



Regular Commission Meeting and Public Hearing

AGENDA

May 5, 2017, 2:30-4:30 p.m.

Mono County Office of Education Conference Room,
451 Sierra Park Road, Mammoth Lakes CA

--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 February 16, 2017 Commission meeting.
(ACTION)
3. **Annual Review—
First 5 California
Annual Report 2015-
2016**

Opportunity for the public to comment on the First 5 California Annual Report 2015-2016. **(PUBLIC HEARING)**
4. **Annual Review—
First 5 Mono County
Strategic Plan 2014-
2019**

Opportunity for the public to comment on the First 5 Mono Strategic Plan 2014-2019. **(PUBLIC HEARING)**
5. **Commission
Membership Update**

Discussion and consideration of the following:

 - a. The Commission will accept the Board of Supervisors' appointment of Patricia Robertson as a new Commissioner to serve under the category of: representative of a community-based organization that has the goal of promoting or nurturing early childhood development.
(INFORMATION)
6. **Contractual
Agreements**

Discussion and consideration of the following agreement. *The Commission shall first determine whether the subject matter of the proposed agreements is consistent with the Commission's strategic plan and fiscal plan. The Commission may then authorize the Director to sign and administer the agreements.* **(ACTION)**

 - a. **Agreement with Viva Strategy Communications:** for Coordination of the Region 6 IMPACT Hub in the amount of **\$100,482** for the period of April 1, 2017 to October 1, 2018.
 - b. **Contract limit increase for the agreement with Early Quality Assessments Inc. for the provision of a database:** iPinwheel database subscription for child care sites participating in quality improvement efforts in the region not to exceed **\$8,600** for FY 2016-17. Funding supported through the F5CA Hub agreement.

7. **Summer Bridge Investment Analysis** The Commission will consider trends in their school readiness investment for provision of Summer Bridge. **(INFORMATION)**
8. **Footsteps2brilliance Program Investment Consideration** Discussion and consideration of a possible First 5 contribution to the MCOE Footsteps2brilliance initiative. **(INFORMATION)**
9. **Program Updates** Staff and Commissioners will report on the following programs. **(INFORMATION)**
Commission-run Programs
 - a. *Child Care Quality: IMPACT Program*
 - b. *Home Visiting: Welcome Baby!; Parenting Partners (CAPIT Grant); and Childcare Provider Home Visitor*
 - c. *Breastfeeding Promotion and Outreach*
 - d. *Oral Health Initiative*
 - e. *Peapod Playgroups (Prop. 63 MHSA)*
 - f. *School Readiness Activities*

--public hearing ends--

10. **First 5 Mono County Strategic Plan 2014-2019** The Commission will review and consider approval of the First 5 Mono County Strategic Plan 2014-2019. **(ACTION)**
11. **5-Year Fiscal Plan** Commission will consider approval of the 5 year fiscal plan. **(ACTION)**
12. **Commission Budget** Staff will report on the First 5 Mono Revenue and Expenditures-to-date. **(INFORMATION)**
13. **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. **(INFORMATION)**
14. **Director Report** This information may be reported elsewhere on agenda.

Next Commission Meeting: Thursday, June 15th, 2017 Mono County Office of Education, Mammoth Lakes Conference Room.

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

Minutes

Thursday, February 16, 2017

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

Commissioners Present: Stacey Adler, Chair
Jeanne Sassin, Secretary
Bob Gardner
Bertha Jimenez
Kristin Wilson

Staff Present: Molly DesBaillets, Executive Director
Kaylan Johnson, Administrative Assistant/Fiscal Specialist
Didi Tergesen, IMPACT Coordinator

Commission Chair Adler calls the meeting to order at 2:33 pm.

---public hearing opens 2:52pm (Commission quorum met at this time) ---

1. Public Comment

No public comment.

2. Commission Membership Updates

a. Members welcome Bob Gardner to the First 5 Mono Commission. He is replacing Tim Alpers as a Board of Supervisors representative.

ACTION: Commissioners will approve BOS appointment of Bob Gardner to First 5 Mono Commission

MOTION: Commissioner Wilson

SECOND: Commissioner Jimenez

VOTE: Unanimous

ABSTENTIONS: none

b. Ms. Desbaillets explains the Commissioner LePlat no longer fits her Commissioner category (representative of local organizations for prevention or early intervention for families at risk) due to her resignation at Utu Utu Gwaitu Tribe.

ACTION: Commissioners to accept Megan LePlat's resignation as Commissioner.

MOTION: Commissioner Gardner

SECOND: Commissioner Wilson

VOTE: Unanimous

ABSTENTIONS: none

c. Commissioner Adler and Ms Desbaillets will work together to select a new candidate for the Commission and present to the Board of Supervisors.

ACTION: Commission to approve staff (Ms Adler and Ms Desbaillets) to seek candidates for Commissioner.

MOTION: Commissioner Wilson

SECOND: Commissioner Gardner

VOTE: Unanimous

ABSTENTIONS: none

3. Minutes (ACTION)

ACTION: Commission to approve minutes from the December 15, 2016 meeting.

MOTION: Commissioner Sassin

SECOND: Commissioner Jimenez

VOTE: Unanimous

ABSTENTIONS: none

4. Commissioner Reports (INFORMATION)

No Commissioner Reports.

5. Director Report (INFORMATION)

Ms. Desbaillets updates the Commission that the Small County Augmentation funding was renewed for the next 4 years by First 5 CA for \$350,000 baseline/year. However, there is a provision that it may be lowered 2% if CA State revenue declines over 7%. Even if the funding was lowered 2%, Ms Desbaillets believes First 5 Mono has enough in fund reserves to continue their programs.

Ms. Desbaillets and Ms. Johnson attended First 5 Advocacy Day in Sacramento, speaking with Senator Berryhill and Assemblyman Bigelow's staff. Advocacy Day allowed First 5 Commissions from across the state to present key investment areas, promote their programs, and explain the importance of continuing the programs and funding of First 5.

6. Contractual Agreements (ACTION)

a. *Coaching and Assessing Contract:* with Jennifer Denzel for coaching and assessing services (10 visits not to exceed \$1,800, including travel costs) to Busy Bear Child Care in Alpine County, with any County Counsel approved changes.

b. *Stipend Agreement with Marine Corps:* \$3,620 in stipend paid to the Mountain Warfare Training Child Development Center for the completion of the FY 2015-16 IMPACT program (\$620) and the anticipated completion of FY 2016-17 IMPACT program (\$3,000).

c. *Hub Local Area Agreement:* First 5 CA will grant First 5 Mono to act as the fiscal lead for the Regional Coordination and Training and Technical Assistance (T&TA), granting \$409,112 for 7/1/2016 - 6/30/2020.

d. *ELNAT Data Subscription Agreement*: with funding through the First 5 CA Hub agreement, the Hub will use the Early Learning Needs Assessment Tool from American Institutes for Research for \$3,200 for a 1 year subscription.

e. *iPinwheel Database Subscription*: with funding through the First 5 CA Hub agreement, the Hub will use the iPinwheel Database from Early Quality Assessments Inc, not to exceed \$3,000 for FY 16-17. This database collects information from child care sites/teachers participating in quality improvement efforts within the region.

f. *Spanish Assessment Contract*: with funding through the First 5 CA Hub agreement, the Hub will provide Spanish assessments for three Spanish-speaking childcare providers thru Progressive Early Assessments Inc, not to exceed \$5,000, including any County Counsel approved changes.

The Commission decides to approve items 6a-6f in one motion.

ACTION: Commissioners will approve contractual agreements 6a – 6f.

MOTION: Commissioner Gardner

SECOND: Commissioner Wilson

VOTE: Unanimous

ABSTENTIONS: none

7. Request for Proposals for Hub Coordination (ACTION)

Ms Desbaillets explains the Hub Region 6 has agreed to hire an outside Coordinator. The RFP is an 18 month application for coordination.

ACTION: Commissioners will approve the request for proposals for coordination of the T&TA Hub.

MOTION: Commissioner Gardner

SECOND: Commissioner Wilson

VOTE: Unanimous

ABSTENTIONS: none

8. First 5 Mono Evaluation Report FY 2015-16 Amendment & Indicator Review (ACTION)

Ms. Desbaillets asks the Commission to amend the last slide of the FY 2015-16 Evaluation, to read \$482,390.49 instead of \$483,390.49. She then presents the Results & Indicators as indicated in First 5 Mono's Strategic Plan, both of which can be viewed on www.monokids.org.

-Result: All Mono County Children 0-5 are educated to their greatest potential:

-First 5 Mono has increased the number of screenings of developmental delays using the Ages and Stages Questionnaire in childcare sites and Home Visiting, and potentially at the library.

-The State Preschool and Head Starts were rated high as measured by the quality index. More childcare sites will participate in the quality rating index next year.

-First 5 Mono is working on helping providers get their early childhood education permits, as the process can be tricky and long.

-The number of licensed care providers per 100 children is 35%, but due to the opening of Bridgeport and Benton Preschools, this number should increase.

- The data for children who have attended a preschool/HeadStart/PreK before entering Kindergarten will improve because this survey is now included in the Kindergarten packet that every parent completes.
- The data for *kids ready for school at Kindergarten entry* changed due to the implementation of the Brigance screenings at MUSD and ESUSD over the course of the past few years. Ms. Desbaillets says School Readiness is the category that needs the most focus for improvement. Commissioner Adler suggests that the new Footsteps to Brilliance app may help improve School Readiness and can act as another data source. Ms. Desbaillets hopes to collect more school readiness data from the Head Starts using Brigance and MUSD TK using Brigance.
- There is a decline in kids receiving Transitional Kindergarten support due to changes in K Round Up implementation at MUSD, although 2016 Round Up received great reviews.

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

- Children and families receive information about health if they have participated in Peapod or Home Visiting. Numbers have declined due to changes in Peapod staff and schedule.
 - Breastfeeding rates in the county remain high compared to national rates.
 - BMI data was received from the Health Department for those kids in the CHDP program.
 - Sierra Park Dental provides data on children who regularly access preventative dental care (more than once a year)
 - Ms Desbaillets is meeting soon with Sierra Park Women's Clinic to try to increase prenatal Home Visiting sign ups. Since First 5's Home Visitor no longer works in the Women's Clinic, the prenatal sign-ups have decreased.
 - Commissioner Wilson says Pediatrics may be able to administer Fluoride Varnish at Well Checks and is also starting a new data system, thus sharing dental health data with First 5.
- Commissioner Gardner suggests listing a reasonable Goal under each Indicator versus just showing overall outcomes, in order to link "what we're doing to where we're going" each year.
- Ms. Desbaillets responds positively to the suggestion and explains that each First 5 Commission selected its Outcomes from a larger First 5 CA book of Outcomes. She has advocated that First 5 CA unify the Outcomes for all First 5 Commissions versus each having their own. Commissioner Adler suggests the Hub set program Outcomes as a region.

ACTION: Commissioners will approve the FY 2015-16 Evaluation with amendments.

MOTION: Commissioner Gardner

SECOND: Commissioner Wilson

VOTE: Unanimous

ABSTENTIONS: none

9. Program Updates (INFORMATION)

- Child Care Quality: IMPACT Program:* Ms. Tergesen presents. Inyo County Superintendent of Schools conducted a CLASS training for providers on classroom observation (Ms. Tergesen shows a short video from MyTeachstone explaining the CLASS tool). The MUSD TK Teacher Ms. Mayfield conducted a School Readiness training at Mammoth Elementary for all providers. A Kindergarten Readiness Snapshot was created by the MES principal, TK, and K teachers.
- Regional Child Care Quality: Quality Rating Improvement System (QRIS):* Ms. Desbaillets will be attending a State meeting early March regarding QRIS

c. *Home Visiting: Welcome Baby!, Parenting Partners (CAPIT Grant), and Child Care Provider Home Visitor.* Ms. Desbaillets reports that Social Services intends to renew and continue the CAPIT grant. Home Visitor Elvira continues to visit Provider homes, guiding and supporting childcare providers.

d. *Breastfeeding Promotion and Outreach:* Ms. Desbaillets shares the Hospital's Childbirth Education Class flyer. First 5 is teaching the Breastfeeding class.

e. *Peapod Playgroups (Prop. 63 MHSA):* There are 4 positions open for Peapod Leaders since several people have recently resigned. The positions will be posted on edjoin.org, the First 5 website/email list, advertised in the paper, and posted on Mountain Momma's Facebook page.

f. *School Readiness Activities:* MUSD & ESUSD Kindergarten Round Up and ESUSD Health & Safety fair flyers are made. Ms Desbaillets will be meeting with MES Principal Lampariello to firm the MES Round Up schedule. Commissioner Adler is interested in attending the Mammoth Health & Safety Fair in June to promote the Footsteps to Brilliance. Home Visitor Annaliesa is teaching an Emotion Coaching parenting class in Mammoth in Feb/March.

10. Budget Amendment FY 16-17 (ACTION)

Ms. Johnson explains the Budget Amendment: addition of the Region 6 T&TA Hub contract revenue for \$42,414, the ICSOS contract revenue for \$1000, increasing total revenue by \$43,414. Addition of Region 6 T&TA line item expenses of \$42,414, and ICSOS \$1000 to IMPACT expenses, increasing total expenses by \$43,414.

ACTION: Commissioners will approve FY 16-17 Budget Amendment.

MOTION: Commissioner Gardner

SECOND: Commissioner Sassin

VOTE: Unanimous

ABSTENTIONS: none

11. Year to Date Budget (INFORMATION)

Ms Johnson reports First 5 has received Quarter 1 and Quarter 2 Prop 10 and Small County Augmentation revenue. Overall, expenses are on target.

Next Commission Meeting: Thursday, April 20, 2017, Mono County Office of Education, Mammoth Lakes, Conference Room

--meeting adjourned 3:44 pm--



2015-16 | **FIRST 5
CALIFORNIA
ANNUAL REPORT**



Our Mission

Convene, partner in, support, and help lead the movement to create and implement a comprehensive, integrated, and coordinated system for California's children prenatal through 5 and their families. Promote, support, and optimize early childhood development.



Investing in a Quality System for California's Children

2015–16 | First 5 California Annual Report

FIRST 5 CALIFORNIA COMMISSION MEMBERS

George Halvorson, Chair

Appointed by Governor

Joyce Iseri, Vice Chair

Appointed by Senate Rules Committee

Conway Collis

Appointed by Speaker of Assembly

Muntu Davis

Appointed by Governor

Erin K. Pak

Appointed by Senate Rules Committee

Lupe Jaime

Appointed by Governor

Shana Hazan

Appointed by Speaker of Assembly

Ex-Officio Member:

Diana Dooley

Secretary of the California Health and Human Services Agency

Jim Suennen, Designee



Investing in a Quality System for California's Children

MESSAGE FROM THE EXECUTIVE DIRECTOR

As highlighted in our Strategic Plan, the continued vision of the California Children and Families Commission (First 5 California) is for all children to receive the best possible start in life and thrive. Our mission is to “convene, partner in, support, and help lead the movement to create and implement a comprehensive, integrated, and coordinated system for California’s children prenatal through 5 and their families.” These vision and mission statements form the foundation for everything we do.

As the title of this year’s Annual Report suggests, the past year has been centered around investments to further the development of a system of quality for the education and health of the State’s youngest children and their families. Significant advancements in this ambitious effort could not have happened without our continued partnerships with the 58 First 5 county commissions and the common commitments we share.

As highlighted throughout this report, the accomplishments of the past year, at both the state and local levels, are considerable. They include:

- The initial implementation of First 5 IMPACT (Improve and Maximize Programs so All Children Thrive)—a systemic approach to promoting quality care and education for California’s youngest children
- The integration of First 5 IMPACT with the California Quality Rating and Improvement System (CA-QRIS) in partnership with the California Department of Education
- The successful conclusion of two of First 5 California signature programs—Comprehensive Approaches to Raising Educational Standards (CARES) Plus, providing professional development for hundreds of early educators; and the Child Signature Program (CSP), serving thousands of children statewide in quality early learning programs; both CARES Plus and CSP helped form the foundation for First 5 IMPACT
- The launch of the third year of the *Talk. Read. Sing.*® public education and outreach campaign to inform parents and the public about the importance of early brain development through positive verbal engagement with young children; it continues to reach millions of Californians through television and radio ads, social media, and the First 5 California Parent Website
- The planning and development for First 5 California’s second Child Health, Education, and Care Summit (the Summit was held in November 2016)

We look forward to our ongoing partnerships with the First 5 county commissions and other stakeholder groups as we move ahead with renewed optimism and commitment to invest in quality programs, resources, and support in early learning and health for our youngest children and their families.



CAMILLE MABEN
EXECUTIVE DIRECTOR, FIRST 5 CALIFORNIA

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Ensuring California's Children Receive the Best Possible Start in Life and Thrive

PROPOSITION 10 AND THE LEGACY OF FIRST 5 CALIFORNIA

In 1998, California voters passed Proposition 10—the California Children and Families Act (the Act)—and declared the importance of investing in a better future for California's youngest children. For nearly two decades, the California Children and Families Commission (First 5 California) has established standards of quality child care and invested in the development of programs and services emphasizing improvement in early education, child care, social services, health care, research, and community awareness.

STRATEGIC PLAN

First 5 California's Strategic Plan serves as an important compass for the Commission's deliberations on how best to plan future work, investments, and partnerships. The Strategic Plan establishes a vision, mission, and values for the agency, along with strategic priority areas and goals for how First 5 California will act as a leader in its field. The vision of First 5 California is for all of the state's children to receive the best possible start in life and thrive. The agency seeks to realize this vision by working on behalf of California's children prenatal through 5 and their families to create a comprehensive, integrated, culturally competent, and coordinated system that

optimizes early childhood development. First 5 California's mission is to serve as a convener and partner that both supports and leads the movement to create and implement this system.

The agency's work is driven by its values, including, but not limited to, its commitment to collaboration, civic engagement, accountability, and sustainability. The agency's efforts are focused within the Plan on four strategic priority areas: creating child- and family-centered systems; providing leadership across networks and from a systems-approach; developing organizational capacity through strong internal systems and team members; and engaging the general public, and state and federal government to build public will and investment around its vision and mission.

The current Strategic Plan will guide and focus First 5 California's endeavors over five years from 2014 to 2019. For more information about the Strategic Plan, please go to http://www.ccfc.ca.gov/about/pdf/commission/resources/F5CA_Strategic_Plan.pdf.

BUILDING PUBLIC WILL AND INVESTMENT

First 5 California's Children's State Policy Agenda guides the agency's efforts to advocate before the state Legislature for a comprehensive, integrated, culturally competent, and coordinated system to support California's youngest children. The Commission's 2016 Policy Agenda¹ reflects First

5 California's commitment in its Strategic Plan to participate and lead in the area of civic engagement, and the recognition of the Commission's responsibility to the people of California to ensure the wise and effective use of public funds.

In its Strategic Plan, First 5 California commits to engage and lead in building public will and investment to support the optimal wellbeing and development of children prenatal through age 5, their families, and communities. The Strategic Plan also recognizes that in order to advocate and influence policy change, First 5 California must engage in partnerships with First 5 county commissions, stakeholders, and other allies from local to federal levels in order to be successful in institutionalizing efforts to advance child-centered policies and increase these crucial investments.

First 5 California seeks to serve as a convener and partner in state policy conversations, working with First 5 county commissions, state agencies, stakeholders, and other advocates to convene, align, collaborate on,

support, and strengthen statewide advocacy efforts to realize shared goals. First 5 California continued to expand its policy and advocacy engagement in 2016, guided by its Policy Agenda which focused on the following four areas the Commission identified as its top state policy priorities, including targeted goals within each priority area to achieve a seamless statewide system of integrated and comprehensive programs for children and families:

Child Health

- Ensure coordination across the health care system to promote access for every pregnant mother and child ages 0 to 5 with affordable and comprehensive health insurance coverage.
- Improve parents' and young children's knowledge about and access to healthy foods and physical activity, including support for state and/or local taxes on sweetened beverages and/or unhealthy foods.
- Support and promote universal developmental screenings, assessment, referral, and treatment.

Early Learning

- Expand access to quality early care and education programs for children ages 0 to 3.
- Support implementation of high-quality universal preschool access for all low-income four-year-old children, and high-quality transitional kindergarten and kindergarten statewide.
- Support a high-quality early learning workforce through strengthened qualifications, compensation, stability, diversity, and robust professional development systems.
- Promote statewide access to and participation in successful Quality Rating and Improvement Systems (QRIS).

Strong and Engaged Families and Communities

- Support evidence-based parent education and engagement, including new parent engagement on child brain development and *Talk. Read. Sing.*®



- Support sustainability of Family Resource Centers and other community hubs for integrated services for children and families.
- Increase supports for breastfeeding, family leave, and baby-friendly policies in all settings.
- Expand voluntary home visiting programs.

First 5 Revenue

- Promote inclusion of supports and services for children ages 0 to 5 and their families in existing and new revenue policy discussions.
- Promote regulation of tobacco-related products, including electronic cigarettes, and sustainability of licensing and enforcement programs.

First 5 California continued to garner awareness of the importance of First 5-funded programs and significant state-level support for its Policy Agenda goals from policymakers, advocacy partners, and other stakeholders during the 2016–17 state legislative and budget session. By expanding the reach of First 5 California’s policy education efforts, deepening its advocacy partnerships, and continuing its commitment to shared priorities with its partners and leaders in the Legislature, significant gains were made in each priority area.

First 5 California forged new partnerships within the health care field during the Legislature’s 2016 Extraordinary Session on Health Care, which resulted in a number of tobacco prevention and control measures that significantly impact children’s health and First 5-funded programs. These included defining electronic cigarettes as tobacco products, raising the minimum legal age to buy tobacco products from age 18 to 21, and ensuring tobacco cessation services are covered benefits under Medi-Cal.

These efforts culminated in historic wins for First 5 funds through ABX2 11 and AB 2770 (Nazarian), which set a precedent to halt excessive draws on First 5 revenues, mandating the Board of Equalization’s tobacco licensing and enforcement program be self-sustaining, and prohibiting the draw on Proposition



10 funds. These new laws are anticipated to result in millions more dollars annually for First 5 programs.

Additionally, while not part of FY 2015–16, Proposition 56 was approved by voters in the 2016 General Election. It will increase the state’s tax on tobacco products and defined “other tobacco products” to include e-cigarettes for purposes of Proposition 10. The new law benefits Proposition 10 special funds by ensuring critical backfill for revenue losses that result from the increased tax, and by taxing electronic cigarettes which, according to the Legislative Analyst’s Office, could generate revenue in the “low to mid tens of millions of dollars for Proposition 10 purposes” for the 2017–18 Fiscal Year.

In 2016, California also made great strides to better support young children and working families through the passage of AB 908 (Gomez), which created a historic expansion of California’s landmark Paid Family Leave Program. First 5 California advocated strongly for the new law which increases workers’ access to the program, especially for the state’s lowest and moderate income workers, reducing the barriers working parents face to spending the key first months of life bonding with their babies.

2016 provided historic multi-year budget and policy advancements on behalf of the state’s youngest children and families, which was achieved through shared advocacy efforts between First 5 California

and its early childhood education and care partners and leaders in the Legislature.² The final Budget Act included a comprehensive early learning investment package with advances in the three areas First 5 California and its partners supported: access, affordability, and quality improvement.³ The full, four-year early learning budget package contained \$527 million in increases in per-child funding rates for all child care programs beginning in January 1, 2017, and 8,877 new full-day California State Preschool Program slots, all to be phased in over four years. The multi-year commitment helps address the state's minimum wage increases along with the Great Recession's impacts on all early learning programs' per pupil funding rates—a significant achievement that may clear the way for First 5 California to pursue other shared budget priorities such as eligibility, access, and quality improvements in the upcoming years.

First 5 California is committed to build on its 2016 advocacy achievements by continuing to strengthen its partnerships with stakeholders and its efforts to build policymakers' knowledge base, will, and investment in shared priorities. Capitalizing on the momentum and commitment to early childhood education and care in the Legislature, First 5 California staff and partners pledge to work with the Legislative Women's Caucus and the Assembly Speaker's Blue Ribbon Commission on a road map for building a stronger, more comprehensive, high-quality early learning system for all California's children, and on how to best invest scarce resources in this crucial foundation for lifelong success. In doing so, the agency will continue to build on this year's multi-year successes and continue working toward the underlying Strategic Plan goal to ensure all children prenatal through age 5 have the resources, foundation, and systems of support they need to thrive.

ACCOUNTABILITY: FUNDING AND AUDIT RESULTS

Under the Act, the State Board of Equalization collects an excise tax levied on all tobacco products and deposits the revenue into the California Children and Families Trust Fund, allocating 20 percent to First 5 California and 80 percent to county commissions. In FY 2015-16, First 5 California received \$85.5 million and county commissions received \$341.9 million.

The amount of funding allocated annually to each county commission is based on the annual number

of births in the county relative to the total number in the state. Each county must prepare an annual independent audit subject to guidelines prepared by the State Controller's Office. The counties invest their dollars in locally designed programs, as well as in First 5 California's statewide programs as match funding. First 5 county commissions use their funds to support local programs in four result areas:

- Improved Family Functioning
- Improved Child Development
- Improved Child Health
- Improved Systems of Care

First 5 California's Administrative Services Office, Evaluation Office, Executive Office, Program Management Division, Communications Office, Fiscal Services Office, Contracts and Procurement Office, and Information Technology Office provide staff support for the following functions, operations, and systems:

- Fiscal management of the California Children and Families Trust Fund
- Tax revenue disbursements to county commissions
- Audits and annual fiscal reports
- Local agreement and program disbursement management
- Public education and outreach
- Evaluation of First 5 California programs
- Procurement and contract management
- Workforce recruitment and development
- Information technology
- Business services

The administration of these and other programs is consistent with all applicable State and Federal laws, rules, and regulations. The State Controller's Office conducts an annual review of the 58 county commissions' independent audits. In October 2016, the Controller published its review of the counties' audits for FY 2014-15, summarizing several findings contained in the local audits, but did not deem any of them significant enough to withhold funding. The audit can be viewed on First 5 California's website at http://www.cfcf.ca.gov/commission/commission_annual_report.html.



Serving California's Young Children, Parents, and Teachers

FOUR KEY RESULT AREAS

First 5 California tracks progress in four key result areas to support evidence-based funding decisions, program planning, and policies:

1. Improved Family Functioning
2. Improved Child Development
3. Improved Child Health
4. Improved Systems of Care

These result areas comprise a framework for reporting and assessing early childhood outcome data. Appendix A and B include descriptions of the result areas and services for First 5 California and 58 county commissions. This data reporting framework provides a statewide overview of the number, type, and costs of services provided to children and adults for a particular fiscal year.

