$39,919	\$40,000	\$30,000	\$30,000	\$30,000	\$30,000	\$160,000
Child Care Quality: CARES Plus, Preschool Availability	\$60,162	\$66,436	\$60,000					\$60,000
Child Care Quality: Child Signature Project	\$65,687	\$62,911						\$0
Child Care Quality: IMPACT			\$24,726	\$75,426	\$80,253	\$84,196	\$86,598	\$351,199
Preschool Availability/Support			\$3,386					
Oral Health Services	\$6,050	\$5,618	\$5,728	\$3,700	\$3,700	\$3,700	\$3,700	\$20,528
Safe Kids Partners	\$13,302	\$7,050	\$7,000	\$7,000	\$6,000	\$5,000	\$5,000	\$30,000
Evaluation/Assessments to identify gaps in services	\$1,062	\$1,375	\$1,000	\$1,000	\$13,463	\$1,000	\$1,000	\$17,463
<i>Commission Operations/Support -- Administration</i>	\$56,563	\$62,751	\$68,418	\$71,478	\$67,300	\$70,840	\$74,380	\$352,417
<i>Commission Operations/Support -- Program</i>	\$28,281	\$31,375	\$34,209	\$35,739	\$33,650	\$35,420	\$37,190	\$176,208
<i>Commission Operations/Support -- Evaluation</i>	\$9,427	\$10,458	\$11,403	\$11,913	\$11,217	\$11,807	\$12,397	\$58,736
Commission Operations/Support -- Total	\$94,272	\$104,585	\$114,030	\$119,130	\$112,167	\$118,067	\$123,967	\$587,361
Misc. Program Exp. including County Counsel, & Audit	\$13,618	\$13,015	\$10,050	\$10,050	\$10,050	\$10,050	\$10,050	\$50,250
Total Expenditures	\$474,073	\$526,786	\$497,616	\$481,852	\$495,279	\$496,009	\$508,711	\$2,479,467
Fiscal Year	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2018-19	
Revenues less Expenses	-\$2,856	\$6,153	-\$9,853	-\$61,688	-\$71,595	-\$340,806	-\$354,857	
Total Fund Balance (actual, estimated, & forecasted)	\$538,269	\$544,422	\$534,569	\$472,881	\$401,286	\$60,479	-\$294,378	

Assumptions: DOF 6/2015 projected Prop 10 revenues and birth rate through FY 2018-19

In August of 2008 the Commission established a policy to set a minimum fund balance of no less than one year's current base revenue, thus allowing the commission to sustain program operations or close them out, should it be necessary. This threshold is forecasted to be crossed by the end of FY 2018-19.

Mono County

Family & Child Data

The 2015 California Child Care Portfolio, the 10th edition of a biennial report, presents a unique portrait of child care supply, demand, and cost statewide and county by county, as well as data regarding employment, poverty, and family budgets. The child care data in this report was gathered with the assistance of local child care resource and referral programs (R&Rs). R&Rs work daily to help parents find child care that best suits their family and economic needs. They also work to build and support the delivery of high quality child care services in diverse settings throughout the state. To access the full report summary and county pages, go to our website at www.rrnetwork.org.

PEOPLE	COUNTY			STATE		
	2012	2014	CHANGE	2012	2014	CHANGE
Total number of residents ¹	14,258	14,440	1%	37,901,778	38,548,204	2%
Number of children 0-12 ¹	2,173	2,173	0%	6,532,111	6,533,125	< 1%
Number of children 0-5 ¹	1,031	996	-3%	3,027,523	2,997,333	-1%
Under 2	329	319	-3%	1,023,386	1,002,081	-2%
2 years	158	160	1%	488,728	498,124	2%
3 years	189	165	-14%	493,800	503,950	2%
4 years	178	167	-6%	508,357	497,010	-2%
5 years	178	185	4%	513,252	496,168	-3%
6-10 years	839	866	3%	2,492,024	2,541,962	2%
11-12 years	304	352	14%	1,012,564	993,178	-2%

RESIDENTS AGES 0-5	
COUNTY	STATE
7%	8%

CHILDREN 0-12 WITH PARENTS IN THE LABOR FORCE ⁴	
COUNTY	STATE
71%	63%

LABOR FORCE	COUNTY			STATE		
	2012	2014	CHANGE	2012	2014	CHANGE
Families with all parents in the labor force ²	1,486	1,249	-19%	2,738,563	2,658,803	-3%
Single mothers in the labor force ²	295	208	-42%	725,339	695,253	-4%
Children 0-12 with parents in the labor force ³	1,647	1,541	-7%	4,164,276	4,129,330	-1%