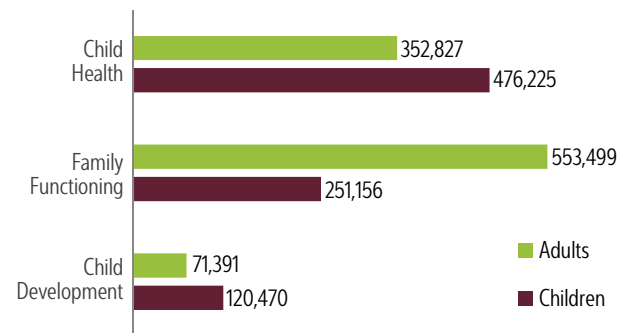
Stakeholders can use this information as one source to determine impact and resource allocation from First 5 statewide. Exhibit 1 contains the total numbers of services provided to children ages 0 to 5 and adults in FY 2015–16 for Improved Family Functioning, Improved Child Development, and Improved Child Health.

The distribution of total expenditures, \$445,506,960 for children ages 0 to 5 and adults receiving services in 2015–16, is presented by result area in Exhibit 2.

The result area, Improved Systems of Care (\$57,018,490), differs from the others; it consists of programs and initiatives that support program providers in the other three result areas.

Exhibit 1:

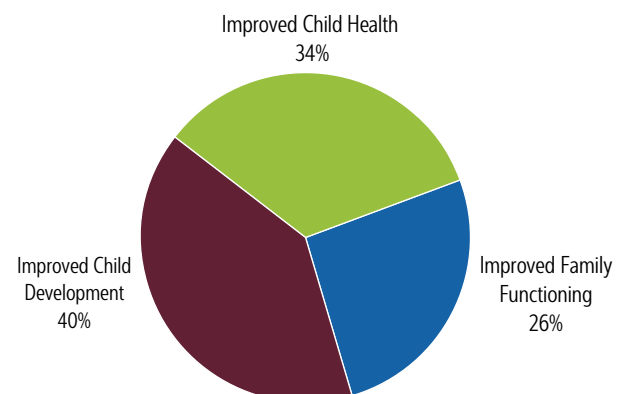
Total Number of Services Provided to Children Ages 0 to 5 and Adults in FY 2015–16 Across Result Areas



*Totals for Adults include both Adult and Provider counts

Exhibit 2:

Total Expenditures for Children Ages 0 to 5 and Adults in FY 2015–16 by Result Area



Source: County Revenue and Expenditure Summary, November 2016





First 5 County Commission Program Result Areas

First 5 county commissions are required to report to First 5 California their annual expenditure and service data on their programs. In collaboration with the First 5 Association, First 5 California developed and adopted guidelines to standardize data collection. Counties report program service data under the four result areas. These data have been aggregated to the State level. Data reported are from programs that are funded by both local and State First 5 funds (Appendix A).

IMPROVED FAMILY FUNCTIONING

Family Functioning services provide parents, families, and communities with timely, relevant, and culturally appropriate information, services, and support. Services include:

- Increasing parent education and literacy
- Providing referrals to community resources
- Supplying basic needs, such as food and clothing

In FY 2015–16, First 5 county commissions provided 251,156 services to improve family functioning to children ages 0 to 5, and 553,499 services to parents, guardians, primary caregivers, relatives, and providers. Exhibit 3 displays the numbers of services provided.

While children and adults from all ethnic groups received services, for those reporting an ethnicity, Latinos were the largest recipient group (60 percent). For children reporting a primary language, services were provided to English speakers 63 percent of the time and to Spanish speakers 34 percent of the time.

In FY 2015–16, county commissions invested \$116 million to improve Family Functioning. Exhibit 4 shows the distribution of expenditures by service category. First 5 California provided support to schools and educational institutions, nonprofit community-based agencies, government agencies, and private institutions. First 5 county commissions provided services to children and adults in order to improve Family Functioning.

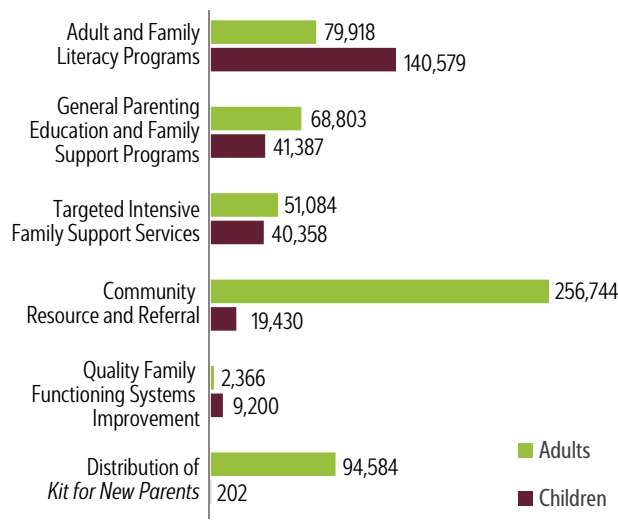
IMPROVED CHILD DEVELOPMENT

Child Development services are designed to increase access and quality of early education and learning. These services include free high-quality preschool, special needs assessment and intervention, and school readiness programs.

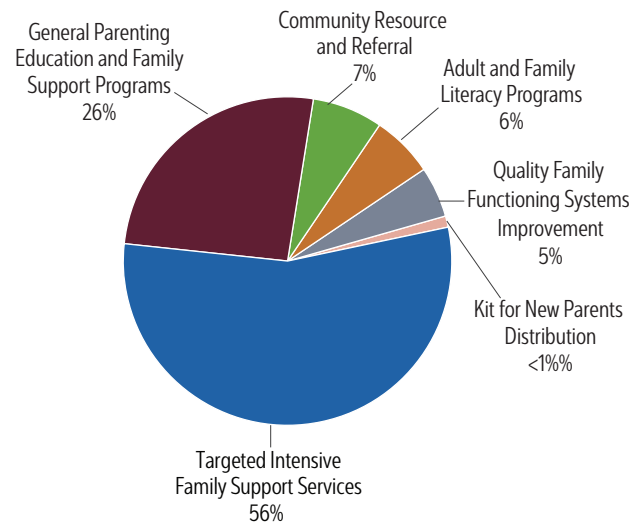
In FY 2015–16, First 5 county commissions delivered 120,470 child development services to children ages 0 to 5 and 71,391 services to parents, guardians, primary caregivers, relatives, and providers. Exhibit 5 displays the numbers of services provided.

While children and adults from all ethnic groups received services, for those reporting an ethnicity, Latinos were the largest recipient group of services (59 percent). For children reporting a primary language, services were provided to Spanish speakers 43 percent of the time and English speakers 50 percent of the time.

In FY 2015–16, county commissions expended \$179 million to improve Child Development. Exhibit 6 shows the distribution of expenditures by service category.

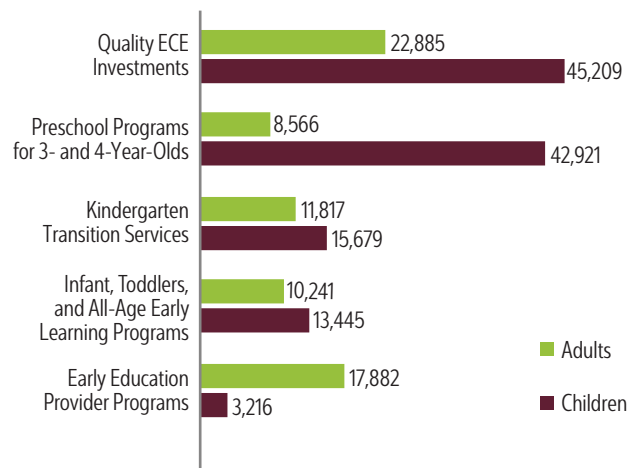
Exhibit 3:**Family Functioning—Total Number of Services Provided to Children Ages 0 to 5 and Adults in FY 2015–16 by Service**

*Totals for Adults include both Adult and Provider counts

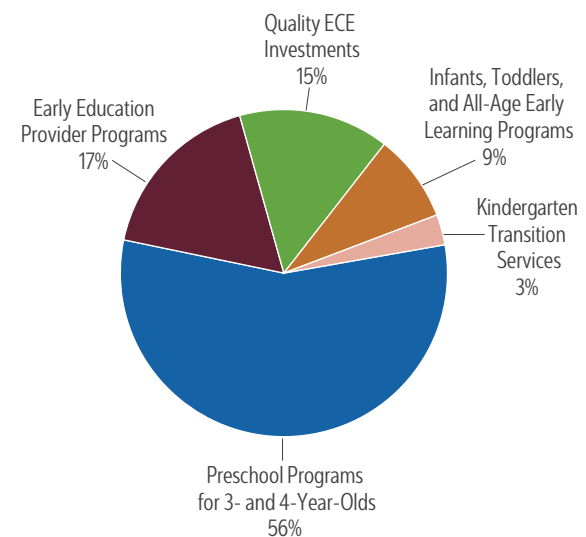
Exhibit 4:**Family Functioning—Distribution of Expenditures for Children Ages 0 to 5 and Adults in FY 2015–16 by Service**

Note: Does not add up to 100% due to rounding

Source: County Revenue and Expenditure Summary, November 2016

Exhibit 5:**Child Development—Total Number of Services Provided to Children Ages 0 to 5 and Adults in FY 2015–16 by Service**

*Totals for Adults include both Adult and Provider counts

Exhibit 6:**Child Development—Distribution of Expenditures for Children Ages 0 to 5 and Adults in FY 2015–16 by Service**

Note: Does not add up to 100% due to rounding

Source: County Revenue and Expenditure Summary, November 2016

IMPROVED CHILD HEALTH

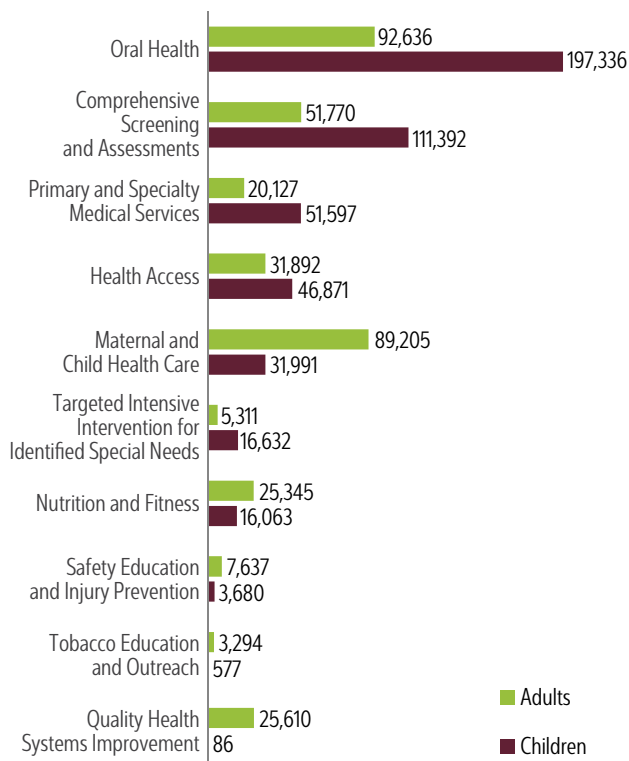
First 5 county commissions fund a variety of Child Health services that promote health through identification, treatment, and elimination of risks that threaten health and cause developmental delays and disabilities. First 5 Child Health services are far-ranging and include prenatal care, oral health, nutrition and fitness, tobacco cessation support, and intervention for children with special needs.

In FY 2015–16, First 5 county commissions provided 476,225 services designed to improve Child Health to children ages 0 to 5, and 352,827 services to parents, guardians, primary caregivers, relatives, and providers. Exhibit 7 displays the numbers of services provided.

While children and adults from all ethnic groups received services, for those reporting an ethnicity, Latinos were the largest recipient group of services (65 percent). For children reporting a primary language, services were provided to English speakers 55 percent of the time and Spanish speakers 41 percent of the time.

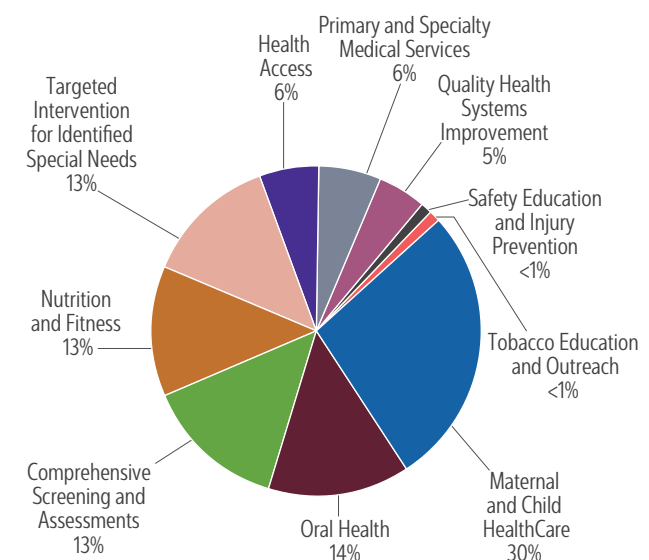
In FY 2015–16, county commissions expended \$151 million to improve Child Health. Exhibit 8 shows the distribution of expenditures by service category.

Exhibit 7: Child Health—Total Number of Services Provided to Children Ages 0 to 5 and Adults in FY 2015–16 by Service



*Totals for Adults include both Adult and Provider counts

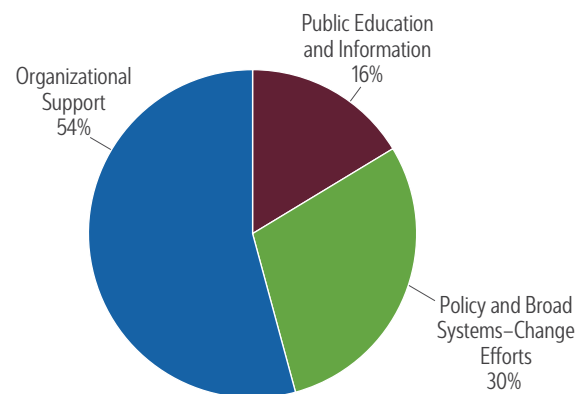
Exhibit 8: Child Health—Distribution of Expenditures for Children Ages 0 to 5 and Adults in FY 2015–16 by Service



Note: Does not add to 100% due to rounding

IMPROVED SYSTEMS OF CARE

Systems of Care addresses system-wide structural supports as county commissions effectively work toward achievement in the result areas of Family Functioning, Child Health, and Child Development. For example, interagency collaboration allows coordinated wrap-around efforts from multiple organizations providing targeted services. Since this result area is at a systems level, counties do not report numbers of children and adults served. Expenditure data indicate that for FY 2015–16, county commissions expended \$57 million to improve Systems of Care (Exhibit 9). In FY 2015–16, 16 percent of expenditures went toward Public Education and Information; 30 percent toward Policy and Broad Systems–Change Efforts; and 54 percent toward organizational support.

Exhibit 9:**Systems of Care—Distribution of Expenditures in FY 2015–16 by Service**



Child Development Focus

FIRST 5 IMPACT

First 5 California is investing \$190 million in First 5 IMPACT (Improve and Maximize Programs so All Children Thrive) for fiscal years 2015–16 to 2019–20 to support a network of local quality rating and improvement systems (QRIS) statewide. QRIS is a research-based strategy to improve the quality of early learning settings across the entire continuum—from alternative settings and family, friend, and neighbor care, to family child care homes, centers, and preschools.

First 5 IMPACT builds on a successful network of local QRIS efforts, forges partnerships with all 58 counties, builds on existing First 5 California programs, and aligns with and leverages federal, state, and local investments and direction. Striving toward high-quality, evidence-based standards will ensure more early learning settings can support California's children to gain the skills, knowledge, and dispositions necessary to be successful in school and life.

Over the five-year term, First 5 IMPACT funds will support four key areas:

1. \$122 million for county Lead Agencies to support local QRIS implementation
2. \$18 million for First 5 county commissions to support regional coordination of resources and data systems
3. \$28 million for state infrastructure, and training and technical assistance related to continuous quality improvement statewide

4. \$22 million for evaluation and research projects (e.g., child outcome research) and to support expansion of local QRIS databases

Additionally, First 5 IMPACT is built upon the following core principles:

- Effective teaching is critical: Children with warm, supportive early educators in stimulating environments are more resilient and engaged learners.
- Strong and engaged families: When families are included as active participants and partners in their child's development, it empowers them as their child's first teacher and positively impacts child development.
- California's early learning and care system respects the diversity of family care needs, as does First 5 IMPACT: Children thrive in early care settings that work best for them. Quality is not one size fits all—it looks different across the spectrum of setting types. First 5 IMPACT recognizes those differences and supports all provider types.
- All types of programs and providers must be high quality for children to be successful. Early learning centers; family child care; family, friend, and neighbor care; family resource centers; Boys and Girls Clubs; libraries; and home visiting programs all are participating in First 5 IMPACT.



FIRST 5 CALIFORNIA DUAL LANGUAGE LEARNER (DLL) PILOT

First 5 California's investment in the Dual Language Learner (DLL) Pilot will examine culturally and linguistically responsive and effective teaching practices and strategies for the development of DLL children ages 0 to 5 in early learning settings. This effort is aimed to better support DLLs across California and to recommend scalable, implementable, and effective models and practices. First 5 California's DLL Pilot will increase early educators', families', and the general public's awareness about the benefits of bilingualism and home language through the participation Pilot sites, the *Talk. Read. Sing.*® campaign, and parent website. It also will share assessments of effective DLL practices and provide content for early childhood education preparation programs.

During the DLL Pilot development, First 5 California convened early childhood professionals and met with advocates, national experts, funders, and other stakeholders from the field for input on the pilot design. Based on survey data and feedback from the DLL Pilot Input Group and others, it was determined the primary goal of the pilot is to build the capacity

of early educators, caregivers, and administrators to effectively serve DLL children through intentional and focused professional development. The DLL Pilot's priorities include professional development encompassing family engagement strategies, best practices and teaching strategies, assessment of effective DLL practices, and positive messaging about the benefits of bilingualism. The DLL Pilot will engage and work in partnership with the First 5 Association, county commissions, and other stakeholders to engage in a collective effort to support DLLs and early educators.

In June 2016, First 5 California was invited to participate in a White House Policy Brief launch event focused on the early learning and development of America's DLLs. At the event, First 5 California celebrated the assets DLL children and their families bring to communities, heard from national experts about new research highlighting the cognitive and economic benefits of bilingualism, and shared policy recommendations, tools, and new efforts that promote the learning and development of young DLLs.

The anticipated investment for the First 5 California DLL Pilot is approximately \$20 million over five years (FY 2016–17 through 2020–21), while requiring local investments to leverage state funds.

QUALITY IMPROVEMENT FOCUS

One of the overarching purposes of First 5 California is to invest in supporting the quality and improvement of early learning programs. National research indicates high-quality early learning programs have a significant, positive impact on early childhood outcomes in cognitive, language, and social development for all children and especially for children with high needs.^{4,5} Decades of program evaluation results show investments in high-quality early learning produce significantly greater rates of return. Effective early childhood programs generate benefits to society that far exceed program costs. Yet nationally, many licensed facilities fail to meet or minimally meet the most basic guidelines for quality. Approximately 50 percent of California's disadvantaged and at-risk 3- and 4-year-old children do not attend preschool, and even fewer attend high-quality preschools.⁶ High-quality early learning programs go beyond the basics to provide opportunities for evidence-based learning activities, along with the development of nurturing and

supportive relationships with qualified teachers and caregivers.

Scientific studies conclude high-quality early learning programs improve school readiness and lead to better academic achievement in elementary school.⁷ Cost-benefit and return on investment analyses demonstrate investments in high-quality early learning programs generate substantial social and economic payoffs by reducing persistent social costs, such as crime and teen births.⁸

CHILD SIGNATURE PROGRAM

In 2011, First 5 California launched the development of its Child Signature Program (CSP) as a consolidation of the State Commission's prior investments in early learning programs (i.e., Power of Preschool [PoP] program). The purpose of this strategic program investment has been to increase the quality of early learning and development programs across the state.

CSP has worked to invest in high-quality early learning elements designed to enhance the quality of care and education for young children. A growing body of research confirms the importance of quality early learning experiences to effectively prepare young children for school and for life.

The design of CSP integrates proven elements of other First 5 California-funded programs, selected core components of Educare (see page 20 for description of Educare), and aligns with the California Department of Education Infant/Toddler and Preschool Learning Foundations and Frameworks. CSP was launched in three phases via three Requests for Application to First 5 county commissions and was funded from July 1, 2012, through June 30, 2015.

Thirty-seven counties participated in the program, with 10 counties participating at a deeper level, requiring them to implement three research-based Program Elements:

- Instructional Strategies and Teacher-Child Interactions
- Social-Emotional Development
- Parent Involvement and Support

For FY 2015–16, the State Commission authorized \$13.6 million for a CSP extension to enable the ten counties who were working more deeply to transition toward the new statewide quality improvement effort,

First 5 IMPACT (Improve and Maximize Programs so All Children Thrive) (see page 17 for a description of First 5 IMPACT). The transition required moving from a direct-services approach to a systems-level approach building on state and local investments in a quality improvement system/quality rating and improvement system (QRIS).

During FY 2015–16, the 10 continuing CSP counties served a total of 1,773 early learning sites and 80,491 children. CSP Extension funds directly supported 372 (21 percent) of these sites serving 19,354 children, including special needs children (3 percent), infants and toddlers (7 percent), and dual language learners (50 percent).

Example Program

CHILD SIGNATURE PROGRAM EXAMPLE— SAN JOAQUIN COUNTY

In the final year of CSP, First 5 San Joaquin (F5SJ) focused primarily on supportive layers that embody quality. Funds were used to support F5SJ-funded preschool sites, Race to the Top–Early Learning Challenge (RTT-ELC) center-based sites, and RTT-ELC family child care homes with improvements to support quality and movement on the Quality Continuum Framework—Rating Matrix. This was a shift from



past years when CSP funds were focused on direct preschool services and evaluation. With RTT-ELC ending and First 5 IMPACT commencing, F5SJ worked to create a seamless system of service for providers who will participate in either QRIS Block Grant or First 5 IMPACT, despite the difference in agency oversight and funding stream.

With the CSP Extension-funded efforts, F5SJ was able to shift First 5 California CSP funds from supporting preschool services to focus on quality improvement, rating, and system work in preparation for the transition from CSP and RTT-ELC to First 5 IMPACT. F5SJ is enthusiastic about being able to continue QRIS efforts under First 5 IMPACT and with lessons learned over the past years, F5SJ will continue to support quality efforts under First 5 IMPACT and focus on building upon the QRIS at both the state and local levels.

EARLY EDUCATION EFFECTIVENESS EXCHANGE

As part of its training and technical assistance (T&TA) to counties, First 5 California continued its partnership with WestEd in supporting the Early Education Effectiveness Exchange (E4) contract, originally executed July 1, 2013.

Under the contract (October 31, 2015–June 30, 2016), WestEd completed and translated all Professional Development to Go (PD2GO) training modules into Spanish. English and Spanish versions were posted to the E4 website (<https://www.ccfc.ca.gov/programs/pd2go/index.html>). The E4 website was successfully transitioned from WestEd to First 5 California as provided for in the E4 contract.

As part of the E4 work, WestEd provided T&TA related to the transition of counties from the Child Signature Program to First 5 IMPACT (Improve and Maximize Programs so All Children Thrive), including facilitating webinars and phone calls. A series of in-person regional planning meetings were facilitated to help counties prepare their First 5 IMPACT applications.

Targeted technical assistance related to the development of the First 5 IMPACT Regional Coordination and Training and Technical Assistance Hubs application was provided to two of the state's ten regional Hubs.

EDUCARE

The Educare Quality Early Learning Model provides the comprehensive early learning services beginning at birth that early brain science shows are necessary to narrow the achievement gap for at-risk children so



they have the foundation they need to thrive in school and beyond. Research on early brain development demonstrates poverty and toxic stress can negatively impact a child's cognitive development and ability to learn.⁹ California children from low-income families typically enter kindergarten 12 to 14 months behind the national average in pre-reading and language skills.¹⁰ A study conducted by the Frank Porter Graham Child Development Institute at the University of North Carolina at Chapel Hill indicates low-income children (including children who are dual language learners) who enroll in Educare as infants or toddlers enter kindergarten with the same skills as their middle-income peers.¹¹ The Educare model also focuses on intensive family engagement to foster strong parent-child relationships, family well-being, and ongoing learning and development for both parents and children.

In 2010, the First 5 California State Commission voted to become one of several public funders in bringing the public-private Educare Quality Early Learning Model to California. The Commission has now dedicated \$6 million to support the launch, operation, and evaluation of the first California Educare centers in Santa Clara and Los Angeles counties.

Through funding from First 5 California and other national, state, and local public and private partners, Educare California at Silicon Valley (ECSV) opened its doors and began serving Santa Clara County-area children and families in the 2015–16 school year. The center is co-located with Santee Elementary School, and operates in partnership with First 5 Santa Clara, the Santa Clara County Office of Education Early/Head Start and State Preschool programs, and the East Side Union High School Child Development Program.

First 5 California's investment in ECSV specifically supports the inaugural year costs of high-quality elements in the classroom in order to meet the Educare Core Features program requirements that have been proven to increase the quality of early learning programs through improved teacher-child interactions. Funds also help pay for the program evaluation to ensure successful implementation of the national Educare Implementation Study.

In addition to serving 168 children in comprehensive, high-quality infant, toddler, and preschool programs during its inaugural school year,



the center serves the larger community by supporting local families through its family resource center, and is creating a regional hub for professional development and research through its Professional Development Institute.¹²

Educare of Los Angeles at Long Beach, a public-private partnership supported by a multitude of business, non-profit, and education leaders, is currently in the planning, fundraising, and construction phase of its stand-alone facility located on the Barton Elementary School campus in the Long Beach Unified School District. The official opening of the center and enrollment of children and families is anticipated for the 2017–18 school year.^{13,14}

LOCAL DEVELOPMENTAL SCREENINGS AND SERVICES

Across California, developmental disparities exist among children ages 0 to 5. Such an early readiness gap threatens later learning, development, and health. The California Children and Families Act was intended to create programs that support disadvantaged children in California and help them overcome the socioeconomic barriers that limit their opportunities for success. Since the beginning, First 5 California and county commissions have actively promoted screenings and assessments to help identify critical issues for children with special needs. When identified and addressed early, these issues are less likely to hinder children's chances for success in school and beyond. First 5 county commissions continue to make developmental screening a priority in their investments across the state.

Throughout FY 2015–16, First 5 California supported expansion in California of the national *Help Me Grow* (HMG) effort that works to ensure children have access and are connected to developmental and behavioral services through a system of early identification and care coordination. Through those efforts, HMG has been replicated in 13 California counties with 14 additional counties engaging in a planning process to become an HMG affiliate. At the local level, this work included providing training and technical assistance at an individual and group level to inform, survey, and interview counties about the HMG model. It also included assessing the status of the required infrastructure to meet the requirements of HMG and implement the model to fidelity. First 5 California also was instrumental in the support of local data collection efforts and assessment of opportunities to improve local data.

RACE TO THE TOP—EARLY LEARNING CHALLENGE

The Federal Race to the Top—Early Learning Challenge (RTT-ELC) has the ambitious goal of supporting the development and expansion of successful quality improvement efforts focused on improved outcomes for children with high needs by implementing local quality rating and improvement systems (QRIS). California's RTT-ELC grant implements a unique approach that builds upon its local and

statewide successes to create sustainable capacity at the local level and addresses the geographic and cultural diversity of California. Approximately 77 percent of the grant funding is being spent at the local level via 17 original consortia and 14 mentee counties, to support the development and expansion of successful local QRIS efforts focused on improved outcomes for children with high needs. The grant was awarded in January 2012, with state-level funding through December 31, 2016. Funding for local consortia ended June 30, 2016.

As the RTT-ELC grantee lead agency, staff from the California Department of Education's (CDE) Early Education and Support Division, along with staff from First 5 California, continue to serve as the RTT-ELC State Implementation Team and provide consortia and workgroup meeting planning and facilitation, technical assistance (TA) and support, and fiscal and programmatic oversight. Both locally and at the state level, progress continued on the governance structures with representatives from the Governor's Administration (Department of Finance, California Department of Social Services, and State Board of Education), as well as consortia members, continuing to demonstrate strong commitment and collaboration during this fourth year of implementation.

A portion of California's RTT-ELC grant funds are dedicated to support cross-consortia inter-rater reliability. In California's application, the high-quality plan called for a combination of local and state oversight to best maximize expertise and resources of the local QRIS rating and monitoring process. It includes a mechanism for guaranteeing local inter-rater reliability through a contract with First 5 California. The scope of work includes project management and oversight for an RTT-ELC Anchor System; development, implementation, and analysis of an Anchor System; and the planning and provision of training to RTT-ELC participating state agencies. This past year, through the work of this contract, First 5 California completed an Assessor Manual and significantly increased state capacity for Anchors and Assessors through numerous regional and county-level trainings. Throughout the state, 90 individuals were certified on the Environment Rating Scale tools, 220 were certified as trainers on the Classroom Assessment Scoring System® (CLASS®), and nearly 200 achieved the required reliability to become certified observers.

Expansion of QRIS in California took root in 2015 with the RTT-ELC grant serving as a foundation that resulted in the expansion of QRIS throughout the state. In 2015, the RTT-ELC QRIS efforts transitioned to a state-wide effort as a result of the release of the California State Preschool Program (CSPP) QRIS Block Grant and First 5 IMPACT (Improve and Maximize Programs so All Children Thrive). During 2015, all 58 counties began participating in either one or both funding opportunities, indicating program quality improvement and early learning systems building are major priorities at the state and local levels in preparing young children for lifelong success. Local consortia report QRIS is now seen as the effective umbrella to connect all quality improvement efforts within the counties.

In 2015, every RTT-ELC consortium reported fully implementing their QRIS, achieving both participation

goals and timely completion of site ratings. In fact, consortia reported sites continued to have high interest in participating in QRIS and many consortia exceeded their enrollment targets while others have wait lists. In 2012, California was serving 475 sites and by 2015 it had increased 590 percent to 3,278 sites. The number of children served also has increased greatly. In 2012, there were 1,565 children attending participating QRIS sites, and by 2015, that number increased to 124,734.

The CDE contracted with the American Institutes for Research (AIR) for an evaluation of the QRIS. The researchers are working with a sample of consortia to study how successfully the QRIS measures early learning program quality, possible alternative rating approaches, and how QRIS ratings are linked to child learning and development outcomes. Additionally, this evaluation will inform policymakers on a link



between quality improvement strategies and changes in program or workforce quality, and describe RTT-ELC implementation processes.

Early results are promising. Implementation of the RTT-ELC QRIS was in an early stage at the time the study began, but significant progress has been made over the course of the system's development from 2012 to 2015. Consortia exceeded their goals for enrolling sites during the RTT-ELC QRIS grant term. They made significant progress in conducting ratings and supporting quality improvement in participating sites. California successfully targeted publicly funded programs serving children with high needs for the earliest implementation of the QRIS. The study provides some evidence of the validity of California's QRIS ratings¹⁵, though it is too early in the system's implementation to draw many conclusions. California QRIS ratings are positively related to the quality of classroom interactions in early childhood programs, at least for the limited sample of sites with full ratings. Specifically, higher rated programs were observed to have higher scores on independent measures of the types of teacher–child interactions that are most supportive of children's developmental outcomes.

In addition, a supplemental study was conducted to glean more information.¹⁶ All documents pertaining to the RTT-ELC Evaluation are posted publicly on the CDE website at <http://www.cde.ca.gov/sp/cd/rt/rttelc.asp>.

In March 2016, as preparation for the end of the RTT-ELC grant, California transitioned as a state to the California Quality Rating and Improvement System, or CA-QRIS. Because of the RTT-ELC grant, agencies at both the state and local levels across California deepened their work together in a truly collaborative way like never before. As a result, increased investments in quality improvement were made via the (CSPP) QRIS Block Grant, First 5 IMPACT, and the Infant/Toddler (I/T) QRIS Block Grant. The CA-QRIS Consortium includes a variety of agencies, including local First 5 commissions and county offices of education, all receiving funding from First 5 IMPACT, the CSPP QRIS Block Grant, and/or the I/T QRIS Block Grant. The Consortium meets regularly to collaborate on systems development and quality improvement efforts in California.





Parent Support Focus

FIRST 5 EXPRESS

Since 2006, First 5 California's mobile outreach tour has traveled to every corner of the state, reaching out to families and caregivers of children ages 0 to 5 in all 58 counties. This interactive exhibit features "Edutainers" who educate parents and caregivers and entertain children, teaching families about a wide variety of topics, including nutrition, physical activity, oral health, literacy, and most recently, early brain development. In FY 2015–16, the exhibit traveled to more than 130 schools, libraries, resource centers, community festivals, county fairs, and other family oriented events, making appearances in even the smallest rural communities and directly engaging with more than 66,460 people who walked away with helpful First 5 resources. FY 2015–16 marked the first year of the rebranded First 5 Express and a deeper focus on the importance of talking, reading, and singing to promote early brain development. Over 105,600 newly designed resources were distributed, including a branded hand puppet to give parents and caregivers a tool to spark conversation with their young children, bilingual storybooks to help make reading a regular routine in the home, and age-appropriate musical instruments like maracas and kazoos to bring out the joy of song. Together with the already established *Kit for New Parents*, "Fast, Fresh, and Fun Food from First 5" cookbooks, and brain development information, families were provided with hands-on experiences and take-home resources to reinforce healthy behaviors they experienced.

KIT FOR NEW PARENTS

First 5 California's award-winning *Kit for New Parents* is the flagship of its Parent Signature Program. The *Kit* targets hard-to-reach and low-income populations, providing information and tips for first-time parents, grandparents, and caregivers.

Since 2001, First 5 California has distributed the *Kit* free-of-charge to local hospitals, physicians, and community groups to reach new parents. The *Kits* are available in English, Spanish, Cantonese, Korean, Mandarin, and Vietnamese, and include a health handbook, an early brain development brochure and tip card, and other important information on literacy and learning, child safety, developmental milestones, finding quality child care, and more. First 5 county commissions are encouraged to add local references and resources to the *Kit* to help inform parents about services in their own communities.

To date, 5 million *Kits* have been distributed throughout California since 2001, with 250,000 distributed this fiscal year alone.

PARENT WEBSITE AND SOCIAL MEDIA

Through its website (www.first5california.com) and social media channels, First 5 California continues to actively support parents and caregivers by offering engaging content on early childhood development—everything from tips for promoting language development to healthy snack ideas. Over the past two years, First 5 California has placed special emphasis on the importance of talking, reading, and

singing to children through its statewide “*Talk. Read. Sing. It changes everything®*” campaign. The website continues to serve as the primary destination for parents to access information about the campaign, reinforced with additional support via multiple social media channels, including Facebook, YouTube, Instagram, and Pinterest.

Website

While the website has historically served as the main portal for health, education, literacy, smoking cessation, and other important topics, it has expanded to include more information about early brain development, including activities, downloadable resources, and videos to help support children and families. The site also was recently redesigned to create an even easier, more user-friendly experience for mobile visitors, which now represent the site’s most significant source of traffic. During FY 2015–16, **first5california.com** received more than 563,000 visits with more than 1.1 million page views.

Social Media

The website also links to multiple social media channels, including Facebook and YouTube, plus Instagram and Pinterest, two new platforms for First 5 California, which were recently added to further reach and interact with a wider range of social media users. Across most platforms, followers receive regular posts that highlight simple, actionable tips and ideas surrounding early brain development and beyond—everything from reading tips to words of encouragement. As of June 30, 2016, First 5 California’s Facebook page has over 200,000 page likes, Instagram has nearly 3,600 followers, and Pinterest is growing with almost 100 followers. In addition to the everyday posts and engagement, First 5 California also identified and forged relationships with several key influencers in the social media space. Together, these efforts have provided First 5 California with its greatest ever on-line presence and it will continue to grow.

TOBACCO CESSATION

Through First 5 California’s investment in the California Smokers’ Helpline, parents and caregivers receive information and tools to help them quit both smoking and the use of other tobacco products—especially around children or while pregnant. Parental



smoking and secondhand smoke exposure have been linked to a range of serious ailments in babies and young children, including asthma, ear infections, pneumonia, bronchitis, and Sudden Infant Death Syndrome (SIDS). In FY 2015–16, to reduce these health problems and help smokers quit, First 5 California approved a \$5.6 million investment from FY 2016–17 through FY 2019–20 to support the California Smokers’ Helpline for tobacco cessation services for parents and caregivers of young children, as well as for training childcare providers, preschool teachers, pediatric healthcare providers, and parents. The toll-free Helpline (1-800-NO-BUTTS) provides one-on-one telephone counseling, self-help materials, and referrals to local resources. Helpline counselors follow protocols that have been scientifically proven to double the rate of successful long-term smoking cessation. Counselors and callers work together to develop a plan to quit, and continue interaction during the quitting process to increase the likelihood of long-term success. These services are provided in English, Spanish, Chinese (Mandarin and Cantonese), Korean, and Vietnamese.

Helpline callers also can receive free nicotine patches, sent directly to their homes. The Helpline has been so successful in assisting callers that staff often receive testimonials from those who have quit. Recently, the Helpline received a call from a parent who initially contacted the Helpline to tell them, "I started smoking at a very early age because my friends thought it was cool. When I became pregnant with my second child, I made a decision to not go through another pregnancy smoking. During one of my prenatal visits, I told my doctor that I wanted to quit smoking and was referred to 1-800-NO-BUTTS to get free counseling over the phone. I must say, I was pretty headstrong and thought I could do it on my own, but decided to try it out. I'm so glad I did. It will be seven years this September since I quit and my little girls have never seen me smoke. I'm so proud. I look younger, feel better and have no qualms about saying thank you to the one program that helped center me during a very stressful time and helped me to accomplish such a huge goal!" (Carol LaRosh, San Diego, CA)

In FY 2015–16, First 5 California's investment provided Helpline services for a total of 4413 participants, including 262 pregnant smokers and 4,252 tobacco-using parents or caregivers of children ages 0 to 5 (note: 101 were both pregnant and had a child 0 to 5). Exhibits 10 and 11 display the education and race/ethnicity of Helpline callers. The online tobacco training modules, "Kids and Smoke Don't Mix" and "Los Niños y el Humo no se Mezclan," continued to be used by First 5 California Signature Program participants. The preschool modules give childcare providers, preschool teachers, and other classroom staff the knowledge and skills they need to encourage smoking parents and caregivers to quit. In FY 2015–16, a total of 2,022 individuals from 42 counties completed the online training. Also this year, the Clinical Effort Against Secondhand Smoke Exposure (CEASE) California project continued training pediatric care providers to screen patients for secondhand smoke exposure and help their smoking parents quit. In FY 2015–16, pediatric care providers at 57 clinic sites across the state were trained to identify and intervene with smoking parents, including prescribing quitting aids and referrals to the Helpline.

Exhibit 10: California Smokers' Helpline—
Education Level of Callers in FY 2015-16

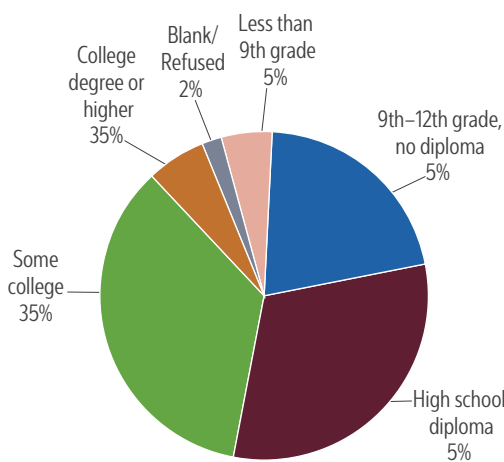
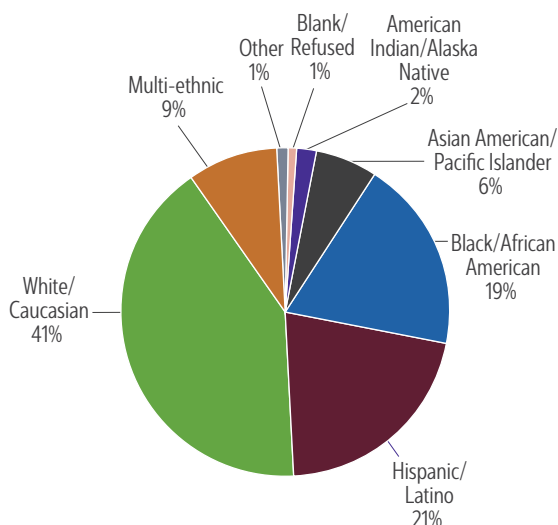


Exhibit 11: California Smokers' Helpline—
Race/Ethnicity of Callers in FY 2015-16







Teacher Effectiveness Focus

Quality teacher-child interactions are powerful contributors to children's learning and success. Children are supported and developed through meaningful teacher-child interactions with educators who have the knowledge and skills to identify and support the needs of specific groups of children, including dual language learners. Research shows early childhood educators with higher educational levels and specialized training have greater quality interactions with children and result in positive effects on learning.^{17,18} Unfortunately, one study indicates only 13 percent of California's low-income children are in high-quality early learning programs that support advanced thinking skills and language development.¹⁹ Teacher quality is so critical that a growing number of state and federal programs have mandated that early childhood educators attain more professional development and training in the field.

COMPREHENSIVE APPROACHES TO RAISING EDUCATIONAL STANDARDS (CARES) PLUS

The Comprehensive Approaches to Raising Educational Standards (CARES) Plus program was a First 5 California Teacher Signature Program. Launched in 2010 and sunsetted June 30, 2016, it was designed to increase the quality of early learning programs for children ages 0 to 5 by supporting the professional development of the early learning workforce. CARES Plus was an enhancement of F5CA's original CARES program (2000–08) that gained national recognition

from Head Start, Zero to Three, and the Center for Law and Social Policy during its tenure.

CARES Plus offered quality professional development opportunities in both English and Spanish for early childhood educators. Some support services also were provided in additional languages. These opportunities included access to online best practice learning sessions, a video library of exemplary teacher-child interactions, one-on-one coaching, and at least two sessions with a professional growth advisor. The goals of CARES Plus were to:

- Improve the effectiveness of the early learning workforce
- Positively impact the learning and developmental outcomes of young children
- Increase retention of the early learning workforce
- Offer support services and stipends to encourage professional development

Through CARES Plus, First 5 California incorporated the use of the Classroom Assessment Scoring System® (CLASS®) tools. The following validated professional development tools and training, developed by the University of Virginia, were available to CARES Plus participants:

- The CLASS Observation Tool: An assessment that focuses on the effectiveness of classroom interactions among teachers and children, using a common language and lens to evaluate the quality and improvement of those interactions

- Introduction to the CLASS Tool: An online, two-hour interactive course to gain an understanding of the CLASS framework
- Looking at CLASSrooms: A self-paced directed study using exemplar videos to focus on identifying and analyzing effective teacher-child interactions
- MyTeachingPartner™ (MTP™): An evidence-based professional development tool focused on improving classroom interactions through intensive one-on-one coaching, classroom observation, and reflective analysis of teaching practice

CARES Plus participants were required to complete a one-hour online tobacco training module titled “Kids and Smoke Don’t Mix: A Tobacco Training for Child Care Providers and Preschool Teachers.” In addition to the professional development tools and activities listed above, participants were able to choose one or more of four professional development pathways:

- Evidenced-based training (Component A)
- Higher education courses (Component B)
- Serve as a CARES Plus advisor (Component C)
- MyTeachingPartner (Component D)

CARES Plus—Partnering with Institutions of Higher Education

CARES Plus also strengthened the use of the CLASS lens within higher education coursework. In 2015, F5CA worked with the University of Washington (UW) and the National Center for Quality Teaching and Learning (NCQTL) to pilot two courses in California community colleges and four-year institutions: Becoming a Teacher Leader—Professionalism and Cultural Competence, and Effective Environments and Interactions. These two practice-based courses use a cycle of learning, practice, self- and peer-reflection, and feedback to help educators become deliberate, purposeful, and thoughtful in their decisions and actions. The pilot courses also embedded the language of CLASS, understanding the importance of quality teacher-child interactions, and recognizing quality interactions into both courses. The 40 participating faculty from 18 institutions of higher education received Pre-K CLASS Observer training from F5CA

staff, each course’s complete curriculum, and ongoing support from UW and NCQTL during the 2015–16 year of implementation.

A video camera loan program was implemented to support early learning students at participating colleges and universities to facilitate their capacity to complete video assignments and to give and receive self- and peer-reflective feedback for real interactions with children.

Faculty felt courses were “outstanding,” “beautiful and easy to use,” and worked well with other frameworks used by their institutions. Each implemented the courses in slightly different ways, modifying them to effectively meet the needs of their students or embedding the content into an existing course, such as the community college Practicum course. Faculty appreciated the courses’ emphasis on self- and peer-reflection and found it valuable to see their students implementing what they learned immediately in their own classrooms with children. Faculty report continuing the use of the curricula informally beyond the California pilot or formally through participation in the National EarlyEdU pilot.

CARES Plus Evaluation Results

During 2015–16, 4,579 teachers completed CARES Plus training or coaching. Evaluation of the CARES Plus program shows the program is highly valued by teachers who participate in different program components, and that training and coaching are associated with improved quality of teacher-child interactions. Among participants surveyed during 2015–16, 85 percent found the training to be very useful for their professional development, 80 percent felt the training very much helped them become better teachers, 95 percent thought the program would help them continue in the early care and education field during the next five years, and 92 percent believed their CARES Plus experience would have a very positive effect on children in their care. To assess the quality of teacher-child interaction for CARES Plus participants, reliable raters coded classroom observations using the CLASS® instrument. Evidence-based professional growth training was associated with improvements in CLASS domain scores of Emotional Support and Classroom Organization. Participation in one-on-one coaching (MTP) was associated with improvements

in all three CLASS domains (Emotional Support, Classroom Organization, and Instructional Support).

CARES Plus County Example—San Bernardino

In FY 2015–16, the San Bernardino County (SBC) CARES Plus program had 392 early educators successfully complete the program requirements and receive a stipend. This was a dramatic increase over the prior year of 14 successful participants. Of the 392 participants 98 completed Component D MTP. The success of this increase in participation was reportedly due to SBC's creation of video clips, featuring prior year participants motivating and challenging their peers to take advantage of the MTP one-on-one coaching opportunity.

Of those that participated in SBC MTP, nearly all reported a positive experience.

A participating family child care provider stated, "I didn't want to do this because my English is not good. But I am so glad I did it because my coach was very helpful."

A California State Preschool Program teacher stated, "I didn't think I was going to learn anything new because I have been doing this for 27 years. Boy, was I wrong...so wrong. I'm embarrassed to tell you all that I didn't know, I didn't know."

A staff member at a private center reported, "My Coach was wonderful! She supported and guided me to challenge myself outside of my comfort zone, which allowed me to see and acknowledge myself as an entirely different teacher from the beginning of our relationship."

San Bernardino's implementation of Component B provided stipends for early educators to continue their higher education coursework. In addition to stipend awards for the successful completion of six semester units, SBC provided additional funds to those who chose to take nine or more semester units. In all, the component B stipends provided \$2500 to \$3000 to support continued progress toward degree completion among early educators.

In addition to the supports provided by stipends for continuing education toward degree attainment and MTP coaching, CARES Plus professional development advisors facilitated group discussions on how to help participants integrate CLASS into practice.

SBC reported CARES Plus had an "impact on so many levels and with so many dedicated teachers (to include teacher assistants). Our agency was overwhelmed with gratitude and thankfulness from participants indicating they finally feel validated and acknowledged for their dedication and commitment through this stipend award program. The teacher-child relationship is the heart of any classroom and has been brought to the forefront of recognition because of CLASS. The teacher-coach relationship is an imperative positive support system that is customized to individual teachers, which honors and validates strengths through professional growth, allowing teachers as individuals to continue as lifelong learners.





First 5 County Commission Highlights

Alameda County

Through its investments, the goal of First 5 Alameda is to provide a network of early childhood services, professional development, and community support to prepare children ages 0 to 5 for success in school and life so children are ready for kindergarten and third grade success, and are free from abuse and neglect.

During the past fiscal year, one of the most significant accomplishments of First 5 Alameda was the full implementation of the regional Quality Rating and Improvement System (QRIS), funded by First 5 and California Department of Education Race to the Top—Early Learning Challenge grant. Through First 5 Alameda's strategic partnerships and quality ratings of 129 sites, it had an impact on 6,703 children, most of whom are from low-income households. It included support at community colleges to trainings on the Center for Social Emotional Foundations for Early Learning and Desired Results Developmental Profile and site-based coaching, mental health consultation, business and fiscal consultation, and consultation to implement universal screening. The preliminary results on the limited number of sites that have completed multiple ratings over time suggest more than 30 percent of sites improved by at least one tier. Fifty percent of family child care site participants and 50 percent of all site types with an initial rating of two stars have improved by at least one

tier at the time of the second rating. First 5 Alameda collaborated with partners by blending resources from AB 212, CARES Plus, Preschool QRIS Block Grant, Infant/Toddler Block Grant, First 5 IMPACT, First 5 Alameda investments, and local philanthropy. Additionally, professional development offerings deemed eligible by AB 212 and CARES Plus were mapped to the QRIS Pathways. As a result of intentional collaborations, systematic ratings, and alignment of early childhood systems, \$1,470,063 in California State Preschool Programs Block Grant dollars were disbursed to 35 Alameda County state preschool programs.

Another highlight that took place during FY 2015–16 was the Healthy Child Development Initiative, Help Me Grow (HMG). It piloted the sharing of developmental checklists based on the “Learn the Signs. Act Early.” campaign from the Center for Disease Control at Women, Infants, and Children program recertification visits, and connected HMG families for more support. Referrals at the pilot site increased referrals to HMG by 236 percent.

Alpine County

The goal of First 5 Alpine County is to implement comprehensive, integrated, and accessible programs to work toward the vision of First 5 Alpine County: “All of Alpine's children will thrive from birth and are provided a foundation for life-long success.”

During FY 2015-16, one of the most significant accomplishments of First 5 Alpine was the continued implementation of its center-based child development programs. First 5 Alpine partnered with the Alpine County Office of Education to help ensure school readiness. The Early Learning Center (ELC), under the auspices of the County Office of Education, is the largest grantee and service provider for First 5 Alpine. The ELC preschool program serves as the framework for meeting the strategic goals of the First 5 Alpine Commission. Following the standards set by the National Association for the Education of Young Children, highly qualified teachers implement developmentally appropriate activities throughout the day. The teachers in the preschool program complete ongoing developmental assessments while working with local kindergarten teachers to help provide successful kindergarten transitions. With the barriers that exist in Alpine County, accessibility is a challenge for its community members. Last year, local partners helped provide all children access to oral health and well-child examinations, immunization checks, developmental screenings, and the delivery of First 5 California's Kit for New Parents.

In Bear Valley, First 5 Alpine funded a license-exempt, drop-in child development program for children ages 0 to 5. This ski resort/summer home village holds many challenges for the full-time residents who try to serve

the varying population. This program has successfully served seasonal and year-round residents with a focus on all areas of early social-emotional and cognitive development. The program is staffed with professionals who emphasize cultural diversity throughout their curriculum. First 5 Alpine and the Bear Valley Parents Group continue to collaborate on sustainability of the program.

Other highlights during FY 2015-16 included:

- Participation and implementation of the First 5 California CARES Plus and First 5 IMPACT with the collaboration of First 5 Inyo and Mono Counties
- High-quality parent education courses for families with young children
- Community outreach activities, health fairs, and playgroups

Amador County

First 5 Amador County dedicates its resources to improving the lives of children prenatal through age five to help them reach their greatest potential. By strategically investing in strong systems, First 5 Amador continues to serve as a catalyst for change and progress by initiating conversations and developing forums to identify and address needs and opportunities, discuss and develop strategies, and implement programs and sustainable systems to support children and families.

First 5 Amador continues to take the lead in bringing local partners together in an effort to encourage effective collaboration resulting in enhanced services, thereby building the capacity of the community to promote and support protective factors and strengthen assets for young children.

First 5 Amador spearheaded the launch of a two-county Perinatal Wellness Coalition to address Perinatal Mood and Anxiety Disorders. This collaborative continues to work diligently in establishing a network of care, from universal screenings to mental health services. Medical professionals in Amador County are presenting this system of care at a regional level in an effort to embed the protocol in the

medical record system, thereby ensuring all pregnant women in their network of care benefit from this approach.

In an effort to support family engagement in education, help community members of all ages enhance literacy skills, and improve access to reading materials, First 5 Amador brought a group of volunteers and partners together to launch “Read Across Amador.” Their successes include the expansion of the Little Free Library Program, comprising 17 locations throughout the county, many in isolated, unincorporated areas where satellite branch hours are limited. Book bags containing age-appropriate children’s books were developed for social workers to use while serving children through Amador’s child protective services. Additional literacy opportunities made available include the Imagination Library, which provides a book mailed to children’s homes on a monthly basis from birth until their fifth birthdays. First 5 Amador is currently reaching 60 percent of the age-eligible children in the county. Through a statewide webinar, staff shared the success of this program with others interested in launching it in their counties.