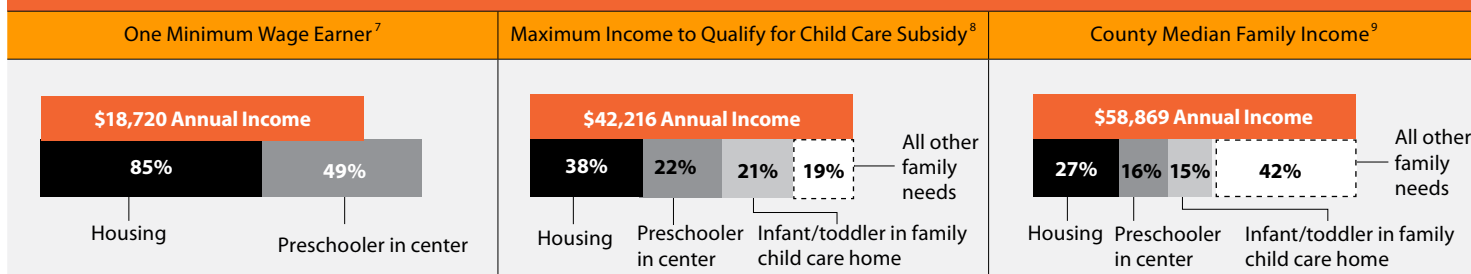
SINGLE MOTHERS IN THE LABOR FORCE	
COUNTY	STATE
17%	26%

POVERTY	COUNTY			STATE		
	2012	2014	CHANGE	2012	2014	CHANGE
Number of people living in poverty ⁴	1,554	1,197	-30%	6,325,319	6,259,098	-1%
Children 0-5 living in poverty ⁴	113	93	-22%	760,003	690,825	-10%
Children in subsidized care ⁵	95	80	-16%	298,811	301,973	1%

CHILDREN 0-5 IN POVERTY IN 2014 ⁴	
COUNTY	STATE
9%	23%

PEOPLE IN POVERTY IN 2014	
COUNTY	STATE
8%	16%

CHILD CARE AND FAMILY BUDGETS⁶



Mono County

Child Care Supply Data

AGE & TYPE ¹⁰	LICENSED CHILD CARE CENTERS			LICENSED FAMILY CHILD CARE HOMES		
	2012	2014	CHANGE	2012	2014	CHANGE
Total number of slots	207	129	-38%	130	138	6%
Under 2	40	52	30%			
2-5 years	126	77	-39%			
6 years and older	41	-	-100%			
Total number of sites	5	7	40%	14	15	7%

17%*

Children 0-12 with parents in the labor force for whom a licensed child care slot is available¹⁶

* This estimate is based on the 267 licensed slots in Mono and does not include license-exempt programs.

SCHEDULE & COST ¹⁰	LICENSED CHILD CARE CENTERS	LICENSED FAMILY CHILD CARE HOMES
Full-time and part-time slots ¹¹	100%	100%
Only full-time slots	-	-
Only part-time slots	-	-
Sites offering evening, weekend or overnight care	29%	67%
Full-time infant care ¹²	\$13,861	\$8,907
Full-time preschool care ¹²	\$9,173	\$8,619

43%

Child care centers with one or more federal/state/local contracts¹⁷

CHILD CARE REQUESTS ¹³			
AGE	REQUESTS	SCHEDULE	REQUESTS
Under 2	31%	Full-time	69%
2-5 years	50%	Part-time	31%
6 years and older	19%		

MAJOR REASONS FAMILIES SEEK CHILD CARE⁷

58%

Employment

25%

Parent seeking employment

17%

Enrichment and/or development

LANGUAGES SPOKEN AT HOME ¹⁴	
English	60%
Spanish	40%
Asian/Pacific Island Languages	-
Another Language	-

LANGUAGES SPOKEN BY PROVIDER¹⁵

CENTERS WITH AT LEAST ONE STAFF SPEAKING THE FOLLOWING LANGUAGES⁷

English 100%, Spanish 43%

FAMILY CHILD CARE PROVIDERS SPEAKING THE FOLLOWING LANGUAGES⁷

Spanish 67%, English 47%

1. U.S Census and CA DOF population projections 2012 and 2014.
2. ACS 2012 and 2014 1-year estimates.
3. Network calculation based on ACS 2014 1-year estimate.
4. ACS 2012 and 2014 1-year estimates.
5. CA Dept. of Education (EESD) and CA Dept. of Social Services, October 2014.
6. Median cost of a 2-bedroom (HUD 2014) and mean child care rates (RMR 2012).
7. CA Depart. of Industrial Relations (Statewide minimum wage. Regional minimum wage may vary.).
8. Based on 70% of state median income for a family of 3.
9. ACS 2014 1-year estimate.
10. Child Care R&R Databases January 2012 and 2014
11. Full-time is defined as 30 or more hours per week; part-time is less than 30 hours per week.
12. Mean child care cost. Child Care Regional Market Rate Survey 2014.
13. Child Care Referral Requests April/May/June 2014.
14. ACS 2014 1-year estimate.
15. Percentages may exceed 100% when multiple options are chosen.
16. Total licensed slots divided by number of children with parents in the labor force
17. Does not include providers accepting vouchers or FCCH.