First 5 Amador’s grantees and in-house programs, which include the “Baby Welcome Wagon” universal home visiting program for newborns, toddler playgroups in four locations, monthly “Dad and Me” events, behavioral specialists, “Bridge to Kindergarten” parent education, a three-week summer program conducted at each elementary school, and two Family Resource Centers (FRCs), continue to provide valuable services to children and their caregivers throughout the county, meeting families where they live.

Amador’s two FRCs are located in unincorporated, isolated areas of the county. They provide opportunities for families, including emergency food distribution, substance abuse support services, toddler playgroups, mental health counseling and education, and resource and referral. Comprehensive case management data showed 48 percent of participants met their goals, which included topics such as education, employment, health, and parenting. Another 33 percent of participants made

significant progress toward attaining their stated goals.

Amador’s Toddler Playgroups continue to provide an opportunity for families and child care providers to build relationships for children and families. While the four playgroups have common practices, each exhibits its own character consistent with the culture of the community. Amador County’s special education staff utilized playgroups to observe children in natural settings and encouraged families already receiving services to participate on a regular basis.

Butte County

Working closely with its community partners, First 5 Butte County dedicates its resources to improving the lives of young children and their families by strategically investing in three initiatives that focus on health, family strengthening, and systems strengthening.

During FY 2015–16, First 5 Butte County focused on forging strong relationships with local pediatricians as it sought to launch a countywide Reach Out and Read (ROR) project. Through its Health Committee, First 5 Butte commissioners met with pediatricians, inviting them to share their concerns in an effort to determine how First 5 might invest more effectively in meeting the health needs of young children. These meetings enabled First 5 Butte to forge new relationships in the pediatric community while helping to deepen the awareness and knowledge of commissioners regarding pediatric concerns.

Commissioners shared information with each physician about the national ROR model, highlighting that First 5 Butte would commit to investing in each site for a total of three years, providing the fiscal resources to purchase books. One pediatrician accepted the offer and soon became a champion for the project, was featured in a local news article about ROR, and agreed to be a guest speaker at the Butte County Pediatric Grand Rounds. Her enthusiasm about the project led to additional pediatricians signing on to become certified ROR sites. At this time, Butte County has two children’s clinics and one pediatric office identified as ROR

sites, for a total of 24 medical providers and office staff involved in distributing books to young patients.

Another program deserving to be highlighted is the Paradise Ridge Strengthening Families Program (PRSFP), which serves the rural and often isolated Ridge community in Butte County. The program aims to increase families' awareness and experience of the Strengthening Families™ Framework and the Five Protective Factors through a family resource center model of service delivery. The overarching goal of the program is for parents to be actively involved in their children's growth and development, have knowledge of positive parenting techniques, and for children to be well-prepared for kindergarten. All Ridge families with children ages 0 to 5 can access a variety of services, including long-term case management, classes and activities, and concrete supports such as assistance with utilities, rent, and other basic needs. In FY 2015–16, there were 1,560 instances of direct service contact via a variety of classes. Through these classes and activities, parents and children have created friendships and social support systems, and have been instrumental in helping to promote program services. The program employs "Parent Partners" as a strategy to remain connected to the pulse of Ridge families. The PRSFP facilitates quarterly network meetings, a

collaborative of Ridge service providers, parents, and stakeholders. The strength and influence of this collaborative is evident in its ability to collectively address unmet needs for families, such as a lack of subsidized meal opportunities for low-income children during the summer months. As a result of the partnerships formed through this effort, the school district was able to reinstate the Summer Food Program at a variety of locations throughout the Ridge.

Calaveras County

First 5 Calaveras County continues to facilitate successful partnerships and fund strategies that strengthen families and support them in raising healthy young children.

During FY 2015–16, one of the most significant accomplishments was the School Readiness Expansion—Raising A Reader Home Visiting Program, which expanded access to quality early childhood education for 38 children with transportation, financial, or other barriers preventing them from enrolling in local preschools.

Parents were taught child development domains and their role as their child's primary teacher, using the Ages and Stages Questionnaire (ASQ) and other developmental assessments as baseline information. Children showed developmental

gains as measured by Desired Results Developmental Profile and Life Skills assessments. Anecdotes noted gains by parents in the realm of parent-child communication and developmentally appropriate interactions and expectations. Parents increased their literacy activities with their children by reading regularly, going to the library, and adding interactive elements to their reading.

Other highlights included:

- The "Children's Dental Project" provided screenings, cleanings, fluoride treatments, and oral health education to over 300 children in local Head Starts, State Preschools, and Private Preschools in 10 geographically isolated communities. A Dental Van delivered services to children in rural areas, and 64 parents in the Women, Infants, and Children program received dental health education.
- The Kids Farmers Market provided nutrition education, hands-on cooking experiences, healthy recipes, and gave children the opportunity to choose their own vegetables and fruits. In addition, a 20-pound bag of fresh produce was sent home with each of the 299 preschoolers throughout the rural county.
- The Prevention Education Program taught personal safety and prevention skills to 180 preschoolers by means of stories, puppets, songs, and movement activities focusing on a variety of topics, including stranger danger, expression of feelings, and household, car, and gun safety.
- Collaboration with Behavioral Health and Mental Health Services Act provided 78 parent and professional trainings for over 360 adults on a variety of topics, including nutrition and growing healthy foods, autism, building mindfulness practice, creating trauma-informed care, and nurturing family relationships. Intensive work was done at one rural elementary school as the entire faculty was engaged in implementing the Mindful Schools



curriculum and philosophy throughout the school year. As a result, disciplinary referrals were decreased six-fold. Parent Cafes debuted in three communities, and classes in Spanish and classes for incarcerated fathers continued to be successful.

- Utilizing Child Abuse Prevention Intervention and Treatment Program funds, First 5 Calaveras partnered with Prevent Child Abuse Calaveras to provide 19 early childhood development screenings (ASQ-3 and ASQ-SE [Social Emotional]) to children ages 0 to 5 with a substantiated child abuse case. Foster parents, grandparents, and guardians were provided with child development information, Kits for New Parents, learning activities, and family strengthening resources.

Colusa County

Through its investments, the mission of First 5 Colusa Children and Families Commission is to enhance the lives of all children, prenatal to age five, and their families through a countywide, comprehensive, integrated system of early childhood development.

During FY 2015–16, First 5 Colusa invested nearly \$450,000 in programs and services, benefiting a total of 2,083 children birth to age five and 4,429 parents, family members, and providers. One of the most significant accomplishments of First 5 Colusa was the expansion of the Raising A Reader (RAR) program. RAR is a nationally recognized literacy program that promotes early language and literacy development as well as parent and child bonding. The ten-week program, offered in fall and spring, provided families with an introduction to the local Library, weekly story times that included fun and interactive activities to promote child development, RAR weekly book bag rotation, and development of a home library for enrolled families.

In collaboration with the Colusa County Library, as well as additional funding from the Colusa County Department of Health and Human Services, First 5 Colusa was able to expand the RAR program to five

different library branches throughout the county. In addition, RAR staff members were trained on the Ages and Stages Questionnaire (ASQ) and ASQ-Social Emotional screening tool, and implemented ASQ screenings as part of the RAR program. As a result, three children were referred for additional screening through Alta Regional/Special Education, two of which received additional services through the development of an Individualized Family Service Plan/Individualized Education Plan.

Other First 5 Colusa investments and initiatives included:

- CARES Plus
- Child Passenger Safety Program (classes, certified check-up stations, low-cost car seats)
- Growing Start (evidence-based parent/child playgroups)
- First 5 Service Corps/AmeriCorps (child development screenings and assessments)
- Health Access Services (Covered California and MediCal outreach, education, and enrollment)
- CalFresh Application and Enrollment Assistance
- Family Resource Centers in Arbuckle and Williams, and satellite services in Grimes, Maxwell, and Dunnigan
- Kindergarten Transition Programs (Kinder Camp and Backpack Program)
- Nutrition Services/Programs (Kids Farmers Market, Food Voucher Program), food distributions, Colusa County Grown Food Council, and nutrition classes, Rethink Your Drink Campaign)
- Family Strengthening Services (parenting classes, countywide trainings and workshops)
- Breastfeeding Initiative (Certified Lactation Counselors on site, warm-line funding, TriCounties Breastfeeding Alliance, The BIG Latch On)

Contra Costa County

First 5 Contra Costa helps young children grow up healthy, nurtured, and ready for school and life.

Results from First 5 Contra Costa's child care rating system show that

quality is improving. Ninety-five child care programs serving 3,500 children participate in the system. Sites are rated every two years and receive intensive coaching, training, financial incentives, and support to maintain or improve ratings. Fifty-five sites were re-rated in 2016, and ratings increased for nearly half. Almost every program met quality standards and most earned the two highest ratings. The system's coaching model is one reason ratings increased, particularly for family child care programs. First 5 Contra Costa produced a campaign to promote the rating system and help parents understand why quality child care matters. Learn more at www.qualitychildcarematters.org.

Other highlights from FY 2015–16 included:

- First 5 Contra Costa led the effort to implement Help Me Grow by training all 211 operators on resources to support children's development, expanding developmental screening practices at 13 pediatric offices, providing 29 playgroups for 189 children with delayed development, and providing developmental screening for 1,955 children and referring 22 percent of them for diagnostic assessment for delays or disabilities.
- Parent advocates trained by First 5 Contra Costa assessed conditions at 75 parks and presented their findings and recommendations to city councils. As a result, cities across Contra Costa made allocations totaling \$2 million to renovate some of the county's most unsafe and neglected parks.
- Nearly 400 expecting and new parents received home visiting services. Parents surveyed said their parenting knowledge and skills improved because of their participation.

Del Norte County

First 5 Del Norte (F5DN) works to promote and enhance the health, development, and wellness of children ages 0 to 5 and their families. FY 2015–16 was a time of transition with a new nonprofit taking over day-to-day

management of the existing family resource center as of July 1, 2016, and a new Executive Director in November.

F5DN helped lead a months-long, community-wide effort to better understand local challenges around early literacy. Twenty-seven families and 11 educators were interviewed about their experiences with education and literacy. The insights from the interviews became the starting point for extensive community conversation and work. The results have been presented to groups and boards throughout the county to build support for a lofty goal: All Del Norte third graders read at grade level by 2023. An early win has been new support for Little Free Libraries throughout the county.

F5DN also:

- Held its first Pre-K University, providing 30 children with a week-long preschool experience prior to starting kindergarten
- Broke ground on an expansion of its children's garden with a United States Department of Agriculture grant
- Gave away hundreds of books at community events and on the Wonder Bus
- Convened its local First 5 IMPACT/Quality Review Improvement System consortium
- Provided a site for free meals during summer and winter school breaks
- Gave mini-grants that funded backpacks for children ages 0 to 5 entering foster homes and high-quality books for Family Child Care Homes; family outreach by the Hmong Community Center; and books at the local community health center through Reach Out and Read and at the Crescent City Women, Infants, and Children office

El Dorado County

First 5 El Dorado County supports parents as a child's first teacher, investing in early literacy, high-quality child care, caregiving, developmental screens, health, and strong communities. As a result of Commission investments in FY 2015–16:

- Libraries reached a considerable portion of the county's young children. Ready to Read @ Your Library provided early literacy services to 2,276 children ages 0 to 5, nearly 24 percent of the total estimated population.
- High 5 for Quality (H5Q) effectively engaged participants to increase the quality of early care and education programs across the county. Over half (55 percent) of licensed early care and education programs participate in a quality rating and improvement system.
- Many families of newborns received effective support through a home visit. After the service, most (93 percent) program participants reported having access to community resources for their family and child if they needed them.
- Most families (93 percent) reported knowing normal behavior for their child's age level and using positive ways to guide and teach them (95 percent). In addition, half of all families surveyed reported their children received a developmental screening within the past year.
- Nearly all children surveyed accessed well-child checks. Almost all families surveyed reported that their children received well-child exams within the past 12 months.
- Community Strengthening Groups convened key organizations toward shared goals for children, families, and communities. The majority of community partners (72 percent) reported increases in their knowledge of early childhood services available for expectant parents and families with children ages 0 to 5.
- The Lighthouse for Children (LFC) facility opened services for children and families. The LFC is a community space where young children and their families are supported and prioritized so they can reach their full potential. It is home to a high-quality Child Development Center (CDC) and a Community Learning Center where children from all socioeconomic backgrounds and abilities can learn alongside each other, while families access a variety of prevention, intervention, and treatment services. To increase access to high-quality child care, the F5FC Commission approved a tuition scholarship for families of children who do not qualify for state subsidized child care and are unable to afford the full tuition amount at this CDC. The Commission's tuition scholarship is a step to promote local policy changes so high-quality child care will no longer be a privilege but a right for every child.
- \$10.6 million was awarded to community partners. Through this public procurement, the F5FC Commission partnered with 14 different agencies to improve the quality of care in early childhood education settings, promote and monitor developmental needs through the Help Me Grow system, and expand the availability of parent education and family literacy programs in urban and rural Fresno County over the next two years.
- Univision media partnership was launched to reach Spanish-speaking families. The F5FC Commission began a year-long partnership with local Univision affiliate titled *Esta En Ti* (It's Up to You) composed of monthly public service announcements using local community leaders discussing a variety of topics such as developmental screening, the role of grandparents, and high-quality child care to help families and caregivers make sound decisions about the health and development of young children. The partnership

Fresno County

In order to sustain lasting improvements in the lives of the county's youngest residents, First 5 Fresno County (F5FC) partners with community organizations, private and public agencies, and families to promote the importance of the first five years, expand services, and mobilize support for young children and their families. Highlights for FY 2015–16 include:

explored topics in detail through radio and television interviews to provide families with tips, resources, and contact information to help connect them with services.

- Funds were allocated to help decrease African American infant mortality. In 2015, F5FC commissioned a needs assessment to understand the root causes of the high rate of African American infant mortality in Fresno County as compared to the state and the nation. The study revealed the relationship between persistent discrimination; unequal opportunities; and declining material, social, and relational resources as predictive factors for poor birth outcomes. F5FC committed \$300,000 to launch implementation of the recommendations in the needs assessment report and the investment is leveraging other resources and aligning with collective impact initiatives underway in Fresno County to deepen its intended outcome.

Glenn County

The goals of First 5 Glenn County are to improve: 1) Family Functioning: Strong Families; 2) Child Development: Children Learning and Ready for School; 3) Child Health: Healthy Children; and 4) Improve System Functioning.

During this past fiscal year, one of the most significant accomplishments of First 5 Glenn County was increasing parents' skills and reducing numbers at post testing for those who scored in the "high-risk" category. This was done through the "Nurturing Parenting Curriculum" facilitated by the "Little Learners" program. Almost all parents who initially identified with high-risk behaviors experienced increased skills and knowledge as a result of program participation, and moved out of the high-risk category at the follow-up assessment. With a funding investment of \$180,000, this program/initiative provides an environment that is more sensitive and better educated about the early mental health needs of its children. Over 9,000 parents attended 424 events.

Other highlights during FY 2015–16 included:

- A total of 32 infant/toddler and 373 transitional kindergarten/ kindergarten children received developmental assessments.
- 168 children ages 0 to 5 had their oral health needs addressed (2,000 toothbrushes).
- Four AmeriCorps members supported children with 5,673 direct service hours.
- 75 Nurturing Parenting classes for 494 parents/358 children were conducted.
- Two new Summer Kinder Camps were created with 11 teachers serving 110 children.
- Professional trainings were funded for 304 teachers and educators.
- 79 children in four schools were provided with hydration centers/ Klean Kanteens.

Humboldt County

First 5 Humboldt's vision is that all Humboldt County children thrive in healthy, supportive, nurturing families and neighborhoods, enter school ready to learn, and become active participants of their communities. Along with Mendocino County, Humboldt County has the highest percentage of residents with four or more Adverse Childhood Experiences (ACES). This level of ACES puts the county at significant risk for negative physical and mental health outcomes. First 5 Humboldt's Parent and Family Support programs seek to promote resilience by supporting 17 playgroups in communities throughout the 3,600 square miles of this rural county, reaching many families in remote areas. During FY 2015–16, there were at least 10,571 parent/caregiver playgroup visits, 9,010 playgroup visits by children ages 0 to 2, and 9,968 playgroup visits by children ages 3 to 5 at 913 playgroup events.

Since 2012, the Humboldt County Office of Education's (HCOE) Kindergarten Screening Tool has been used to assess kindergarteners' readiness for school. From 2012 to 2016, the average score for those children who attended playgroup was higher than for those children who did not. HCOE reported that for children who attended



preschool, the average score was 75 percent (compared to 77 percent for playgroup attendees) and for children who attended both preschool and playgroup, the total score rose to 80 percent. This trend has held true since 2012.

First 5 Humboldt funds two specialists who work with playgroups through a partnership with HCOE. These specialists are certified in Infant-Family and Early Childhood Mental Health and provide support to playgroup families through parent education, informal screening, one-on-one support for mental health-related concerns, infant massage classes, and referrals to early intervention services. These specialists coordinate Humboldt County's 0 to 8 Mental Health Collaborative. The collaborative was established to further develop the local workforce through transdisciplinary training on trauma-informed and developmentally appropriate practice, as well as the reflective practice model. In 2015, the Collaborative offered 65 trainings with more than 2,486 participants from the disciplines of child welfare, early childhood education, social work, school psychology, family counseling, and juvenile justice, to name a few. The systems change brings together professionals from different disciplines to focus on how to best serve young children and their families.

Imperial County

First 5 Imperial County allocated approximately \$2.2 million for FY 2015–16 to fund projects committed to increasing the healthy development of children ages 0 to 5, supporting

parents/guardians and/or building capacity for providers. Investments used to support these projects addressed strategic objectives by offering services that focused on health, family support, and early care and education. For instance, investments used to support families with young children included case management for at-risk families, family resource fairs at low-performing school sites that included up to 30 distinct programs, and advocacy for children under the custody of the juvenile court system. Investments in health ranged from support to ensure expectant mothers receive prenatal education and programs designed to increase breastfeeding rates, to intensive child asthma case management services, and nutrition and fitness activities that address childhood overweight/obesity. Investments in early care and education included an intensive 30-week preschool home instruction program, child literacy activities at over 40 preschool centers with a book give-away program during each visit, subsidizing preschool slots for children that have a mild disability or are "at-risk" of developing a disability but do not qualify for special education services, and the implementation of continuous quality improvement in preschool centers and family childcare homes.

Imperial Valley Child Asthma Project (IV CAP) is an outstanding program awarded by the First 5 Imperial County Commission. As a result, during FY 2015–16, IV CAP worked to ensure that children diagnosed with asthma symptoms have access to quality care and case management services, in addition to establishing partnerships and advocating for change throughout the county. The Commission has funded IV CAP for as many as 12 years, and awarded \$157,337 for this fiscal year. Through efforts and services offered by this partnership, 82 percent of parents worked to take measures to reduce/eliminate environmental triggers, and as many as 90 percent indicated an increased compliance in the use of asthma controller medication, and only 2.2 percent of children were subject to a second hospitalization. Perhaps one of the most significant accomplishments

is based on the attention the IV CAP has raised with respect to asthma and environmental health. As a result of these efforts, a number of local health, human services, and environmental groups, along with the local water board, have identified asthma as a number one concern. The Local Health Authority, through the support of the Community Health Improvement Partnership, is currently working on increasing funding for local asthma support services modeled after IV CAP.

Other noteworthy accomplishments achieved in FY 2015–16 included:

- Offering multiple, mobile child literacy activities to over 3,200 children with each child receiving three to five books for their home library
- Funding for 12 slots for children with disabilities or who are at risk of developing a disability that does not qualify for special education services
- Promoting nutrition and fitness through education, cooking classes, and active gardening at 15 preschool centers for 323 children
- Involving 75 children in the Home Instruction for Parents of Preschool Youngsters 30-week home instruction program, where significant gains were achieved in a number of school readiness activities
- Advocacy and referral services for 67 new cases of children under the custody of the Juvenile Court System
- As many as 43 percent of mothers receiving lactation education at one local hospital were exclusively breastfeeding their child at discharge

Inyo County

In FY 2015–16, Small Population County Funding Augmentation dollars empowered First 5 Inyo County to improve early health and family strengthening programs through the use of gold standard models, producing more outcomes statewide.

One of the greatest local benefits of this evidence-based investment was that quality data from programs like Triple P (Positive Parenting Program)

and Ages and Stages Questionnaire (ASQ) motivated Inyo partners to improve systems to better meet family needs. ASQ-SE (Social Emotional) scores prompted Health and Human Services to connect more families to Parent Child Interaction Therapy, Early Wellness Recovery Action Plan, and other behavioral health supports. Wild Iris, a local nonprofit for families recovering from domestic violence, opened its art therapy classes to young children for further support. Inyo County's Superintendent of Schools Special Education Plan expanded its definition of services to better meet a variety of needs beyond speech delay.

Families also have been affected by these changes. Ninety-three percent of parents in Triple P learned new strategies to manage behaviors, and 66 percent used tools to plan and organize family routines. Eighty-two percent of parents in the anger management module said they learned to plan for trigger situations with coping statements and to use thought-switching activities. Parents in developmental play parent coaching program averaged growth of 8.4 points on the Parenting Interactions with Children Checklist of Observations Linked to Outcomes scale, a tool that monitors parent affection, responsiveness, encouragement, and teaching skills in observed play with a child.

One of every three First 5 Inyo families is involved in child welfare, criminal justice, or addictions recovery services, and one of every five clients belongs to Temporary Cash Assistance for Needy Families or Cal Works. Three-quarters of families report annual incomes under \$20,000. Experiencing a growing sense of capability among diverse parents from county jail inmates, survivors of domestic violence, and isolated parents struggling with basic needs has made First 5 Inyo grateful to offer such quality tools to families, and humbled by the hard work families put into using them.

Kern County

While birth rates have been declining in California nearly every year for the last 20 years, Kern is predicted to

increase its child population from a little over 250,000 in 2015 to 278,144 by 2020. To meet the local needs, First 5 Kern County increased its number of programs from 39 in the last year to 41 this year.

FY 2015–16 also was the beginning of a new five-year funding cycle. As California's third largest county by land area, Kern County requires early childhood services in mountain, valley, and desert communities. Because the fund allocation from Proposition 10 is based on the proportion of live births by county, no additional consideration was given to the extra cost of service delivery in hard-to-reach communities. As a result, First 5 Kern has been frugal to ensure its service coverage across a land area equal to the size of New Jersey.

Due to the decline of state revenue from tobacco consumption, nearly all programs consolidated their services. As a result, three programs—Nurse Family Partnership (NFP), Guardianship Caregiver Project (GCP), and Ready to Start (R2S)—were highlighted for their exemplary services in Child Health, Family Functioning, and Child Development, respectively. In particular, NFP's intensive support for low-income, first-time mothers has resulted in full-term pregnancies for almost 72 percent of newborns. Meanwhile, all clients of GCP confirmed in a survey that "The children in the household are not subjected to abuse and/or neglect." R2S used First 5 Kern funding to sustain its effective summer bridge program in additional school districts. Altogether, services were guided by First 5 Kern's vision to ensure children thrive in supportive, safe, loving homes and neighborhoods toward well-prepared kindergarten transition.

Kings County

During this past fiscal year, one of the most significant accomplishments was the First 5 Kings County Family Resource Centers (FRCs). With a funding investment of \$721,868, the FRCs provide early childhood education, home visitation, developmental screening, parent education, and referral services. During FY 2015–2016, 1,177 children ages 0 to 5 and 1,058 parents, siblings, and caregivers visited an FRC.

The total number of services delivered by the five funded FRCs was 26,850.

Other highlights included:

- The Linkages 2 Learning project distributed 1,472 school readiness backpacks to incoming kindergarteners.
- The Kings County CARES About Quality project provided support, ranking, technical assistance, and materials to 15 Preschool and Childcare Sites.
- The local CARES project provided training and professional growth advising to 148 professionals working in the early childhood education field.
- The United Cerebral Palsy Special Needs project provided 230 developmental assessments and 276 interventions to children ages 0 to 5.
- The United Cerebral Palsy Parent & Me project served 227 children ages 0 to 5 and 198 parents through weekly center-based early childhood activities.
- The Kettleman City FRC provided 275 home visitation services.

Lake County

Through its investments, First 5 Lake County works to achieve the long-term goal from its 2014-2019 Strategic Plan "to inspire and promote healthy, safe, happy, and family-centered experiences for children ages 0 to 5 through partnerships with local families and service providers." One of the most significant accomplishments was the continued implementation of the Children's Oral Health Project. Through coordination of First 5 Lake County, Lake County Office of Education (LCOE), and Lake County Public Health, over 800 preschool and kindergarten children received a dental screening at their school site; 42 percent of the children screened were cavity-free, which is an improvement from 40 percent in FY 2014–2015. In addition, 340 preschool children received nutrition and oral health lessons. The Children's Oral Health Project provides a platform for LCOE Healthy Start to work directly with community clinics in providing dental care at critical stages to children of greatest need. Children are identified

and referred to ensure their dental needs are met early, preventing long-term negative impacts on their health and ability to thrive in school. Two dental clinics in the county have set block appointments two mornings a week to treat children identified and transported by Healthy Start.

Other highlights during FY 2015–2016 included:

- *Lake County Hero Project* (<http://www.lakecountyheroproject.com/>) worked to showcase the resilience and strengths of over 550 families and inspire the heroes in children's everyday lives through social media, community outreach, and monthly interactive parenting challenges.
- LCOE Imagination Library provided resources for building family literacy through monthly distribution of over 1,030 books. Easter Seals operated two Early Learning Centers, Lakeport and Clearlake, assisting over 290 parents with 320 children to complete Ages and Stages Questionnaires and use the information to improve their parenting skills and support their children's growth and development.

Lassen County

The goal of First 5 Lassen County is to fund programs aimed at ensuring all children enter school healthy and ready to learn. First 5 Lassen has two primary areas of focus, oral health and home visiting, both serving high-risk populations. Two programs, the Pathways to Child and Family Excellence program (Pathways) and Children's Oral Health Program (COHP), also known as Smiles for Life, have been important investments of the county commission.

During FY 2015–16, one of the most significant accomplishments of First 5 Lassen County was its home visiting program implemented by Pathways to Child & Family Excellence, Inc. With a funding investment of \$265,000, this program/initiative provides home visiting services to high-risk families. The program is designed to improve family functioning, child development, health, and systems of care. Primary services

include weekly parent education and child development lessons using the Parents as Teachers (PAT) curriculum. Screenings and assessments are completed on children and parents to determine an individualized approach to addressing child, parent, and family needs. Each child is screened for developmental progress using the Ages and Stages Questionnaire (ASQ) & ASQ-SE (Social Emotional); simple PAT health screenings are used for hearing and vision. The Life Skills Progression Tool (LSP) is used with each family to determine the strengths of the family and the areas that need attention. Based on the LSP and weekly communication with the family, the home visitor is able to make targeted referrals. The Home Visiting Program served 111 children ages 0 to 5 and 105 parents or caregivers. Another 47 children (siblings 6 years or older) participated in the program, increasing the total number of children served during the year to 158; the number of service units was 2,574.

First 5 Lassen's COHP, implemented in the community by Smiles for Life, serves Lassen County via different service delivery strategies, including education, direct prevention, consultation services, assessment, health services, community health events, and resource and referral activities. Nearly 600 children received an oral health screening, and 255 children ages 0 to 5 received direct oral health services. Hospital-based oral health services for children, a local First 5-funded program started in 2003 and now sustained by Banner Lassen Hospital, continued to provide oral surgery services to children.

Los Angeles County

First 5 Los Angeles (First 5 LA) has successfully implemented the first year of its FY 2015–20 Strategic Plan. Ambitious in scope, the plan is taking the organization in a new direction by placing greater emphasis on efforts that contribute to sustainable public financing, public policy, and systems-level change through partnership and collaboration with others aligned to its mission. The goal is to maximize First 5 LA's impact on the greatest number of children prenatal to age 5.

In addition to shifting emphasis, First 5 LA has refined its organizational focus by committing to the following four interlinked outcome areas to help children enter kindergarten ready to succeed in school and life:

- **Families:** First 5 LA will increase the Family Protective Factors by working with parents and caregivers so they have the skills, knowledge, and access to resources they need to support their child's development.
- **Communities:** First 5 LA will support a community's ability to foster safe, healthy, engaged neighborhoods that help children and their families thrive.
- **Early Care and Education (ECE) Systems:** First 5 LA will increase access to high-quality early care and education, and increase access to affordable, quality child care and preschool.
- **Health-Related Systems:** First 5 LA will improve the capacity of physical health, mental health, and substance abuse services and systems to meet the needs of children prenatal to age 5 and their families; and improve how health-related systems coordinate and deliver care.

First 5 LA has made great strides during the last fiscal year in these areas, and continues to draw connections between them to ensure that resources are leveraged and coordinated.

Successes include:

- Developing a strategic partnership with the Center for the Study of Social Policy to launch Project Developmental Understanding and Legal Collaboration for Everyone (Project DULCE). Project DULCE enhances "well baby" checkups to support a child's early development. Through the partnership, three clinics in LA County have started serving families through Project DULCE: The Children's Clinic, Northeast Valley Health Corporation, and St. John's Well Child and Family Center.
- Launching a statewide, coordinated ECE Coalition composed of several nonprofit

groups and First 5s throughout California. The coalition, whose advocacy efforts were focused on rates, access, and quality, worked with Sacramento lawmakers to increase early childhood funding by more than \$500 million by FY 2019-20 under the FY 16-17 state budget agreement approved by the Legislature and Governor Brown last June. The additional funding will create almost 9,000 new full-day slots to the California State Preschool Program over four years, and increase reimbursement rates for providers to help address the state's new minimum wage and to help providers cover the cost of care.

- Contributing to the launch of Help Me Grow LA through a partnership with the American Academy of Pediatrics Chapter 2, LA Care Health Plan, the LA County Department of Public Health, and an additional 33 agencies committing to help bridge the gap in providing developmental screening services for young children.
- Convening leadership from public and private organizations across LA County to begin a movement around transforming LA into a trauma-informed county, where systems address trauma using a multi-pronged, multi-agency public health approach.

As First 5 LA looks to the future, work will continue to be done in partnership with the county, community organizations, and leaders that are all working to improve the health and development of LA County's young children.

Madera County

First 5 Madera County aims to ensure all children in the county are healthy, grow up in a strong family environment, and are continuously learning. It is the goal of the local county commission to fund meaningful and sustainable programs that will have a lasting positive impact in the community.

The First Parents Program (FPP) is a voluntary strength-based case management program that provides

comprehensive home visitation for first-time parents. FPP is both a proactive and reactive program. It works toward preventing problems a first-time parent may encounter, but also provides early identification and subsequent intervention methods, thereby speeding up the recovery process. The FPP served 203 infants. Of those, 82 graduated from the program at 12 months. Over 70 percent of the infants who graduated at 12 months were breastfed during their first 12 months of life. At the time of graduation, more than half of the infants were still partially or exclusively breastfeeding. FPP's 12-month breastfeeding rate is 59.8 percent. Of the 203 infants served, 31 were born in the FPP and none were premature. The FPP nurses perform various developmental assessments, including Denver II, Ages and Stages Questionnaires-Social Emotional (ASQ-SE), Ages and Stages Questionnaires (ASQ), Keys to Interactive Parenting Skills, and Life Skill Progression; and provide mothers with critical information to ensure the health and safety of their children. FPP provides comprehensive services that work toward strengthening families and promoting the health of the youngest children. The combination of these efforts work toward preparing these children for a positive school experience.

Other highlights:

- The implementation of a newly funded program, Developmental Assessments, was charged with mapping out local resources in response to ASQ-3 and ASQ-SE screening and referral outcomes.
- Family Resource Center (FRC) staff received ASQ-3 and ASQ-SE training and began performing screenings on children attending pre-kindergarten University classes. All activities and classes administered at the FRCs are designed to align with ASQ developmental measures. Through this training, the FRC manager is now a certified ASQ-SE and ASQ-3 trainer, thus supporting sustainability of critical early screening knowledge despite any future exodus of staff.

Marin County

Highlights from FY 2015–16 included:

Marin Communications Forums—First 5 Marin has been offering free monthly workshops for its colleagues and community partners for the past three years.

Originally focused only on media and communications, the forums have expanded to include “First 5 issues” (e.g., oral health, nutrition, mental health services) and to address issues of broader community concern.

Two recent topics that attracted significant attendance focused on homeless children and families, and hunger and food insecurity. Both sessions prompted attendees to request further discussion and to ask about ways to take action on the issues. First 5 Marin not only is convening its community partners, but is inspiring a collective response to public policy concerns.

Policy Breakfast—First 5 Marin welcomed more than 300 attendees to its May 13 policy breakfast on “Race, Ethnicity, and Inequity in Marin.” A group of community leaders helped plan the event, which was delivered “talk-show style” with a panel of speakers that included three ethnically-diverse teenagers, a county supervisor, and a representative from the African American community. The panel also included a consultant from the Government Alliance on Race and Equity.

The discussion centered on institutional race and equity issues—with reflections on inequities in government agencies, policies, and schools. Audience members also lined up to share their observations. There was an overwhelmingly positive response to this event; people appreciated having a forum for the discussion and are eager to keep talking as Marin County continues to work on equity.

Mariposa County

One of First 5 Mariposa County's most significant accomplishments was the School Readiness Program, funded for \$154,712. The School Readiness Program serves three preschools (Catheys Valley, Greeley Hill, and

Lake Don Pedro) located throughout Mariposa County. The three preschools provide an outstanding play-based program that prepares children for kindergarten. The facilities, curriculum, and activities are creative, educational, and focus on developmentally appropriate activities. This year there was a focus on the Quality Rating Improvement System (QRIS) with coaching, training, and evaluation. All three preschools received a high rating of 5. The schools were involved in Race to the Top—Early Learning Challenge with Merced County Office of Education, a partnership since 2012.

Another highly successful program was the Children's Dental Health Program funded for \$30,000. This program provided dental education, dental services for children with severe dental problems, and dental screenings. Three local dentists provided reduced dental cost services for children ages 2 to 5 years.

In addition, the CARES Plus program, funded for \$10,000 from First 5 Mariposa and \$20,000 from First 5 California, provided stipends for child care providers and preschool teachers. Many of the participants completed the CORE training and 21 units in ECE. The CARES Plus program made it possible for several teachers to enroll in college coursework, helping them to work toward a degree in ECE. This program ended on June 30, 2016. Mariposa had 37 trainings with childcare providers and preschool teachers.

An instructional aide was hired to work in the Mariposa Elementary School Transitional Kindergarten classroom. The program was funded for \$16,882. The instructional aide worked with the reading program/assessments, and provided extra assistance to children who were having difficulty. Having the aide in the classroom also provided time for the teacher to work with the children on an individual basis. The class had 25 transitional kindergarten students who ranged in age from 4 to 6 years. Having an aide made it possible for the students to work on enrichment projects and technology.

A training program at the Yosemite Child Care Center was funded for \$5,000 for a trainer from UC Davis and

\$2,500 in materials. The trainer provided ongoing coaching, classes for parents and staff, and student interaction for teacher observation.

Mendocino County

First 5 Mendocino County was in a transitional period for most of FY 2015–16. The Fiscal Manager left the organization in July 2015, and the founding Executive Director left in May 2016. Despite these setbacks, the organization persevered and continues to grow in the community.

Raise & Shine, an in-house program dedicated to the strategic goal of Improving Parenting, saw significant increases in Positive Parenting Program (Triple P) groups held throughout the county. Pre- and post-surveys are conducted with every parent as a self-evaluation tool. Success data are collected for each group, with the majority of parents achieving improved parenting skills. In addition to increased interest from parents, Mendocino County Health and Human Services Agency (HHS) worked collaboratively with Raise & Shine staff to revamp its mandated parenting classes to Triple P groups, bringing uniformity to the community. This interest from HHS has generated nearly \$300,000 in additional grant money for FY 2016–17.

The literacy program, Imagination Library, saw an increase from serving 2,971 as of June 30, 2015, to 4,222 as of June 30, 2016, a 20 percent increase

over the previous fiscal year. Through the combined efforts of Imagination Library staff within First 5 Mendocino, WIC, local rotaries, and school districts, First 5 Mendocino was able to provide 70 percent of the county's eligible population with one free age-appropriate book per month.

First 5 Mendocino anticipates continuing its progress with these two successful programs through grantees and other local agencies to bring awareness to the youngest members of the community.

Merced County

Through its investments, the goal of First 5 Merced County is to:

- Improve parents' (especially new parents') nurturing and engaging relationships with their children.
- Improve the quality of care provided in out-of-home settings, including center-based care, family child care, and non-licensed environments.
- Improve the system for early screening, referral, assessment, and services for children with developmental, health, social, emotional, behavioral, and other special needs.
- Improve community-level awareness and acknowledgement of the critical need to prioritize and support structured action for change benefitting our youngest children ages 0 to 5.

- Advocate for improvement and preservation of systems serving children at the local and state levels.

During FY 2015–16, First 5 Merced continued quality discussions and progress toward the QRIS among Early Education professionals in the transition year. In addition to the contracts related to the Child Signature Program transition, other significant work included infusing Ages and Stages Questionnaire (ASQ) into virtually every other contract. One Federally Qualified Health Center created a pilot program to train medical practitioners to administer ASQs and is in the process of dedicating a clinic for patients to complete screens on a regular basis, providing incentive bags for milestones at each age group. The contractor's goal is to partner with the college and create an internship program for practical experience administering ASQs. This is an example of systems-level work, which is a goal of Merced's First 5 Commission.

Other highlights from FY 2015–16 included:

- Provided support for local Parent Leadership Training Institute event for over 450 parents.
- Funded University of California Merced's (UCM) virtual resource center for families of children diagnosed with disabilities <http://www.help4mychild.org/>
- Increased overall reach through Facebook.
- 13th Annual Children's Summit with 327 participants, featuring Raising of America's "Wounded Places" and presentations from a local collaborative on trauma-informed Care.
- Engaged 180 early educators in "Ooey Goey Lady's" science training.
- Ramp-up year for First 5 IMPACT.
- Assisted with the first Sweet Potato festival in rural Merced County.
- Along with UCM, formed a Collective Impact group to address early literacy.
- Formed a cross-community coalition addressing Early Developmental Screening.



Modoc County

The goal of First 5 Modoc County is to ensure every child in the county is in an environment conducive to optimal development, and to ensure parents and families have the first option to be primary caregivers and teachers for their children ages 0 to 5.

One of the most significant accomplishments of First 5 Modoc was its dedication to improved child development. With a funding investment of \$102,695, it was able to fund two separate programs, providing a high-quality preschool experience for 25 children throughout Modoc County. The success of these programs is due partly to a strong collaborative relationship with the Modoc County Office of Education and the Surprise Valley Joint Unified School District. Funding supports either the full cost or a share in cost to attend preschool. Families were provided additional support through a family support worker. Monthly parent meetings were held and information was shared on health, safety, nutrition, parenting skills, and preschool learning foundations. Weekly child observation and results of Desired Result Developmental Profile assessments also were shared with parents, who responded in their survey that the programs were excellent.

Other highlights included:

- The Tulelake/Newell Family Resource Center provided services and activities that helped build families' strength and capacity by providing quality services and support. Services included parenting classes, resource and referral, case management, community strengthening and support, and playgroups.
- The Healthy Beginnings program is a collaborative project between Public Health and Behavioral Health that provided families with access to case management and education on positive parenting, nutrition, and other health-related topics by a home visiting nurse. Mental health and alcohol and drug services also were provided to families that were not able to afford these services otherwise.

- The Nurturing Parenting program provided two 12-week Nurturing Parenting Classes. Parents are provided with strategies that help develop and maintain healthy relationships with their children.
- The Child Care Initiative program supported the recruitment, training, and assistance for new and current licensed family child care providers through monthly trainings. Trainings included incentives for individual development as well as educational items for children.

Mono County

First 5 Mono County's goal is to enhance the network of support services for families with children ages 0 to 5. Toward this end, the First 5 Mono Commission invests in school readiness, family behavioral health, oral health, child safety, and quality child care.

In FY 2015–16, First 5 Mono sustained existing levels of service in all investment areas by funding and/or providing the following programs: 1) Peapod Playgroups provided children and parents an opportunity to socialize with peers and supported child development; 2) home visiting, using the Parents as Teachers curriculum, served 86 percent of families with newborns; and 3) professional development support to child care providers was offered through the CARES program, funded mostly by First 5 California. Other activities included countywide health and safety fairs, topical fluoride varnish application in early learning settings, free books through First Book, Raising a Reader, Kindergarten Round Up, Summer Bridge, and school readiness assessments. Helmets and car seats were given through Safe Kids California Mono partners.

First 5 Mono began implementation of First 5 IMPACT (Improve and Maximize Programs so All Children Thrive), and supported childcare provider administration of the Ages and Stages Questionnaire. A partnership with Eastern Sierra Unified School District allowed First 5 Mono to successfully apply for a Community Development Block Grant through Mono County to

open and operate new childcare centers in two rural communities, Bridgeport and Benton, without any licensed care. This activity is especially significant as the county has seen a steep decline in the availability of childcare over the last seven years, and these are the first newly licensed centers in the county in over 10 years. First 5 Mono also applied for California State Preschool funds to overlay services for the sites through the Mono County Office of Education, which received the funding award.

Monterey County

First 5 Monterey County (F5MC) invested \$8.2 million in FY 2015–16, providing services to over 30,000 young children, parents, and providers. Most were served by Parent Development programs (65 percent), and others were served by Early Care and Education (15 percent) and Child Health (19 percent) programs. To support sustained high-quality services, F5MC also invests in workforce capacity building and actively participates in countywide collaborative systems-change efforts. In June 2016, the commission approved its new Strategic Plan Framework. Many voices helped shape this plan, including parents, service providers, policy makers, and community leaders. The community developed a vision of a comprehensive, cohesive, and navigable integrated system that will build and support Strong Families who have access to Quality Early Care and Education options that meet a variety of needs to improve child well-being. They also identified an important role for F5MC to engage parents, caregivers, and community leaders in a way that influences policy at all levels.

F5MC catalyzed a consortium of partners to create one Quality Rating Improvement System (QRIS) for Monterey County—Quality Matters. The First 5 IMPACT (Improve and Maximize Programs so All Children Thrive) grant played a key role in establishing the rating system. Consortium members are now actively developing and implementing policies, procedures, and applications for the start-up of Quality Matters are being managed at the Monterey County Office of Education.

Two cross-sector Collective Impact initiatives, Bright Beginnings, developed by the Monterey County Children's Council, and Bright Futures, a cradle-to-career network, are being implemented in collaboration with F5MC. These initiatives include government, non-government, for-profit and nonprofit organizations, businesses, and community members in efforts to improve early childhood development outcomes through effective coordination, capacity building, empowerment, and strategic action.

Last year marked the fifth time F5MC conducted the Kindergarten Readiness Assessment (KRA) in Monterey County. The study serves as a tool for supporting partners and initiatives throughout the county. It is the largest examination of young children in the county and the only representative sample, collecting data from nearly 35 percent of all incoming kindergarteners. Overall, 21 percent of children entered kindergarten having achieved comprehensive mastery (i.e., mastery in self- and social development, self-regulation, language and literacy, and mathematical development as assessed with the Desired Results Developmental Profile School Readiness tool), which is similar to the rate in 2012 (20 percent). Children were most likely to master the self-regulation domain (29 percent, an improvement from 25 percent in 2012) and least likely to master the mathematics domain. Teachers ranked self-regulation and self- and social Development as the most important domains for children to master by kindergarten entry. Each school district received a customized report with the findings from students, families, and teachers to help refine their work.

Napa County

Through its investments, the goal of First 5 Napa County is to support a comprehensive system of services that ensures children ages 0 to 5 will enter school healthy and ready to learn.

During FY 2015–16, First 5 Napa made a \$57,000 investment in the Community Health Initiative (CHI) Children's Health Insurance System of Napa Valley. With this investment, CHI provides case management to

enroll hard to reach families in health insurance, keep them enrolled, and provide vital education and support to families on how to fully use insurance benefits and the health care system. Children have increased access to affordable health insurance and health products:

- 92 children ages 0 to 5 years acquired health insurance and were newly enrolled.
- 1,658 children were screened for health insurance need. To find hard-to-reach families, CHI staff attended 90 events and visited 42 community agencies throughout Napa County.
- Approximately 83 children ages 0 to 5 years and their families maintained health insurance enrollment.

Children have increased access to affordable health insurance and health products.

- After enrollment, almost all families report they have a medical home at two months (95 percent) and one year (98 percent), or a place they usually take their child when they are sick or need advice about their health, other than the emergency room.
- Families reported accessing health services when needed. Of the 399 parents who reported their children needed care by a provider, just 1 percent were unable to access appropriate services; 98 percent of children visited a doctor when needed; all children visited an optometrist when needed; and all children visited a specialist when needed.

Nevada County

First 5 Nevada County fosters and supports programs that promote health, wellness, and child development for children ages 0 to 5 and their parents through four initiatives: early learning, family strengthening, communication and outreach, and capacity building and systems change.

Highlights from funded programs include:

- 124 early childhood educators and parents attended a local child development conference.

- Of 158 children and their caregivers enrolled in evidence-based, intensive home visiting services, 97 percent of the children received developmental screenings, and 100 percent of the children identified as needing follow-up received needed services.
- 283 children and 177 parents who were not otherwise eligible for services received behavioral health care.
- 92 percent of clients in an in-home therapy program for postpartum depression showed a reduction in their postpartum depression scores after services.
- 1,883 parents and children ages 0 to 5 received services at four family resource centers.
- Education, expertise, and advocacy were provided to the community with two legislative visits; two board of supervisors presentations; six Kindergarten Parent Night presentations; representation on the Public Health Community Health Improvement Plan, the Adult and Family Services Commission, and the Child Abuse Prevention Council; two articles in The Union; three stories on KNCO; and four articles in the Sierra Sun.
- 139 family service providers participated in collaborative meetings in eastern Nevada County, and 277 attended collaborative meetings in western Nevada County.
- The Nevada County Board of Supervisors endorsed a Children's Bill of Rights for Nevada County, which was created with the leadership of First 5 Nevada.

Orange County

The Children and Families Commission of Orange County provides leadership, funding, and support for programs to achieve the vision that all children are healthy and ready to learn. This year, progress continued on the operational imperative to sustain Commission-funded initiatives that measurably contribute to children's healthy development and school readiness.



One achievement this year to increase sustainability was the authorization of an intergovernmental transfer (IGT) transaction with CalOptima, Orange County's health insurance provider for low-income families. The partnership with CalOptima leveraged funding to support the Bridges Maternal Child Health Network, Help Me Grow, and Children's Mental Health program. The IGT transaction will bring in \$8.9 million over the next four years, reducing the demand on the Commission's program funding. The programs will continue to achieve important outcomes to improve rates for prenatal care and healthy birth outcomes, and early identification and intervention for young children with behavioral and developmental concerns.

This year, technical assistance grants were awarded to the Commission from the Institute for Child Success and the NonProfit Finance Fund to explore the feasibility of implementing Pay for Success financial models for the Neighborhood Resource Network and Bridges Network programs, respectively. The innovative funding approach ties payment for service delivery to the achievement of measurable outcomes. The Neighborhood Resource Network design engages and retains eligible families into voluntary, evidence-based family strengthening services, and reduces substantiated abuse or maltreatment of children who are at-risk in their first five years of life. The Bridges design measures the impact of network

services on at-risk children and pregnant women and their health outcomes.

Placer County

First 5 Placer County has three long-term goals: 1) Children are nurtured, healthy, safe, learning, and developmentally reaching their potential; 2) Families are strong and connected; and 3) Communities are caring and responsive. To help achieve these goals, the commission adopted the Strengthening Families Protective Factors Framework. Part of the commission's role in implementing this framework is to help support and build the capacity of its funded partners.

In FY 2015–16, First 5 Placer funded 25 major programs that served approximately 1,500 children, parents, providers, and other family members. Funded programs focus on child health and development, parent support, and connecting families to community resources. Each program has a logic model that aligns with the commission's strategic plan, as well as an individual evaluation plan outlining the programs' evaluation requirements. At the end of the fiscal year, each program participates in a group learning conversation that aims to facilitate peer-to-peer learning and strengthen service coordination and collaboration.

Findings from a funded partner survey conducted in FY 2015–16 show that First 5 Placer programs have processes in place to ensure services are accessible to young children and families. Program staff have racial/ethnic backgrounds that reflect the target population, services are culturally and linguistically appropriate, and other services for young children and families are co-located in facilities of the funded programs.

Plumas County

First 5 Plumas County's primary strategy in realizing its vision and fulfilling its mission is through the support of home visiting services. Currently, the commission funds four direct service grants that provide home visiting services to families (including foster parents) who have children ages 0 to 5. All programs utilize the Strengthening Families™ Protective

Factors framework to support and measure success. During FY 2015–2016, First 5 Plumas investments in home visiting resulted in the following accomplishments:

Families are engaged in home visiting services.

- A total of 102 families were provided with home visiting services, 31 of which received integrated care. A total of 762 home visits were conducted, in which 1,555 services were provided. Thirty-three children were screened using the Ages and Stages Questionnaire.

Families are stronger as a result of home visiting services.

All the home visiting programs identify outcomes achievement related to each of the five Strengthening Families™ Protective Factors. In each of the protective factors, there was an increase in parental perception of skills, supports, and knowledge after having received home visiting services.

- 90 percent of parents agreed the program has helped them improve their parenting skills.
- 85 percent of parents agreed the program has helped them reduce the stress in their life.
- Families accessing services report a high level of satisfaction. The overwhelming majority of parents who completed the questions related to client satisfaction at the end of the Protective Factors survey were very satisfied with the home visiting program.
- 95 percent of parents agreed their overall satisfaction with services was very good.
- 90 percent of parents agreed their ideas and opinions are welcomed and included in the program.

Riverside County

First 5 Riverside County (F5R) is invested in a range of Early Learning and Health services with the goal of preparing children for success in school and life. F5R investments include promotion of parent/caregiver education to assist everyday early learning practices; increased access to quality child care/preschool special needs child care services; and early care

and education workforce development, improved quality healthcare services for asthma, breastfeeding support home visitation services, health access, nutrition and physical activity, oral health, behavioral health, and UC Riverside Pediatric Residency Program.

One of the most significant accomplishments of F5R was the collaboration work of its nutrition and physical activity program. Riverside University Health System—Public Health, Nutrition Services, and Health Promotion Branch uses the Nutrition and Physical Activity Self-Assessment for Child Care (NAP SACC) with local and state partnerships with the Riverside County Child Care Consortium, UC Riverside, Riverside County Office of Education, and Child and Adult Care Food Program.

With a funding investment of \$2,625,412 for four years, this program provides a research-based intervention with significant focus on developing policies and practices that promote optimal nutrition for children ages 0 to 5 in an early learning setting. Over 1,400 early learning staff received training, while 119 early learning sites have benefitted from this program, completing a certification process that qualifies the program to be NAP SACC designated over the period of the initiative. For FY 2015–16, the investment amount was \$797,503, with 485 providers trained and 39 sites qualifying as NAP SACC designated. This is achieved through extensive training, assessments, action planning, and consultation. The valuable contributions of training and consulting from this consortium decrease the risk of childhood obesity and improve school readiness with improvements in nutrition and physical activity within the policies and practices.

Other highlights included:

- 938 children accessed quality child care services
- Almost 1,907 children were screened for asthma-related symptoms; 141 environmental assessments were completed in child care facilities.
- Breastfeeding support services were delivered to over 11,912 mothers through the Helpline and Home Visitation Services

- 110 children enrolled in health insurance
- More than 5,993 children received mental health screenings, with almost half of these children receiving counselling and therapy services

Sacramento County

First 5 Sacramento served approximately 60,379 children, parents, and providers through the work of 30 contractors.

FY 2015–16 highlights include:

Effective Parenting: The Birth & Beyond (B&B) Program provided parent education, crisis intervention, and home visitation services through nine Family Resource Centers. The program served over 5,000 children and parents. A study of these families found that those who had 25 to 34 hours of B&B home visitation services were 133 percent less likely to have future substantiated allegations of child abuse than those who had not received B&B services.

Adult and Family Literacy: Nine school districts provided school readiness services to children and their parents. One component of these services is family literacy activities. While there is some variation in literacy activity by district, activities included Latino Family Literacy, weekly lending book bags, and parent/child workshops. Data collected using the Family Information Form between July 2015–April 2016 showed that among the 1,330 children whose parents participated in a family literacy activity and for whom intake and follow-up data were available, there was an increase in the percentage of children who were read to at home at least five days per week. Among these children, 56 percent were read to at home at least five days per week at intake, while 68 percent were read to at home at least five days per week after participating in the family literacy activities. This is a 12 percent increase in children who were read to at least five times per week.