* For smaller counties, ACS 5-year estimates for 2011 and 2013 were used.

For more information about child care in MONO:

Community Connection for Children
760-934-3343
www.imaca.net

The Heckman Equation



Early Childhood Education: Quality and Access Pay Off

James J. Heckman is the Henry Schultz Distinguished Service Professor of Economics at the University of Chicago, a Nobel laureate in economics and an expert in the economics of human development.

*Professor Heckman's comprehensive new study, **Early Childhood Education**, addresses two important issues in the debate over early childhood education programs: are they effective and should they be subsidized by the government. Heckman and co-authors Sneha Elango, Jorge Luis García and Andrés Hojman, find that disadvantaged children benefit the most from a variety of early childhood interventions and society receives a higher return from targeted investments. As a result, policy makers would be wise to use means-testing rather than universal subsidies for all children.*

Making sense of multiple studies.

The variety of early childhood programs and their evaluations often leads to confusion about the overall effectiveness of public investment. *Early Childhood Education* makes sense of it all by gathering in one place the effectiveness of a wide range of means-tested and universal programs—including Head Start, state preschool programs, and demonstration programs such as the Perry Preschool Program and the Carolina Abecedarian Project. The study analyzes data from randomized controlled trials and less rigorous evaluations to compare treatments, treated populations and findings across programs. The results consistently show program effectiveness and the economic value of providing disadvantaged children with access to quality early childhood programs.

Programs work for the disadvantaged.

Heckman finds that effectiveness depends on program quality, the characteristics of those being served and their access to alternative programs. Government programs that provide disadvantaged families with access to high quality center-based care are better and more effective alternatives

than no formal care. Affluent families who can afford higher quality center-based and in-home care are more likely to do better with those alternatives, calling into question the economic effectiveness of influencing their choices with government subsidies.

Quality matters.

High-quality programs produce high-quality outcomes. The Perry Preschool Program and Abecedarian Preschool Project—long considered the quality gold standards—delivered better education, health-related behavior, social and economic outcomes for disadvantaged children who received treatment versus those who received none. Abecedarian, a comprehensive birth to age five program, had lasting effects on IQ, boosted academic and economic achievement and helped prevent the incidence of chronic disease and obesity in adulthood. Despite their costs, they more than pay for themselves in increased productivity and reduced social spending. However, the study also shows that less intensive programs such as Head Start still have significant short- and long-term positive effects for disadvantaged children and society.

www.heckmanequation.org

The Heckman Equation



Head Start works.

Imperfections in the frequently cited Head Start Impact Study (HSIS) cloud the evidence of the program's effectiveness. HSIS does not address the lack of uniform quality across Head Start, control contamination in the evaluation and the lack of long-term follow-up. Heckman analyzes the work of three independent research groups that used HSIS data to assign participants into three distinct experiences: those who attended Head Start, those who received other center-based care and those who had home-based care. They found that Head Start had significant beneficial effects, was as good as other available center-based alternatives and was much better than what disadvantaged children would have received at home or with a relative. While HSIS lacks long-term follow up data, other studies have found Head Start to be effective when judged on multiple outcomes rather than just short-term cognitive gains. Across a number of different studies, positive effects were found on behavioral outcomes such as grade repetition and special education, as well as on health behaviors. Long-term, Head Start reduced obesity at ages 12 and 13, depression and obesity at ages 16 and 17, and crime at ages 20 and 21.

Lasting effects, not fadeout.

Quality early childhood education provides persistent boosts in socio-emotional skills even if the effects on cognitive skills diminish in the short run. The current obsession with cognitive fadeout obscures the important fact that socio-emotional skills have greater effects on later-life

outcomes than cognitive skills. For example, data from the Perry Preschool Program shows that increased academic motivation creates 30% of the effects on achievement and 40% on employment for females. Reduced externalizing behavior creates a 65% reduction in lifetime violent crime, 40% reduction in lifetime arrests and 20% reduction in unemployment. Positive later-life effects are consistent across other programs with long-term follow up and speak to the need to invest in programs that develop the whole child with a full range of skills.

Policy makers should invest in quality and access.

It makes dollars and sense to target disadvantaged children with quality early childhood programs rather than subsidize low quality universal programs. Investing public dollars in quality early childhood education for disadvantaged children will provide significant social and economic outcomes in the short- and long-term. However, disadvantage in early childhood is not just income based but also depends on the quality time parents can spend with their children and the parenting resources they can allocate for early development. Today's economic pressures force poor and middle-income parents alike to spend more time away from their children to make ends meet. The need for quality early childhood education is intensifying, the costs are increasing and many more parents will find themselves without the means to provide it. Every child needs quality early childhood education. Those most in need should receive the most help from policy makers. Those with means do best on their own—and that is best for everyone.