Reduction of African American Child Deaths: The county commission continues to support programs focused on the reduction of Perinatal Condition Deaths, Infant Sleep Related Deaths, and Child Abuse and Neglect Homicides in the African American

community. Through a cultural broker program, 450 pregnant women received at least one service including, but not limited to, home visitation, education, transportation to prenatal appointments, and/or referrals to ensure they delivered healthy babies. Of those, 220 women had pregnancy outcomes and 83 percent delivered a full-term, healthy weight infant. A total of 618 African American women received education on how to safely put their infant to sleep through the Safe Sleep Education Campaign. If needed, they also received a free pack-and-play (crib). In addition, a multimedia educational campaign, “If My Mom Only Knew,” generated over 50 million impressions delivered through digital, radio, transit, and convenience store posters.

Comprehensive Screenings and Assessments: Project Screening, Outreach, and Referral Services served 286 families in the form of support, resources, and developmental screenings for children. This included 958 home visits, 425 ASQ and ASQ-SE developmental screenings, 112 hearing and vision screenings, 387 referrals, and 129 family services. Twenty-nine percent of the children who received a developmental referral qualified for services, and 24 percent were in the process of being assessed. Among the 22 children referred for mental health needs, 59 percent had accessed or were in the process of accessing services.

San Benito County

Over the course of FY 2015–16, First 5 San Benito County provided services and supports that addressed the five protective factors, conditions that contribute to child and family health and well-being. Through a range of interventions, including home visiting, parent workshops and classes, and literacy and playgroup programs, First 5 San Benito enhanced participants’ access to Concrete Support, Family Functioning and Resiliency, Social Support, Knowledge of Parenting and Child Development, and Nurturing and Attachment. Below are highlights from programs that contributed to these factors.

- **Concrete Support:** By program exit, all parents in the Parents as

Teachers (PAT) evidence-based home visiting program knew where to go to obtain a job or if they had trouble making ends meet.

- **Family Functioning and Resiliency:** Parents in the Family Wellness Court parenting classes were significantly more likely at program exit than at entry to believe they were able to handle changes as a family without becoming stressed or upset.
- **Social Support:** By program exit, every PAT participant said they know people who will listen when they need to talk about their problems or when they are lonely.
- **Knowledge of Parenting and Child Development:** Parents in the First 5 San Benito Literacy Workshop demonstrated improved knowledge of child development. For example, at the end of the workshop, 100 percent of parents correctly identified experiences that help a baby's brain develop, compared to only 47 percent who did so prior to the workshop.
- **Nurturing and Attachment:** Participants in the First 5 San Benito workshop on attachment correctly answered a significantly greater number of questions about attachment (e.g., the benefits of secure attachment and how to respond to a baby's cues) at the end of the workshop (5.88 out of 6) compared to the beginning (2.71 out of 6).

San Bernardino County

First 5 San Bernardino aims to promote, support, and enhance the health and early development of children prenatal through age five and their families and communities. This is accomplished through investments in the areas of health, family support, and early education, as well as support for systems improvement and capacity-building efforts in San Bernardino County.

FY 2015–16 yielded many notable accomplishments and positive outcomes for the county's youngest residents and their families. One of the most significant investments was having 1,165 participants in a family

support/child abuse prevention initiative consisting of a parent education component combined with structured case management. Data from this initiative demonstrated that a significant number of parents decreased attitudinal factors associated with an increased risk of child abuse in the home, and they increased stability in their relationships, finances, community navigation, employment, and education.

Other highlights included:

- The continued building of a Quality Rating and Improvement System for San Bernardino County early education providers, that had been set to launch in Fall 2016
- The Launch of "Reach Out and Read," a literacy promotion initiative in partnership with the American Academy of Pediatrics—California Chapter 2
- A quality, full-day preschool experience for 751 children
- The launch of the Babies for Optimal Nutrition and Ultimate Support (BONUS) lactation support initiative—a 24/7 warmline to assist breastfeeding mothers, along with education and support for health care providers on breastfeeding practices
- Asthma screening, stabilization, and education provided to 536 children and their caregivers
- Oral Health Screenings for 4,610 children, education for their families around optimal oral health practices, and assistance with the establishment of a dental home
- Successful literacy, water safety, and oral health campaigns
- Developmental screenings provided to 3,308 children countywide

San Diego County

First 5 San Diego is committed to building the community's capacity to promote health and learning in the first five years of life. First 5 San Diego proudly supported Sharp Mary Birch Hospital for Women and Newborns through its journey to become a Baby-Friendly designated birthing facility. The Baby-Friendly Hospital Initiative, a global program sponsored by the World Health Organization and

the United Nations Children's Fund, recognizes hospitals and birthing centers that provide breastfeeding mothers with an exceptional level of support, information, confidence, and skills needed to successfully breastfeed. Sharp Mary Birch received this designation in partnership with First 5 San Diego, providing the grant funds needed to fulfill the staff training hours required for the designation. Sharp Mary Birch is among only 312 hospitals to receive this award nationwide.

First 5 San Diego invests in public awareness campaigns with the goal of educating parents on the importance of the first five years of life. In FY 2015–16 First 5 San Diego was the recipient of the 2016 Effective Advertising on Radio Award, an honor bestowed on businesses that have effectively used the radio medium to convey their message to listeners. The San Diego Radio Broadcasters Association recognized First 5 San Diego's "30,000 Words a Day" public service announcement that encourages parents to engage in meaningful conversations with their children to expose them to rich and varied language that support vocabulary and cognitive development.

San Francisco County

The vision of First 5 San Francisco is to ensure that all children, birth to five, will be safe, healthy, and thrive in supportive, nurturing, and loving families and communities. This vision is supported through funding to over 200 community programs focused on early childhood education quality and access, family support, and child health.

First 5 San Francisco's most notable achievement in FY 2015–16 was completion of a countywide school readiness study in fall 2015 with a sample of 893 kindergarteners. The study found that 92 percent had attended a preschool or transitional kindergarten program prior to kindergarten entry, a 28 percent increase since the 2007 study. First 5 San Francisco also is pleased to have been designated as the Region IV Fiscal Lead Agency for the First 5 IMPACT grant.

Below are additional program highlights:

- San Francisco's QRIS initiative continues to expand its reach among city-funded early care and education centers and family child care homes, with a total of 176 externally rated sites. The average rating across sites is 3.5 on a 5-tier scale.
- Over 12,500 parents/caregivers and children were served by San Francisco's Family Resource Center initiative; 1,041 participated in a curriculum-based parenting class series. Results of pre/post class assessments showed parenting skill improvements for 80 percent of parents above the risk threshold at the start of the class.
- San Francisco's early identification and intervention Help Me Grow initiative provided information, referral, and/or care coordination to 1,036 parents with concerns about their child's development; outreach, training, and informational support reached approximately 700 professionals. More than 7,000 health and developmental screenings were conducted through the combined efforts of public health nurses, early childhood mental health consultants, and trained community providers.

San Joaquin County

First 5 San Joaquin (F5SJ) has a strong focus on early literacy based on a compelling need. In adults 25 years or older in San Joaquin County, 10 percent did not complete high school, and only 27 percent of third graders in the county are reading at or above proficiency.

In response to this need, F5SJ funds direct services and partners with community-based organizations to support a number of early literacy efforts. Strategies include funding family engagement literacy programs in the home and classroom, providing trainings for educators, marketing early literacy messages, and supporting a community-wide commitment to improving children's literacy.

Findings from the most recent evaluation include:

1. Early literacy programs are reaching high-need populations

in San Joaquin County (70 percent are on public insurance).

2. Parent engagement in early literacy activities increased significantly after program participation (11 percent more families had 10 or more books in the home; 19 percent more parents read to their children most days or every day).
3. Children who primarily speak a language other than English made significant gains after participating in a family literacy program (an 18 percent increase in non-English speaking children who had 10 or more books in the home).

F5SJ also provides high-quality preschool programs to children who are at the greatest risk of not succeeding in school (e.g., children who have a special need, are Dual Language Learners, and/or live in a household where a parent is employed as a seasonal migrant worker). Findings from the most recent evaluation include:

1. During this reporting period, 907 children received preschool services fully funded by F5SJ; additional services included developmental, health, vision, dental and hearing screenings; family literacy; parent education and case management.
2. F5SJ preschool classrooms met or exceeded quality score requirements (receiving average scores of 5.44 on the Early Childhood Environment Rating Scale).
3. Children made large developmental gains after participating in a F5SJ preschool program. There were large increases in the percentage of children who were "Building" or "Integrating" (from Desired Results Developmental Profile) from fall to spring across all developmental domains. The largest increases were seen in Health (+61 percent) and Cognition (+55 percent).

Other highlights include:

- F5SJ completed its fourth year of Race to the Top, exceeding goals by serving a total of 201 providers.

- F5SJ partnered with University of the Pacific for the Talk.Read.Sing. Draw.Play. campaign, bringing these key messages to families/agencies throughout the county.
- F5SJ Help Me Grow program provided over 500 children and families on CalWORKs with developmental screenings and referrals.

San Luis Obispo County

First 5 San Luis Obispo (SLO) County's mission is to invest in and advocate for quality programs supporting children and families prenatal to age 5 so that every child is healthy and ready to learn. A strategic plan developed in FY 2015–16 and informed by the SLO County Children's Bill of Rights will chart the agency's work in four Priority Areas: Perinatal Readiness, Child Health and Development, Early Learning, and Family Strengthening. First 5 SLO County joined a nationwide effort this year to share and discuss the powerful film series *Raising of America*, which focuses on the importance of investment in early childhood, and partnered with county libraries to co-host screenings and community discussions. Over 200 people around the county attended a screening.

First 5 SLO County also launched a local *Talk.Read.Sing.*® campaign in alignment with First 5 California's campaign. The project combined a mix of components including movie and radio ads, billboards, bus ads, social media and web posts, and a baseball park season sponsorship. Community engagement strategies included: 1) inviting families and businesses to show their support with "We are a *Talk.Read.Sing.*® Family/Community Partner!" decals, and 2) mounting "Let's Talk About..." signage at baby changing stations across the county.

FY 2015–16 marked another year of First 5 investment in positive outcomes for SLO County's young children and families who took part in programs ranging from WIC lactation clinics, to school readiness partnerships, to preschool-based oral health screenings. Vision Screening is among First 5 SLO County's most cost-effective projects,

and is a prime example of commitment to “upstream” prevention. For about \$6 per child, all children ages 2 to 5 are screened by a physician at least once in a three-year period. This simple practice of *early* vision screening yields big payoffs. Unchecked vision problems can be mistaken for other disabilities, and leave children at a disadvantage when they reach school age.

San Mateo County

During FY 2015–16, First 5 San Mateo County (F5SMC) maintained its multi-faceted investments in programs supporting all aspects of a child’s early years, including Early Learning; Child Health & Development; Family Engagement; and Policy, Advocacy, and Communications. Supported by \$6.2 million in community investments, its funded partners provided over 10,000 services to children, parents, and providers, and distributed 4,163 *Kits for New Parents*.

F5SMC has engaged diverse stakeholders to build policy consensus and political will in a number of arenas critical to the health and well-being of young children. Examples include:

- Partnering with the Human Services Agency, County Office of Education, and Silicon Valley Community Foundation to support a comprehensive look the role that a shortage of facilities plays in the county’s child care gap. In addition to an Early Learning Facilities Needs Assessment, F5SMC has funded an Early Learning Facilities Task Force to explore policy approaches, identify existing properties that may be able to house early learning facilities, propose funding mechanisms to support facilities, and build relationships across sectors that facilitate a common understanding and sense of purpose around this issue. Members of the task force include representatives from city and county governments, faith-based organizations, the non-profit and child care sectors, and large local employers. Members already have begun producing op-ed pieces and engaging with city councils, planning commissions,

and developers who have active projects in the approvals process.

- Staffing and managing a Countywide Oral Health Coalition and Strategic Planning process that engaged oral health providers, medical practitioners, health educators, philanthropists, child and adult health advocates, and county health officials and policy makers. The involvement of F5SMC staff in this process ensured that the oral health needs of pregnant women and children ages 0 to 5 were addressed. As a result, there is expanded awareness of the oral health issues confronting young children, along with a consensus around ways to address these problems, such as co-location of dental services at sites where these populations receive other health and educational services and funding staff to manage and implement the resulting programs.

Other highlights included:

- A Communications Planning Process involving key informant interviews, parent focus groups, a parent media consumption profile, a Grantee Roundtable, an online stakeholder survey, analysis of F5SMC’s social media activity and online presence, and a review of media coverage, policy, competitive/ally organizations, and county demographics. As it moves forward with communications efforts that support its strategic plan, F5SMC will continue to cultivate roles beyond that of a funder, such as “connector,” “policy advocate,” and “educator.” These themes align with the strategic plan. Another key piece of the communications plan will be to develop the platforms, processes, and policies that allow F5SMC to generate consistent communications about the impact of its activities, position the agency as a thought leader, and leverage partnership as a key communications channel to amplify its message.

Santa Barbara County

First 5 Santa Barbara County (First 5 SB) devotes its funding and organizational capacity in the following two primary areas: Family Support and Early Care and Education. This past fiscal year within Early Care and Education, First 5 SB achieved several noteworthy results in improving the quality of child care settings for children:

- In FY 2015–16, 128 sites participated in the Santa Barbara County Quality Rating and Improvement System (QRIS), consisting of 94 childcare centers and 34 family childcare homes. Baseline and post-assessment information was available for 82 of the participating centers and 27 of the participating family childcare homes. For both centers and family childcare homes, there was a statistically significant improvement in the overall quality of the programs over time, $t(81) = -24.60$, $p < .001$ and $t(26) = -14.32$, $p < .001$, respectively. In addition, programs moved up tiers of quality. At baseline, only 5 percent of centers and 0 percent of family childcare (FCC) homes were rated at Tier 4 or Tier 5, but by post-assessment, this percentage had increased to 93 percent for centers and 63 percent for FCC homes.

Within Family Strengthening, the following was achieved:

- Family Support (FS) partners monitored the growth of case managed families across several important family functioning domains using the evidence-informed Family Development Matrix (FDM). Parents who had at least two assessments on the FDM ($n = 211$) showed statistically significant improvements for most FDM indicators, with the largest gains seen in the areas of budgeting, childcare, clothing, knowledge of community resources, emotional well-being/sense of life value, health services, nutrition, parenting skills, and support system.
- The FS programs made a total of 2,937 referrals for children and families for additional support and



services. The majority of referrals (83 percent) addressed the area of Concrete Support, which covers referrals concerning basic needs, childcare, education, job training, financial assistance, or health and wellness. At follow-up, the vast majority of the referrals made were successful (67 percent) or services were still in progress (21 percent).

Santa Clara County

Early education programs operate within social systems that are interconnected and collectively impact families, educators, administrators, and ultimately, the healthy development of children. When supporting early education programs to effectively prepare young children for school and life, a comprehensive systems approach is used to measure and rate quality within an integrated Quality Rating and Improvement System (QRIS) based on a quality rating and improvement framework.

The QRIS framework is foundational to a comprehensive and integrated early learning system. First 5 Santa Clara's (F5SC) Early Learning Initiative integrates the QRIS Framework to support programs on a pathway of continuous quality improvement creating positive outcomes for children and support for their families.

Santa Clara County QRIS includes 254 QRIS sites (132 center-based and 122 family child care home providers), 423 classrooms that serve 930 educators and 7,100 children. With First 5 IMPACT funding, Santa Clara County has been able to expand professional development opportunities intentionally

designed to support building the capacity of Family Child Care Homes (FCCH) providers using the SEEDS of Early Literacy for Childcare Providers (SEEDS) Curriculum as an entryway into QRIS.

SEEDS is a relationship-based professional development program. It is a nationally recognized, interactive, skills-focused curriculum based on current research in early childhood education, child development, emergent literacy, and effective teaching. Through the First 5 IMPACT investment, Santa Clara County now has an opportunity to expand and enhance the work achieved with SEEDS of Early Literacy that has been in place since 2012.

Using the SEEDS curriculum, F5SC engaged all 13 Family Resource Centers (FRCs) to use community workers to recruit, engage, train, and coach 93 licensed FCCH providers. The model takes a community-centered approach by building quality improvement supports and networks for family child care providers within the F5SC-funded FRCs across the county. Additionally, implementing a quality improvement model, such as SEEDS, creates a pathway to quality for the diversity of providers in the community including targeted outreach and support for family child care providers who may not otherwise be ready to be rated. The ten-month program includes the following components:

- Group trainings for FCCH providers and coaches on the SEEDS for Childcare
- Provider's curriculum
- High-dosage individual relationship based coaching sessions; biweekly one-on-one, on-site coaching
- Family Engagement: FRC's will engage FCCHs and families in FRC community resources, training, and support
- Developmental Screening using the Ages and Stages Questionnaire (ASQ-3/ASQ-SE), vision, hearing and oral health screenings
- Targeted professional development opportunities supported by coaching to introduce the QRIS Continuous Quality Improvement Pathways, and support FCCH

providers' understanding and access to quality improvement opportunities beyond SEEDS through training in Desired Results Developmental Profile (2015), Classroom Assessment Scoring System (CLASS), and Environmental Rating Scale

- Evaluation framework utilizing validated assessment tools

Another strategy F5SC is using to introduce the FCCH providers to QRIS Continuous Quality Improvement Pathways is myTeachstone. In the Fall of 2015, F5SC was selected by First 5 California to pilot myTeachstone. F5SC hired a full-time coordinator to implement and provide technical assistance (site visits, phone calls, and regular meetings) to approximately 110 FCCH providers and assistant teachers in the use of myTeachstone. The coordinator facilitated an overview of CLASS using myTeachstone in Spanish and distributed CLASS Dimension Guides. The coordinator also sends FCCH providers weekly 15-minute course recommendations based on the domains and dimensions of CLASS. myTeachstone enhances the work of SEEDS through the integration of myTeachstone videos in monthly SEEDS workshops, and video recommendations are made for FCCH providers and SEEDS coaches based on SEEDS workshop topics. To enhance family engagement within FCCHs, F5SC is launching Raising A Reader (RAR) as the county's RAR "Super Affiliate." F5SC will pair 32 QRIS FCCH providers who have been through or are currently enrolled in SEEDS with RAR as mutually complimentary interventions that boost shared reading practices and improve children's early literacy skills.

Santa Cruz County

Highlights for FY 2015–16 included the following:

Triple P 5-Year Report—In May 2016, First 5 Santa Cruz County released a five-year report on the implementation of the Positive Parenting Program (Triple P) in the county. Triple P is a comprehensive, evidence-based support system for parents and caregivers designed to strengthen families by promoting

positive relationships, teach parents simple strategies for preventing and handling parenting challenges, and increase access to parenting information and support. The report highlighted five key findings: 1) Triple P is an effective and universal public health parenting intervention; 2) Triple P's simple, practical parenting strategies are changing families' lives for the better; 3) Triple P is responsive to the needs of diverse families; 4) brief "light touch" Triple P services are effective; 5) and Triple P has staying power, long after services have ended. Dr. Matt Sanders, a professor of clinical psychology at the University of Queensland in Australia joined First 5 Santa Cruz County for the release of the report and said, "What's being done in Santa Cruz County is the best. It's a leading example for the rest of the world where Triple P is being implemented."

Vision Screening Program—First 5 Santa Cruz County launched a new Vision Screening Program in FY 2015–16, modeled after the highly successful VisionFirst program in neighboring Santa Clara County. The program provides children as young as six months old with a simple and efficient vision screen using the Spot Vision Camera that quickly detects common vision problems. Parents of children found to have possible vision issues were assisted in getting a full vision exam for their child with a local optometrist. Of the 619 children screened, 106 (17 percent) had possible vision problems identified; 57 of those children have received a full vision exam to date, and of those children, 47 now have eye glasses.

Shasta County

First 5 Shasta's investment in early childhood is guided by its strategic framework and five selected Pathway Goals, which include: Healthy, Well-timed Births; Health and Development on Track; and Supported Families; High-Quality Childcare and Early Education; and Continuity in Early Childhood Experiences. During FY 2015–16, highlights of First 5 Shasta's activities included:

- Expansion of Bridges to Success, which provides support to parents

and care providers of children at risk of expulsion from preschool or child care settings due to behavior. In FY 2015–16, 155 children, along with their care providers and families, received interventions including classroom behavior support, Positive Parenting Program (Triple P), and other evidence-based mental health services.

- Assessment of over 1,300 Shasta County kindergarteners with the Kindergarten Readiness Snapshot—an app that provides teachers with an easy-to-use assessment tool in the domains of literacy and numeracy skills, as well as social-emotional and physical development.
- Expansion of Tri-County Community Network's Bright Futures Program, which provides Triple P Parenting, English-as-a-second-language instruction, parent-child activities, and support to families in the intermountain region of Shasta County, adding Niño Brillante—a weekly parent-child school readiness program serving Spanish-speaking families.
- Funding the Baby Love Parent Partner program, which provides expectant mothers with case management, linkage to community resources, and transportation to support basic needs and access to prenatal appointments, in order to ensure a healthy pregnancy and well-timed birth.
- Funding a variety of community education activities, including water safety education provided by the Shasta Family YMCA to 14 preschool sites, reaching nearly 300 children.
- Coordination of 42 parent-child events and community activities for children ages 0 to 5 during the annual Week of the Young Child. A total of 2,398 children attended the events.
- Distribution of over 16,000 children's books through a wide range of community partners and at a variety of community events.

Sierra County

When First 5 California's CARES Plus program ended, First 5 Sierra offered a continuation of the program on its own. It developed the Provider Network and focused on the professional development of its childcare providers. Sierra County is a rural county with no easily accessible college or university, so an important aspect of the program involved offering professional growth opportunities locally. Dr. Kristina de Korsak, a Professor in Early Childhood Education at Sonoma State University and part-time Sierra County resident, was engaged to offer quarterly trainings for providers. Training themes were based upon the latest research and information on best practices in early childhood education. Providers learned the latest on language development and literacy, brain development, and bilingualism and followed each training with a discussion and planning session for ways to bring these ideas into practice in their everyday work. In addition, Dr. de Korsak facilitated a workshop on the process of online learning, including the benefits and drawbacks, for providers to be better informed about the possibilities for continued education through distance and online learning programs.

In FY 2015–16, Dr. de Korsak was awarded a year-long fellowship at a prestigious early childhood research institute, the Simms/Mann Institute in Los Angeles. She collaborated with First 5 Sierra and the Provider Network to implement a research project for her fellowship that involved information gathering from children in First 5 Sierra-sponsored preschool programs. She collaborated with providers, parents, and caregivers to record children's verbal interactions during preschool activities and at home in order to study patterns of language development. The findings of the study were immediately useful enough that one of the preschool centers adopted a number of changes in its daily activities to better encourage language development. The Provider Network program is in the budget for FY 2016–17 and First 5 Sierra is pleased with the outcome of this investment. It now is now working to coordinate the Provider Network program and

integrate its professional growth series with opportunities funded through First 5 IMPACT.

Siskiyou County

First 5 Siskiyou works with organizations and communities to maximize resources and impacts to achieve the goal of healthy child development and strong families. Commitment toward innovation and systems building continues to be a critical cornerstone of its success. Building connections with communities, early childhood programs, county agencies, service clubs, healthcare providers, parents, education programs, and services promote the well-being of infants, toddlers, and preschoolers so young children and families can thrive. The following are highlights of its investments:

- Family Resource Centers, located in frontier communities throughout Siskiyou County, offer essential services and support to families with children birth to age 5 and beyond. The centers provide over 12,600 hours of drop-in services, such as resource and referral, application assistance, access to county job opportunities, 495 playgroups, over 254 sessions of evidence-based parenting classes and workshops, nutrition education, literacy promotion and education, tobacco use prevention and its impact on children, safe and nurturing space for drop-in play, parent support groups, and family and community fun events/celebrations. The centers are a place where parents and others can receive services but also can give back to the community through volunteer services.
- Siskiyou Reads! Family Literacy Initiative: The 8th Annual Read Across Siskiyou event, with special guest readers, including Siskiyou County district attorney, board of supervisors, mayors, city managers, deputy county council, and more, was the outset of the Family Literacy initiative. The number of books in children's home libraries increased as a result of the distribution of over 24,000

books. Furthermore, parents survey results demonstrated increases in daily reading.

- Parenting Education: Through partnerships with the FRCs and other key organizations, 254 sessions of evidence-based parenting education classes and workshops were offered. Significant improvements were made in parenting practices and child behaviors.
- Early Childhood Oral Health: 549 children benefited from education, resources, and screenings. Case management services and financial support were offered for children in need of treatment.
- Siskiyou Professional Development Partnership: 8 no-cost professional development trainings were provided by experts in the field, including Ellen Galinsky, Nurturing Parenting training for trainers, etc.
- Systems Change Efforts: The partnership with First 5 IMPACT and the Small Population County Funding Augmentation have provided the gateway to leveraging additional funding and resources for long-term sustainability of early childhood systems. From First 5 Siskiyou base funding, 126 percent of additional funds were leveraged thanks to First 5 California, Ford Family Foundation, and other partners.

Solano County

During the past fiscal year, First 5 Solano completed an 18-month strategic planning process and adopted four new cornerstone plans: 2016 Strategic Plan Update, 2016 Long-Term Financial Plan Update, 2016–2018 Program Investment Plan, and a Systems Change Action Plan. While these plans maintain continuity with earlier plans, the commission recognizes its unsustainable position of using reserve funding to meet its funding gap. This has led to the decision for a one-third decrease in program investment for the upcoming year. In addition, the county commission has adopted a priority area of Systems Change, the goal of which is to strengthen, expand, integrate, and

sustain the early childhood system in Solano County.

Other highlights that took place during FY 2015–16:

- Provided over 9,500 children, families, and providers with services.
- Partnered with the Solano County Library to create a Stay and Play early learning center at the Cordelia Library.
- Participated as a partner in Give Local Solano, raising nearly \$50,000 for local non-profit agencies.
- Partnered with Solano County Board of Supervisors to release a study on foundation giving in the Bay Area, which revealed that Solano County receives \$3 per capita in foundation funding, seven times less than its nearest neighbor.
- Launched Solano's Quality Rating and Improvement System (QRIS) and enrolled the first 32 early care and education sites through First 5 IMPACT and the QRIS Block Grant.
- Solano County Family Resource Centers provided 888 children and families basic needs, information and referrals, and case management.
- As part of the Family Strengthening Partnership, 167 children received screening from a child welfare social worker. Ninety-nine percent of children receiving Child Welfare Services remained safely in the home or with the family unit.
- Solano Kids Insurance Program secured health insurance for 562 children ages 0 to 5, providing their families with access to preventive medical services for their children.

Sonoma County

First 5 Sonoma County facilitated significant systems improvements in two of its strategic plan goal areas: Goal 1: Ensure Children's Health and Healthy Development, and Goal 3: Ensure that Early Care and Education is High Quality.

Building a strong early identification and referral system for developmental concerns is core to First 5 Sonoma County's promotion of children's health and healthy development. To ensure

children are screened and referred at the earliest possible opportunity, First 5 Sonoma County facilitates the integration of screening and referral in multiple family-centered settings (e.g., playgroups, child care, Triple P, etc.). In FY 2015–16, First 5 Sonoma funded a developmental screening initiative in which three pilot Federally Qualified Health Centers were trained in screening and referral and began implementing the ASQ-3 during well-child visits. Additionally, multiple community experts and stakeholders were convened to develop a streamlined referral process for medical providers to appropriate early intervention services. To respond to these shifts in the system of early identification, First 5 Sonoma also funded a full-time navigator within the Watch Me Grow program to address the increased community need for rescreening and referral support.

The introduction of a local Quality Rating and Improvement System (QRIS), Quality Counts, has greatly integrated and strengthened the supports available for quality early care and education in Sonoma County. First 5 Sonoma serves as the lead for the Quality Counts consortium, oversees coaching and assessment activities, and completes site ratings. Eighty early care and education sites were enrolled in Quality Counts and began receiving coaching services. Twenty-five state preschools and eight family child care providers were rated and awarded incentives based on tier rating. First 5 Sonoma also began serving as the lead county for the Region 1 QRIS First 5 IMPACT Hub, and in this role has facilitated quarterly meetings, identified cross-regional training needs, promoted resource sharing, and led a QRIS database selection process.

In addition to focusing on the quality of early care, First 5 Sonoma has continued to promote increased access to quality early education for families. Its commission has invested over \$600,000 in preschool facilities creating 428 new preschool seats in the community that will leverage over \$4.1 million in state drawdowns annually.

In recognition of declining First 5 revenues, First 5 Sonoma also has participated in a community-

led Children's Initiative to identify a sustainable funding source to support access to early care and education and other critical services for children prenatal to age 5. In FY 2015–16, First 5 Sonoma engaged in surveying to understand community support for children's issues, and it will use this survey information to inform public communication and education activities in FY 2016–17.

Stanislaus County

Through its investments in family support, child safety, health, and early learning, the goal of First 5 Stanislaus County (Stanislaus County Children and Families Commission) is to promote the development and well-being of children ages 0 to 5.

One of the most significant accomplishments of First 5 Stanislaus was the operation of the family resource centers/differential response program. With a funding investment of \$2,059,357 from First 5 Stanislaus and the Stanislaus Community Services Agency, this program provided intensive family support and child protection services to families when a child maltreatment report was filed. Since the start of the program in 2005, the rate of recurrence of additional maltreatment reports, within six months of the first report, has remained below the rates existing prior to the program's initiation. In two quarters and for the first time ever, the rate of recurrence of additional maltreatment reports within six months of the first report has been below the national goal of 5.4 percent.

Other highlights included:

- Parents of 11,782 children received family support services through countywide Family Resource Centers or other programs.
- Parents of 2,415 children received more intensive services focused on improving child abuse risk factors.
- 408 children experienced improvements in their family environment after being enrolled in respite childcare.
- 1,451 families increased the time spent reading at home with their children after receiving literacy services.

- Families of 7,228 children have increased knowledge and utilization of community resources.
- Proposition 10-funded programs brought in more than \$7 million from other funding sources during FY 2015–16, increasing the level of services for children ages 0 to 5 and their families. Of that \$7 million, nearly \$5 million came from funding sources outside of Stanislaus County.

Sutter County

An honor bestowed upon the Sutter County Children and Families Commission this past year was receiving the Yuba-Sutter Chamber of Commerce's "2015 Business Award for Service." The award was given in recognition of the collaborative efforts of the Sutter County Children and Families Commission throughout the community and for the innovative approaches utilized to implement its 2015–2020 strategic plan.

In 2015, Sutter County Children and Families Commission developed and implemented a new strategic plan. The 2015–20 strategic plan provides a method to help navigate the community investments each step of the way. As a result of an 18-month community research assessment utilized to develop the strategic plan, Sutter County Children and Families Commission gained a deeper understanding of what it will take to thrive and go forward to ensure the youngest community members take their place as Sutter County's next generation of workers, parents, community members, and leaders.

While the strategic plan points the commission's work and growth for the next five years, it is shaped by the vision, mission, guiding principles, and goals that have driven the commission for more than 15 years. The commission funds a wide array of programs and services throughout Sutter County to execute the programs and services most necessary to accomplish the vision of the commission. A long-standing and essential program that the commission continues to provide throughout Sutter County is Bright Futures. Bright Futures is a no-cost monthly Health

and Developmental Screening program where together with many professional partners, including but not limited to, Cambridge Junior College, Yuba College Nursing Program, Sutter County WIC, Peachtree Health, Public Health and Ampla Health, children are assessed and screened to ensure they are reaching developmental milestones, and are referred to local specialists if further assistance is needed. Screenings provided to any child ages 0 to 5 in Sutter County include fine and gross motor skills, oral health, height and weight, speech and language, vision, hearing, learning and cognitive skills, and behavioral assessments. ASQ's also are employed at Bright Futures, which is just one of many programs coordinated in Sutter County by the commission and its partners to support families to ensure that each child age 0 to 5 enters school healthy and ready to learn.

Tehama County

First 5 Tehama program investments focus resources on ensuring children birth through age 5 are healthy, thriving, and enter school ready to learn. Four funded programs work toward this goal: 1) the School Readiness Program is a multi-faceted array of supports including "Parents as Teachers" home visits, playgroups, KinderCamp, developmental screenings, and "READY! for Kindergarten" classes, implemented in school districts around the county; 2) the Mobile Dental Clinic provides oral health care to pregnant women and children targeting communities served by the School Readiness Program; 3) the Corning Family Resource Center serves low income, primarily Spanish-speaking families in Corning; and 4) CARES Plus is a professional development program providing early educators in Tehama County the opportunity to grow professionally and continue their formal education.

One of the most significant accomplishments of First 5 Tehama was its School Readiness Program. With an investment of \$319,259.00, this program:

- Conducted over 2,508 home visits and 230 case management services, screened 480 children for kindergarten readiness or

developmental milestones, and identified 174 three- and four-year-old children in need of early care and education and referred them to programs.

- Conducted 194 playgroups, 75 KinderCamp sessions, and six "READY! for Kindergarten" classes for parents.
- Continued to help meet the needs of parents and children in the county by providing essential information regarding available support services and referrals to partner agencies.
- Children served in its School Readiness Program are more likely to have access to health care and oral health care and more likely to participate in formal early childhood education programs than children in school districts not served by the program.

First 5 Tehama continued the School Readiness Program expansion efforts due to its strong partnerships and the use of Tehama County Department of Education Local Control and Accountability Plan funding, First 5 California Small Population County Funding Augmentation, and leveraged AmeriCorps funding by utilizing AmeriCorps members as home visitors.

First 5 Tehama also directs the Early Intervention Partnership, the prevention committee of the Blue Ribbon Commission on Children that provided a venue for developing integrated support services to promote the best outcomes for children and families. Partner agencies shared best practices, collaborated through organizational systems, and shared efforts that maximize positive outcomes. The efforts include implementing the Strengthening Families Framework as a major component of its action plan.

Trinity County

Trinity County encompasses 3,208 square miles of rural terrain in California's Northwest Territory with a population of 13,448. Children ages 0 to 5 number 745, and 25 percent of those children live in poverty. During FY 2015 – 16, Trinity First 5 Commission developed a new five-year strategic plan that identified oral health, access to

healthy food, and school readiness as its top three priorities.

Trinity County lacks any dental services for children ages 0 to 5, which, with the additional travel time for dental care, becomes prohibitive for most Trinity County families. Highlights include for the first time investing in dental van services to come to Trinity County to serve its children, so that services can be provided to them without leaving the county. This initial investment allowed 103 children to receive dental services and referrals when needed. The success of this initial investment led the commission to double its investment for FY 2016–17.

In addition, it continued to invest and provide services to its long-time grantees through the Welcome Baby project; provided nutrition education through its two children's gardens projects in Weaverville and Hayfork; and invested in seven school readiness projects located in six different communities.

Further, to address one of its top three priorities to access healthy food, First 5 Trinity invested and partnered with multiple agencies to re-start the summer meals program in the county, which had been absent for many years.

First 5 Trinity continues to focus on building the capacity within its small community to address the needs of children and families to help them further succeed in school and beyond.

Tulare County

For the fiscal year ending June 30, 2016, First 5 Tulare County invested over \$5.5 million in programs enhancing and supporting the health, families, and school readiness of the youngest residents. During FY 2015–16, 2,616 children were birthed to three funded program sites that promote breastfeeding. Of those births, 67 percent (n=1,764) continued to breastfeed at discharge. Two of the sites were in the process of baby-friendly designation, which demonstrates a commitment to improve infant feeding policies, training, and practices. It creates an environment that is supportive of best practices in maternal care and of optimal infant feeding.

Other notable achievements included:

- The five Family Resource Centers (FRCs) have become an integral part of the community. The FRCs provide services to five remote areas in Tulare County and provided case management to 807 families. They provided 3,613 home visits; 535 children were linked to oral health services, and 656 children were linked to a medical care provider.
- School Readiness opportunities were provided to 412 children. Teachers benefitted from 474 hours of professional development opportunities.
- Twenty-five thousand children and 15,686 caregivers benefitted from Proposition 10 funding.

Tuolumne County

Tuolumne County invested \$451,191 in FY 2015–16 in grants and programs to support direct services for children, parents, and teachers. Five focus areas were supported: (1) Parent Education and Support for parents at risk of child abuse and neglect; (2) Social-emotional Consultation to preschool teachers and direct help for children struggling in preschool settings; (3) Children's Oral Health through education, screening, and fluoride treatments; (4) Family Learning and Literacy to promote family stability and early learning; and (5) Public Health Nurse outreach. In addition, First 5 Tuolumne partnered with First 5 California in CARES Plus and First 5 IMPACT, supporting early childhood educators with professional development.

Outcomes measured in FY 2015–16 included:

- Parents at high risk for child neglect and abuse improved their parenting skills and knowledge.
- Teachers learned how to support children's social-emotional development in their preschool classrooms and how to better communicate with parents.
- Fewer young children had cavities or dental disease.
- More children received developmental screenings, and their parents learned about

appropriate developmental expectations.

- Children with behavioral issues were supported to succeed in their preschool settings.

Linkages between community programs, services, and systems continued to contribute to a more comprehensive approach to serving families.

Ventura County

First 5 Ventura County (F5VC) developed an implementation approach for its new strategic plan that was adopted in June 2015. Implementation of this new five year plan began July 1, 2016. The plan builds on the significant accomplishments realized for young children and their families and addresses declining resources in future years. Recognizing the need to be even more strategic in its investment and leveraging partnerships, F5VC will shift toward capacity-building efforts that promote parent engagement, build best practices and quality standards, engage partners in cross-system governance, and increase the alignment of resources for improved outcomes for young children.

Several accomplishments were realized this year in the development and implementation of countywide systems initiatives in strengthening families, promoting early literacy, and prenatal care. Through these partnership-based collaboratives with county agencies, schools, and community organizations, common frameworks for addressing the needs of young children and their families were advanced. F5VC championed the Take 5 and Read To Kids campaign to raise awareness about the importance of early childhood literacy. Working with local media partners and community leaders, countywide celebrity readers encouraged parents and caregivers to talk, read, and sing with young children. An ongoing convening of partners promoting high-quality, accessible prenatal care has resulted in the development of a web-based tool, providing easy access to information and local resources on the pre- and post-natal period.

F5VC's continued participation in the national Early Childhood–LINC (Learning & Innovation Network for Communities) network of nine communities from across the United States advanced local understanding and work in the areas of trauma-informed care, parent engagement, building blocks of early childhood communities, and shared measures for reporting outcomes. With funding received from the EC-LINC initiative, F5VC is leading the effort to develop best practices and evaluation frameworks for playgroups serving children ages 0 to 3 with the goal of demonstrating the effectiveness of this intervention in the continuum of services.

As a result of the innovative and quality early learning programming at the local level, F5VC received additional state and federal resources which were blended with local funding to significantly expand countywide Quality Rating and Improvement System (QRIS) and workforce development efforts for the past five years. In FY 2015–16, F5VC successfully completed these long-term federal and state grants and began the transition to First 5 California's new First 5 IMPACT. Of the 122 early education programs participating in Ventura County's QRIS, 81 percent rated at the highest levels of quality.

Over the past 16 years, F5VC has made a significant countywide investment in its place-based Neighborhoods for Learning (NfL) initiative and championed access to quality preschool. Through 11 NfL initiatives, 25 family resource centers are available throughout the county, bringing together early learning, health, and family support resources to families in their neighborhoods.

First 5 Yolo

The investments and work of First 5 Yolo support the mission to assist the community to raise children who are healthy and ready to learn. The three-year strategic plan, launched in FY 2015–16, focuses Proposition 10 funds on both supporting and sustaining results-oriented programs and services supporting child health and development, family functioning, and

improved systems. Funded program highlights include:

- The full launch of Help Me Grow Yolo, including a call center staffed by infant/child development professionals, resource navigation assistance, and media roll out.
- Early childhood education programs, including Play School Experience targeted for families in need, partnership with First 5 IMPACT and quality preschool efforts, preschool enhancement of the arts for high-risk children, an early intervention preschool pilot, and countywide family literacy efforts.
- Parent education and family support programs, including emergency overnight care at the Yolo Crisis Nursery, evidence-based AVANCE pilot in rural areas, and the initiation of Family Hui parent empowerment groups.
- Successful movement of the nationally accredited Healthy Families America Home Visiting Program, Step-by-Step/Paso-a-Paso, in partnership with Yolo County Health and Human Services Agency, to a sustainable and more robust model with blended funding streams.
- Recognized system improvement in foster care in Yolo County through the highly effective Parent Education, Recruitment, and Retention Program.

FY 2015–16 also was a year of significant work toward advancement to the next phase of action and tactical planning for First 5 Yolo. Personnel and operational cost savings were implemented to address the decrease in state funding and the conclusion of other grants. The Commission's budget reflects expenditures in alignment with current year revenues.

First 5 Yolo, in partnership with the County of Yolo Health and Human Services Agency, streamlined reporting and evaluation activities to a Friedman Results-Based Accountability format. Together with each funded program, First 5 Yolo developed specific, meaningful performance measures reflective of a defined program purpose, with the goal of using data to both

understand and continuously improve First 5 IMPACT. First 5 Yolo also began Funded Partners Roundtable meetings to encourage system-wide review as well as individual program evaluation.

In the interest of sustaining effective programs and services, First 5 Yolo also directed time and attention to the development of a new approach to convening community leaders and other funding agencies. FY 2015–16 planning for the First 5 Yolo Champions for Children Development Advisory, a group of private and public funders interested in collaborative work in support of young children and families, has set the foundation for the inaugural meeting and launch of this initiative in FY 2016–17.

Yuba County

Through its local investments, the goal of First 5 Yuba County is to ensure resident service and resource providers are supported in their effort to engage and serve families with young children. During the past fiscal year, one of the most significant accomplishments of First 5 Yuba was the adoption of the Early Developmental Screening and Intervention Initiative (EDSI) modeled after First 5 LA's efforts. This initiative set the path for the commission and Yuba County Public Health to work together with local service providers to establish a county-based system to identify children with delays as early as possible and to connect them with the appropriate and effective services and interventions.

Local data indicated the primary problem in the county is not lack of services, but knowledge about services. First 5 Yuba, together with its community partners—Yuba County Health and Human Services, Office of Education, the Family Resource Center Network, Behavioral Health, Childcare Planning Council, Family Soup, and Dr. Chuk Ndulue—worked to locally implement the Help Me Grow system for effective, universal, early surveillance and screening for all children. As a result, Yuba County is now recognized as a Help Me Grow National Affiliate.

The connections to existing programs and services for families and providers are easily accessible

through a toll-free telephone number available to all Yuba County families seeking care. All calls are answered by a specially-trained public health nurse ready to assist callers with information, a referral, or specialized care coordination. Additionally, county pediatric offices and First 5 service providers also are connecting families and increasing the number of screenings conducted in Yuba County.

Other highlights during this past fiscal year include the following:

- Worked with Yuba County Office of Education and Sutter-Yuba Behavioral Health to ensure the accessibility of parenting support classes focused on the age of the child and teen parents.
- Filled the service gap of affordable quality early education in the Olivehurst/Plumas-Lake community by investing in a co-op preschool in partnership with Fusion Kids Inc., a nonprofit community-supported organization.
- Revitalized First 5 Yuba's partnership with Marysville Joint Unified School District and Peach Tree Healthcare to ensure the longevity of the mobile dental clinic. The mobile clinic served 386 under the age of five, and reached an additional 1,290 children who otherwise would not have received oral health services.
- Worked with Marysville Joint Unified School District to increase the opportunity of additional on-site early education services through school readiness activities designed for infants/toddlers.
- Collaborated with local leaders to provide young children in Olivehurst a safe and healthy recreational opportunity.
- Funded an additional \$50,000 in various community-driven projects focused on expanding services and resources available to young children through the First 5 Yuba Mini-Grant program.

Appendix A: Number of Services and Expenditures by Result Area and Service Type, 2015–16

Result Area and Service Type	Children 0 to 5 Services	Parent Services	Provider Services	Total Adult and Provider Services	Total Number of Services	Percent of Services in Result Area	Total Expenditures for Services	Percent of Services in Result Area	Percent of Total Expenditures
Improved Family Functioning *									
Community Resource and Referral	19,430	256,570	174	256,744	276,174	34%	\$7,845,995	7%	
Distribution of <i>Kit for New Parents</i>	202	94,536	48	94,584	94,786	12%	\$341,148	<1%	
Adult and Family Literacy Programs	140,579	77,411	2,507	79,918	220,497	27%	\$6,799,064	6%	
Targeted Intensive Family Support Services	40,358	49,652	1,432	51,084	91,442	11%	\$64,831,212	56%	
General Parenting Education and Family Support Programs	41,387	67,640	1,163	68,803	110,190	14%	\$30,564,274	26%	
Quality Family Functioning Systems Improvement	9,200	471	1,895	2,366	11,566	1%	\$5,133,581	5%	
Subtotal	251,156	546,280	7,219	553,499	804,655	100%	\$115,515,274	100%	26%
Improved Child Development *									
Preschool Programs for 3- and 4-Year-Olds	42,921	7,020	1,546	8,566	51,487	27%	\$100,309,196	56%	
Infants, Toddlers, and All-Age Early Learning Programs	13,445	10,113	128	10,241	23,686	12%	\$15,646,123	9%	
Early Education Provider Programs	3,216	1,060	16,822	17,882	21,098	11%	\$31,423,210	17%	
Kindergarten Transition Services	15,679	11,187	630	11,817	27,496	14%	\$5,297,675	3%	
Quality ECE Investments	45,209	13,484	9,401	22,885	68,094	35%	\$26,470,517	15%	
Subtotal	120,470	42,864	28,527	71,391	191,861	100%	\$179,146,721	100%	40%
Improved Child Health *									
Nutrition and Fitness	16,063	21,942	3,403	25,345	41,408	5%	\$19,486,299	13%	
Health Access	46,871	31,488	404	31,892	78,763	10%	\$9,244,048	6%	
Maternal and Child Health Care	31,991	88,718	487	89,205	121,196	15%	\$44,661,849	30%	
Oral Health	197,336	89,247	3,389	92,636	289,972	35%	\$20,439,016	14%	
Primary and Specialty Medical Services	51,597	16,750	3,377	20,127	71,724	9%	\$8,496,932	6%	
Comprehensive Screening and Assessments	111,392	49,208	2,562	51,770	163,162	20%	\$20,389,267	13%	
Targeted Intensive Intervention for Identified Special Needs	16,632	3,900	1,411	5,311	21,943	3%	\$19,177,060	13%	
Safety Education and Injury Prevention	3,680	6,469	1,168	7,637	11,317	1%	\$1,066,242	<1%	
Tobacco Education and Outreach	577	3,294	-	3,294	3,871	0%	\$424,154	<1%	
Quality Health Systems Improvement	86	19,938	5,672	25,610	25,696	3%	\$7,460,098	5%	
Subtotal	476,225	330,954	21,873	352,827	829,052	100%	\$150,844,965	100%	34%
Total	847,851	920,098	57,619	977,717	1,825,568		\$445,506,960		100%
Improved Systems of Care **									
Policy and Broad Systems-Change Efforts	-	-	-	-	-		\$16,798,243	30%	
Organizational Support	-	-	-	-	-		\$30,908,879	54%	
Public Education and Information	-	-	-	-	-		\$9,311,368	16%	
Total	-	-	-	-	-		\$57,018,490	100%	
Grand Total	847,851	920,098	57,619	977,717	1,825,568		\$502,525,450		

* Counts may include individuals in more than one Result Area or Service Type.

** Improved Systems of Care does not list counts of individuals served because it supports services in the other Result Areas.

Note: Services and expenditures are for 58 county commissions reporting in November 2016. Expenditures for some counties were reported pending final audits.

Appendix B: First 5 California Result Areas and Services

Result 1: Improved Family Functioning

Providing parents, families, and communities with relevant, timely and culturally appropriate information, education, services and support.

Services

a. Community Resource and Referral

Programs providing referrals or service information about various community resources, such as medical facilities, counseling programs, family resource centers, and other supports for families with young children. This includes 2-1-1 services or other general helplines and services that are designed as a broad strategy for linking families with community services.

b. Distribution of Kit for New Parents

Programs providing and/or augmenting the First 5 California Kit for New Parents to new and expectant parents.

c. Adult and Family Literacy Programs

Programs designed to increase the amount of reading that parents do with their children, as well as educate parents about the benefits of reading or looking at books together (e.g., Even Start, Reach Out and Read, Raising a Reader). Family literacy may include adult education programs that provide English as a Second Language and literacy classes, and/or a General Equivalence Diploma.

d. Targeted Intensive Family Support Services

Programs providing intensive and/or clinical services by a paraprofessional and/or professional, as well as one-to-one services in family support settings. Programs are generally evidence-based, and are designed to support at-risk expectant parents and families with young children to increase knowledge and skills related to parenting and improved family functioning (e.g., home visiting, counseling, family therapy, parent-child interaction approaches, and long-term classes or groups). This category also includes comprehensive and/or intensive services to homeless populations.

e. General Parenting Education and Family Support Programs

Programs providing short-term, non-intensive instruction on general parenting topics, and/or support for basic family needs and related case management (e.g., meals, groceries, clothing, emergency funding or household goods acquisition

assistance, and temporary or permanent housing acquisition assistance). Fatherhood programs are also included here. In general, these programs are designed to provide less intense and shorter term ("lighter touch") support services and classes for families by non-clinical staff (e.g., Family Resource Centers).

f. Quality Family Functioning Systems Improvement

Family functioning system efforts are designed to support the implementation and integration of services primarily in Result Area 1. This may include use of the Family Strengthening approach, Protective Factors planning or implementation, service outreach, planning and management, inter-agency collaboration, support services to diverse populations, database management and development, technical assistance, and provider capacity building. Provider loan forgiveness programs for which child or provider counts are not measured are included in this category.

Result 2: Improved Child Development

Increasing the quality of and access to early learning and education for young children.

Services

a. Preschool Programs for 3- and 4- Year-Olds

Programs providing preschool services, preschool spaces, and comprehensive preschool initiatives primarily targeting three and four year-olds. Child Signature Programs (CSP) 1 and 3 are included in this category, as well as county programs which mirror the quality and intensity of the CSP.

b. Infants, Toddlers, and All-Age Early Learning Programs

Programmatic investments in early learning programs for infants and toddlers, as well as all-age programs. Examples of all-age programs that may be included here are child related early literacy and Science, Technology, Engineering, and Math (STEM) programs; programs for homeless children; migrant programs; and similar investments.

c. Early Education Provider Programs

Programs providing training and educational services, supports, and funding to improve the quality of care. This includes Comprehensive Approaches to Raising Education Standards (CARES) Plus and workforce development programs.

d. Kindergarten Transition Services

Programs of all types (e.g., classes, home visits, summer bridge programs) that are designed to support the kindergarten transition for children and families.

e. Quality Early Childhood Education Investments

Improvement efforts designed to support the implementation and integration of services primarily in Result Area 2. This may include Race to the Top—Early Learning Challenge and other Quality Rating and Improvement System investments. This category includes early literacy and STEM systems-building projects. This also could include interagency collaboration, facility grants and supply grants to providers, support services to diverse populations, and database management and development. CSP 2 is reported in this category.

Result 3: Improved Child Health

Promoting optimal health through identification, treatment, and elimination of the risks that threaten children's health and lead to development delays and disabilities in young children.

Services

a. Nutrition and Fitness

Programs providing strategies to promote children's healthy development through nutrition and fitness, including programs to teach the facts about healthy weight, basic principles of healthy eating, safe food handling and preparation, and tools to help organizations incorporate physical activity and nutrition. Recognized strategies include "Let's Move" Campaign, MyPyramid for Preschoolers, and sugar-sweetened beverage initiatives.

b. Health Access

Programs designed to increase access to health/dental/vision insurance coverage and connection to services, such as health insurance enrollment and retention assistance, programs that ensure use of a health home, and investments in local "Children's Health Initiative" partnerships. Providers may be participating in Medi-Cal Administrative Activities to generate reimbursements.

c. Maternal and Child Health Care

Programs designed to improve the health and well-being of women to achieve healthy pregnancies and improve their child's life course. Voluntary strategies may include prenatal care/education to promote healthy

pregnancies, breastfeeding assistance to ensure that the experience is positive, screening for maternal depression, and home visiting to promote and monitor the development of children from prenatal to two years of age. Providers may be participating in Medi-Cal Administrative Activities to generate reimbursements.

d. Oral Health

Programs providing an array of services that can include dental screening, assessment, cleaning and preventive care, treatment, fluoride varnish, and parent education on the importance of oral health care. This may include provider training and care coordination of services.

e. Primary and Specialty Medical Services

Programs designed to expand and enhance primary and specialty care in the community to ensure the capacity to serve children. Services include preventive, diagnostic, therapeutic, and specialty medical care provided by licensed health-care professionals/organizations. Services may include immunizations, well child check-ups, care coordination, asthma services, vision services, services for autism/attention-deficit hyperactivity disorder, other neurodevelopmental disorders, and other specialty care.

f. Comprehensive Screening and Assessments

Programs providing screening, assessment, and diagnostic services, including developmental, behavioral, mental health, physical health, body mass index, and vision. Screening may be performed in a medical, education, or community setting. These services determine the nature and extent of a problem and recommend a course of treatment and care. This may include strategies to connect children to services which promote health development, such as *Help Me Grow*.

g. Targeted Intensive Intervention for Identified Special Needs

Programs providing early intervention or intensive services to children with disabilities and other special needs, or at-risk for special needs. May include strategies targeting language and communication skills, social and emotional development, developmental delays, and related parent education. Mental Health Consultations in ECE settings are included in this category. "Special Needs" refers to those children who are between birth and five years of age and meet the definition of "Special Needs."

h. Safety Education and Injury Prevention

Programs disseminating information about child passenger and car safety; safe sleep; fire, water, home (childproofing) safety; and the dangers of shaking babies. Includes education on when and how to dial 9-1-1, domestic violence prevention, and intentional injury prevention. Referrals to community resources that specifically focus on these issues also may be included in this category.

i. Tobacco Education and Outreach

Education on tobacco-related issues and abstinence support for people using tobacco products. Includes providing information on reducing young children's exposure to tobacco smoke.

j. Quality Health Systems Improvement

Efforts designed to support the implementation and integration of services primarily in Result Area 3. This may include service outreach, planning and management (general planning and coordination activities, interagency collaboration, support services to diverse populations, database management and development, technical assistance and support, contracts administration, and oversight activities), and provider capacity building (provider training and support, contractor workshops, educational events, and large community conferences). Provider loan forgiveness programs for which child or provider counts are not measured are included here. Includes Baby Friendly Hospital investments, projects for cross-sector data integration, and designing a community-endorsed developmental screening framework.

b. Organizational Support

Training and support provided to organizations that does not apply to one of the three programmatic Result Areas, but instead has a more general impact. Other examples of organizational support include business planning, grant writing workshops, sustainability workshops, and assistance in planning and promoting large community conferences or forums. Database management and other cross-agency systems evaluation support, and general First 5 program staff time are included in this category.

c. Public Education and Information

Investments in community awareness and educational events on a specific early childhood topic that does not apply to one of the three programmatic Result Areas, or promoting broad awareness of the importance of early childhood development.

Result 4: Improved Systems of Care

Implementing integrated, comprehensive, inclusive, and culturally and linguistically appropriate services to achieve improvements in one of more of the other Result Areas.

Services

a. Policy and Broad Systems—Change Efforts

Investments in broad systems-change efforts, including inter-agency collaboration, work with local and statewide stakeholders, policy development, and related efforts. This category includes county investment and work with The Children's Movement and/or on grassroots advocacy efforts.

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Our Vision

California's children receive the
best possible start in life and thrive.



First 5 California

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First 5 Mono Strategic Plan 2014-2019

Revised April, 2014

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Introduction

The Mono County Children and Families Commission (First 5 Mono) last revised its strategic plan in 2009 and decided to begin the revision process again in 2013 with the goal of creating a five year strategic plan for 2014 to 2019. This guiding document provides a plan to support and improve the lives of young children and their families. Together with community partners and families, we have the opportunity to create and enhance efforts to promote our children's optimal development.

Vision

All Mono County children will thrive in supportive, nurturing, and loving environments, enter school healthy and ready to learn, and be capable of reaching their full potential.

Mission

First 5 Mono County will be a leader in a community-oriented and family-centered support network for children prenatal to age five and their families, and is charged with improving outcomes in children's health, safety, and learning.

Goal

Enhance the network of support services for families with children ages 0 to 5 years.

Guiding Principals

1. Strive to serve all families in Mono County using strength based, family centered, and culturally relevant approaches.
2. Promote and fund high-quality programs that are flexible and creative.
3. Foster coordination and partnerships with service providers.
4. Be accountable to the public with effective fiscal management and evaluation.
5. Leverage funds to maximize community resources and program support.

About the Commission

The California Children and Families Act (also known as Proposition 10 or "First 5") was enacted in 1998, increasing taxes on tobacco products to provide funding for services to promote early childhood development from prenatal to age 5. Mono County currently receives approximately \$390,000 a year from these funds, through annual allocations, augmentations for small population counties, and child care quality matching funds. To access these funds, the county must adopt a strategic plan that shows how it will use Proposition 10 funds to promote a comprehensive and integrated system of early childhood development services.

The Mono County Children and Families Commission, First 5 Mono, was created in 1999 by the Mono County Board of Supervisors to:

- Evaluate the current and projected needs of young children and their families.
- Develop a strategic plan describing how to address community needs.
- Determine how to expend local First 5 resources.
- Evaluate the effectiveness of funded programs and activities.

Community Input

Input was gathered in multiple ways with the goal of hearing from parents and community members county-wide. Participants in the planning process were provided a draft 2014-2019 Strategic Plan and the 2009 Strategic Plan. Issues considered included:

1. Outcomes and continued community need for currently funded programs.
2. New priorities and opportunities.
3. Capacity for funding.

Focus Groups

Six focus groups were conducted in November and December at regularly scheduled Peapod Playgroups in the following locations:

- Walker
- Bridgeport
- June Lake
- Mammoth Lakes, English
- Mammoth Lakes, Spanish
- Crowley Lake

Notice was given to Peapod participants, and home visiting clients informing them a focus group was taking place in their community. Discussion was fostered by asking participants at each group the same list of questions.

Community Meeting

A community meeting was held November 19th at 5:15 p.m. in Mammoth Lakes to elicit comments and suggestions from any interested community members unable to attend public hearings at commission meetings due to work. Notice was sent to our listserv, community partners, and the local newspapers: El Sol, The Sheet, and The Mammoth Times.

Public Hearings

The October and December Commission meetings included public hearings, giving the public a chance to comment on potential revisions to the strategic plan. The October meeting was held in Bridgeport with the hope of getting more input from the north county. Notice was sent to our listserv, community partners, and the local newspapers: El Sol, The Sheet, and The Mammoth Times.

Written Comments

With the notice of public hearings and the focus groups, we will also invited the public to submit written comments to the executive director. Community partners were contacted via email and invited to provide input. "Invest In..." comment cards (index cards with a blank spot after the words "Invest In") were placed around Mammoth Lakes with a flyer describing the need for input in the Strategic Plan. Cards were placed in the following offices: First 5 Mono, Sierra Park Pediatrics, Day & Night Pediatrics, Women Infants and Children (WIC), Inyo Mono Community Advocates (IMACA), and Mono County: Health Department, Social Services, and Behavioral Health.

Planning Retreat

On January 16th, 2014, the commission participated in a planning retreat to review public input, past accomplishments and investments, and current unmet needs with the goals of: 1) identifying potential indicators of success and outcomes; and 2) prioritization of strategies based on commissioners' identification of need, impact, and available infrastructure.

Evaluation Results

Annual evaluations results from Fiscal Years 2009-2010 and 2010-2011 were available at each focus group, community meeting, and public hearing, as well as posted on our website to help community members formulate suggestions for the strategic plan revision.

Public Hearing on the Revised Plan

At the April Commission meeting, there was a public hearing on the draft strategic plan and the commission took action to adopt the plan.

Accomplishments

Over the last 13 years, First 5 Mono has offered families home visiting, playgroups, Kindergarten Round Up, and Summer Bridge Programs; and child care providers training, quality improvement assessments, and oral health education for children in their care. First 5 Mono has continued to build partnerships with community agencies, child care providers, the hospital, and schools. Successes since the last Strategic Plan revision include:

- Expanded Services**
 - The Tooth Tutor program is able to provide home visits educating parents about optimal oral health.
 - Topical fluoride varnish provided to children in playgroups.
 - Creation of county-wide Peapod Playgroups.
 - Development of two Home Visiting programs within the First 5 office.
 - Coordination of a Childbirth Education Course at the hospital 2 times a year.
 - Free breastfeeding bags for all moms giving birth at Mammoth Hospital.
 - Expansion of School Readiness activities to northern Mono County (Coleville, Bridgeport, and Lee Vining); including Kindergarten Round Up and Summer Bridge.
 - Creation of Birth-to-5 Health and Safety Fairs in Coleville, Bridgeport, Lee Vining and Benton.
 - Distribution of free children's books to Mono County children through First Book.
 - Distribution of free car seats through partnerships with IMACA and the Health Department.
 - Distribution of free bike helmets at Kidapolooza and Birth-to-5 Health and Safety Fairs.
 - Participation in a newly formed Breastfeeding Taskforce.
 - Funding for a coordinator for Safe Kids California, Mono Partners.
 - Participation in the First 5 California Sponsored Child Signature Project.
- Sustained Services**
 - Oral health education in child care settings.
 - Topical fluoride varnish provided to children in child care centers and in-home child care.
 - Raising a Reader
 - Childcare quality improvements and maintenance (CARES).

- School Readiness activities in Mammoth Lakes and Benton, including Kindergarten Round Up and Summer Bridge (see also expanded services).
- Free breast pump lending.
- Readers' Theatre: educational productions for child care providers.

**New Local
Funding
Partners**

- \$40,000 contract with Mono County Behavioral Health to provide Peapod Playgroups
- \$29,000 CAPIT (Child Abuse Prevention, Intervention and Training) grant from the Department of Social Services to provide high-needs home visits for children 1-6 years old.

Programs and Objectives

First 5 Mono programs were developed to fill community needs. Needs were assessed through collaboration with community agencies, input from families, and ongoing evaluation activities. Nationally recognized strategies have also influenced decisions around program development and maintenance. Programming decisions are also guided by the availability of funding from outside sources.

FY 2013-14 Programs

1. Home Visiting

Rationale: Home visiting is a nationally recognized strategy to improve outcomes for children and families. It has been demonstrated to improve family functioning, decrease child abuse, and improve school readiness and literacy. In partnership with other community agencies, First 5 also provides childbirth education—as no other agency has at this time the capacity to do so, and lactation services—as such services greatly enhance the will and ability for moms to sustain breastfeeding contributing to overall childhood health.

- a. **Welcome Baby!:** For all Mono County families with children age prenatal-12 months
Funded & Conducted by: First 5 Mono
- b. **Parenting Partners:** For high needs Mono County families with children age 1-5 years old
Funded by: First 5 Mono and Mono County Social Services
Conducted by: First 5 Mono

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
- Increase and support literacy activities
- Link families to community services, and support access to services
- Conduct developmental screenings and refer families to early intervention programs for assessment
- Educate parents on parenting topics like: home safety, discipline, teething, introducing solids, immunizations, nutrition, oral health, and selecting a child care provider
- Provide culturally competent services in Spanish and English
- Facilitate optimal family functioning

- Decrease child abuse and neglect
- c. **Café Mom:** Lactation support provided in a weekly group meeting
Objectives:
 - Provide research-based education about breastfeeding
 - Provide peer support for breastfeeding
- d. **Childbirth Education:** Held at least two times a year for expectant parents
Objectives:
 - Educate families about childbirth, breastfeeding, and infant care
 - Prepare families for childbirth, breastfeeding, and infant care
 - Link families for community services available for young children

2. School Readiness

Rationale: A child's education begins very early. Since school-based educational systems don't begin until 3 -5 years of age, First 5 promotes programs that help children get ready for school in the early years. School readiness programs have expanded since the last strategic plan revision to include all the county's schools. The expansion of services is due to the programs' successes, based on both parent satisfaction surveys, and increased school readiness (determined by comparing readiness skills before and after summer bridge programs). Although First 5 California funding for school readiness activities ceased, the Commission has sustained services using its own funds.

- a. **Readers' Theatre:** Skits and book readings in child care facilities, preschools and at story time
Conducted in partnership with Altrusa of Eastern Sierra and First 5 Mono
Objective:
 - Promote early literacy
- b. **First Book:** Free books for Mono County children birth to 5
Funded & conducted by: First 5 Mono
Objectives:
 - Increase early literacy opportunities in home environments
 - Facilitate positive parent-child interaction
 - Increase literacy for young children
- c. **Raising a Reader:** Book bags distributed through libraries, child care providers, and preschools
Funded by: First 5

Conducted by: Mono County Libraries

Objectives:

- Improve early literacy
- Encourage use of the library system
- Increase parental and care-provider literacy activities

- d. **Kindergarten Round Up:** Informational meeting held at all county elementary schools with parents of incoming kindergartners

Conducted in partnership with Eastern Sierra Unified School District (ESUSD) and Mammoth Unified School District (MUSD)

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

- e. **Pre-K Assessments:** School readiness assessments conducted by teachers

Funded by: First 5 Mono

Conducted by: ESUSD & MUSD

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

- f. **Summer Bridge:** Two week kindergarten transition program held in the summer for incoming kindergartners, especially those assessed as not ready for kindergarten

Funded by: First 5 Mono

Conducted by: ESUSD & MUSD

Objectives:

- Increase school readiness skills
- Increase families' familiarity with the school campus and teachers

3. **Child Care Quality**

Rationale: Many children spend a significant amount of their early years with their childcare provider. Educating child care providers on how to best meet the needs of children in their care helps ensure children will spend their formative years in optimal learning environments. Financial support from First 5 California

facilitates county provision for programs that help create and maintain high-quality child care.

a. **CARES Plus:** In-home and center-based child care provider training

Funded by: First 5 California and First 5 Mono

Conducted by: First 5 Mono

Objectives:

- Increase child care providers' understanding of child development
- Provide curriculum ideas for child care providers
- Increase the quality of child care environments

b. **Child Signature Program:** Center-based child care provider quality improvement program

Funded by: First 5 California

Conducted by: Inyo County Office of Education

Objectives:

- Assess child care centers for quality indicators
- Create an improvement plan for each site
- Track implementation of goals

4. Oral Health

Rationale: The 2009 Strategic Plan revision found significant community need in the area of oral health. Pediatricians saw visible tooth decay, and an opportunity to provide fluoride varnish and oral health education through paraprofessionals was developed.

Tooth Tutor, Oral Health Outreach and Education: Fluoride varnish and oral health education for children at playgroups, in childcare, at preschools, and at kindergarten round up.

Funded and Conducted by: First 5 Mono

Objectives:

- 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
- Provide oral health checks at Kindergarten Round Up

5. Family Behavioral Health

Rationale: In such a rural and geographically isolated county, it is easy for families to feel alone. Opportunities for children and their parents are fewer

than in more populated areas. To meet the social needs of parents and their children, a program was developed.

Peapod Playgroups: Weekly group meetings for parents and children

Funded by: Mono County Behavioral Health with minimal First 5 funding

Conducted by: First 5

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

6. Child Safety

Rationale: There are no agencies in the county focused specifically on child safety. While many agencies conduct safety activities, there was no coordination of services. Initially spearheaded by Mammoth Hospital, multiple community agencies met to pursue the formation of a Safe Kids Coalition. No other participating agency had the necessary funding or staff time to conduct coordinating activities. Based on higher than average injury data for Mono & Inyo Counties, and after learning the benefits of such collaborations, the Commission decided to fund the coordination of a Safe Kids California, Mono Partners group

Safe Kids California, Mono Partners: Group of agencies and organizations dedicated to child safety

Funded by: First 5

Run by: Mono County Office of Education

Objectives:

- Educate families and care providers about child safety
- Provide car seats and bike helmets to families
- Provide county-wide safety events

Lessons Learned and Unmet Community Needs

Gathering the majority of our data through focus groups held at our Peapod Playgroups, most input was from parents and care givers of children birth to five. Written comments from community agencies provided suggestions about content of the plan itself, and were incorporated into the final draft. Consequently, the themes that emerged about unmet needs are from parents, a literature review, and informal discussions with community members.

Opportunities to Gather

The need for an indoor place for kids to play and parents to socialize on a more regular basis came up again and again in the focus groups. While parents enjoy Peapod, one hour a week is not enough for kids to run around, especially in the winter. With the cold and snow that is common over the winter months in Mono County, parents struggle to accommodate active toddlers' need to move and parents' need to talk to other adults during the day. Some expressed this as a need for a recreation center, others an aquatic center, or young-child gym, others as classes or simply more playgroups. This was also a need included in the last Strategic Plan update.

Thankfully First 5 Mono, with the help of funding from Mono County Behavioral Health, has established county-wide Peapod Playgroups to help fill this need. Birth-to-5 Health and Safety Fairs, offered at all ESUSD sites, are another annual event offered for families. The major constraint for expanding such services is funding. First 5 currently expends all the Behavioral Health funding and some Commission funds as well for the Peapod Playgroups. First 5 will try to expand opportunities for families to get together—especially in the winter—without increasing existing levels of funding.

Mono County Social Services' needs assessment cited Peapod Playgroups as a community strength in many regards. Combined with the community input garnered through our own evaluation activities, the Commission remains committed to holding these groups.

Child Care & Early Learning

Parents expressed their need for reliable, affordable, high-quality child care in Mammoth, Bridgeport, Lee Vining, and Walker. This is a need that has existed in Mono County for more than 10 years, and was included in the last Strategic Plan. While there is one center-based child care facility, several home-based providers, and three preschool options in Mammoth, the need remains. Outside Mammoth Lakes and Crowley Lake, there are no licensed childcare providers in the county—and parents expressed a need for it.

In addition to child care, lack of preschool is an issue in Benton and Bridgeport. Parents from both communities commented on the need for services, explaining that school readiness cannot be adequately addressed without some level of service.

First 5 Mono receives support from First 5 California to provide training and support for childcare quality improvement, but no such funding is available for the creation of childcare or preschool facilities. There is a USDA rural development loan that could help with construction costs, but the Commission would be forced to cease providing most, if not all, its other services to repay such a loan. Alpine County First 5, for example, expends all their funding to operate their childcare center. Thus far, the Commission has opted to focus on community needs for which matching funds can be leveraged. Preschool is much the same story. For First 5 to fiscally help support a preschool, other programs would have to fall away. Despite no longer receiving First 5 California school readiness funds, the Commission has continued to fully fund all its school readiness activities. While First 5 does not provide preschool funding, it does fund the Summer Bridge Program, which was expanded to every elementary school in the county to help address school readiness needs.

First 5 will continue to collaborate with community members and agencies to find solutions to child care and preschool needs. First 5 will continue to try to identify and support community members interested in becoming licensed providers as it has in the past. In partnership with Mono County Office of Education extensive plans for a child-care center in Mammoth Lakes were developed, but without funding to build the facility, or a lead agency run it, the plan has not been actualized.

Early Literacy

Several comment cards asking what community members would like the commission to invest in included suggestions to invest in early literacy. The Commission has invested heavily in early literacy programs, and the Children Now report card for Mono County in 2012-13 reports 71% of young children are read to every day (source: California Health Interview Survey Child and Teen Health Profiles (July 2012) data is clustered with Tuolumne, Calaveras, Amador, Inyo, Mariposa, Mono, and Alpine Counties). The same source however, reports only 34% of 3rd graders were reading at grade level—a common benchmark used to determine literacy (source: percentage of third grade students scoring “advanced” or “proficient” on the English Language Arts portion of the California Standards Test). To expand its early literacy programs, the Commission began funding First Book. Following research that children from homes with more books become better readers, First Book offers children books of their choosing to bring home

for free. The commission will continue to refine its early literacy strategies to provide the most optimal outcomes.

Results, Strategies, Indicators, and Outcomes

Definitions

Result Areas are the ultimate result and improvement the commission is striving for. The result areas identified by First 5 California are: improved family functioning, improved child development, improved health, and improved systems of care.

Strategies are activities and services that can be implemented to achieve desired outcomes.

Indicators are observable, measurable characteristics or changes that represent achievement of an outcome.

Outcomes are the impact, change or benefit that result from implementing certain activities or services.

Goal:

Enhance the network of support services for families with children ages 0 to 5 years.

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

Strategies:

Provide the following county-wide services:

- Home visiting
- Child care quality
- School readiness
- Peapod Playgroups

Indicators:

- Number and percent of children in households where parents and other family members are receiving child-development and parenting education.
- Number and percent of children 6 months to 5 years old screened for developmental delays.
- 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.
- Number and percent of licensed child care providers in Mono County advancing on the Child Development Permit Matrix.
- Number and percent of licensed center and family child care spaces per 100 children.

- Number and percent of children “ready for school” upon entering Kindergarten.
- Number and percent of children who have ever attended a preschool, Pre-K, or Head Start program by the time of Kindergarten entry.
- Number and percent of children receiving Kindergarten transition support.
- Number and percent of entering Kindergarteners assessed for school readiness prior to entry.

Outcomes:

- Improved parental knowledge, understanding, and engagement in promoting their children’s development.
- Improved screening and intervention for developmental delays, disabilities, and other special needs.
- Improved quality and availability of childcare providers.
- Improved school readiness.

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

Strategies:

Provide the following county-wide services:

- Lactation education and support
- Home visiting
- Oral health education and support
- School readiness
- Child care quality
- Peapod Playgroups

Indicators:

- Number and percent of children where breastfeeding is successfully initiated and sustained.
- 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.
- Number and percent of children who regularly access preventive dental care.
- Number and percent of children at Kindergarten entry with untreated dental problems.
- Number and percent of prenatal women who receive dental hygiene education.
- Number and percent of children ages 1 or older who receive annual dental screenings.
- Number and percent of children in families provided with information about appropriate community services.

Outcomes:

- Improved parental knowledge, understanding, and engagement in their children's physical and mental health.
- Improved access to healthcare services for children 0-5.
- Increased breastfeeding rates.

Financial Plan

As of July 1, 2013, the First 5 Mono County Children and Families trust fund had an ending fund balance of \$541,125. All of these funds have already been committed to programs and services for children and families in the fiscal year 2013-14 and beyond. The challenge becomes how to manage the remaining resources, and new funds allocated to Mono County through the Prop 10 system, in a way that allows the strategies described in this plan to be successfully implemented and sustained for long enough to allow measurable improvements in the well-being of young children.

The State Commission has been providing an annual augmentation to support small county operations, which has allowed the Commission to free up tax revenues for programs. The rationale for this allocation was to address the administrative burden on small counties, who must use a proportionately greater share of their tax revenues to provide basic operations, including administrative services, planning, outreach, and evaluation. Currently, First 5 Mono County receives small county augmentations based on the amount of funds in First 5 California's unallocated account, current births, and 0-5 population in the county— approximately \$185,000 per year (a drop from previous funding levels of \$200,000 per year). The State Commission has committed to continuing these augmentations, at some level, through FY 2013-2014 for eligible counties, which includes Mono County. The state commission is currently reexamining its small county augmentation calculation and commitment.

In August of 2008 the Commission established a policy to set a minimum fund balance of no less than one year's current revenue thus allowing the commission to sustain program operations or close them out, should it be necessary. Revenues continue to decrease due to an approximate 3% annual decline in tobacco tax revenue. Current annual revenue projections from tobacco tax and small county augmentations are: \$292,376. Using the current annual revenue (\$292,376), the threshold set in 2008 is predicted to be crossed early in FY 2017-18.

To continue funding current programs, the Commission has actively sought—and succeeded in forging—fiscal partnerships with other local agencies. The Commission will prioritize funding programs that are able to leverage Commission funding to draw resources from other sources (such as local government, federal Medicaid, the State Commission, or other state funds). The Commission will encourage and assist programs in seeking funding from other sources to assure sustainability. Finally, the Commission will continue to seek funds from additional sources (aside from Proposition 10 revenues, Proposition 63 and CAPIT funds) to sustain the activities in its strategic plan.

The Commission has made significant, successful investments in home visiting and school readiness services. Funds have been allocated below to refine and continue

these existing strategies, as well as establish new services that address gaps identified through data gathered from the home visiting and school-linked service systems.

The Commission prioritized program areas and individual programs at its Strategic Planning Retreat. The program areas deemed of highest priority are: 1. Home Visiting; 2. Family Behavioral Health; and 3. School Readiness. The highest priority programs are: 1. Welcome Baby; 2. Peapod Playgroups; and 3. (tie) Parenting Partners and Summer Bridge/ pre-kindergarten assessments. As revenues decline, these priorities will help determine which programs are of highest importance to continue funding.

In compliance with state law, First 5 monies will be used only to supplement existing levels of service and/or create new services, and not to fund existing levels of service. No monies from the Children and Families Trust Fund will be used to supplant state or local General Fund money for any purpose. During the next five years (beginning in July 2014), the Commission will dedicate funds aligning with the objectives of this strategic plan, using the following estimated guidelines:

Strategic Objective	5-Year Investment	Percent of 5-year Investment
1. Home visiting services	\$676,845	34%
2. School readiness services	\$394,210	19%
3. Child Care Quality	\$177,000	9%
4. Oral health services	\$18,500	1%
5. Family Behavioral Health	\$150,000	7%
6. Child Safety	\$32,000	2%
7. Commission Operations/Support* <ul style="list-style-type: none"> Administrative costs – not to exceed 20% of total operations budget Program – varies, approximately 7% annually Evaluation varies, approximately 3% annually Misc.(county counsel and audit) 	\$316, 740 (16%) \$158, 370 (8%) \$52,790 (3%) \$35,000 (2%)	28%
*Commission Operations/Support costs are categorized as Administrative, Program, and Evaluation Costs, consistent with the definition of these functions as defined in the First 5 Financial Management Guide. The percent of administrative costs that may be spent on administrative functions in a fiscal year shall be no more than 20% of the Mono Commission's total operating budget.		
Total	\$2016,455	

Summary

Children and Families in Mono County have benefited from myriad services provided by First 5 Mono and collaborations including First 5 for almost 15 years. While multiple services are provided, and have been for many years, parents and community members feel a need for more: 1) opportunities to gather; 2) childcare and early learning opportunities; and 3) early literacy services. First 5 will continue to prioritize the services parents and community members want within the boundaries of its funding sources. The Commission prioritized its investments by program areas—which encompass strategies to address the most commented upon services during the planning process: 1) Home Visiting; 2) Family Behavioral Health; and 3) School Readiness.

As this strategic plan is implemented, First 5 will work with community agencies to improve the indicators in the Strategic Plan. Annual evaluation reports to the Commission at public hearings will provide data demonstrating First 5 Mono's effectiveness at improving indicators, providing services county-wide, and meeting its overarching goal of enhancing the network of support services for families with children ages 0 to 5 years. Evaluation results over the next five years will also help guide the next strategic planning process.

Appendix 1: Summary of Community Input from the 2013 Strategic Plan Update Process

Minutes and correspondence from all public hearings, written comments, community meetings and focus groups are available by contacting the Commission office in Mammoth Lakes.

Compiled comments from all focus groups

What participants like about First 5 programs:

Peapod

- Socialization with kids same age (7)
- Safe indoor space to play- especially in the winter (5)
- Child looks forward to (4)
- Socialization with other parents (4)
- Forming friendships (3)
- Learn about the community (2)
- No Charge (2)
- In-community services (2)
- Decreases isolation
- Beneficial and necessary
- Family oriented
- Learning & education
- Helpful
- Vent frustrations & triumphs
- Not having to commit
- Speakers
- Parent-child interaction
- Art projects
- Toys
- Ideas about parenting topics

Home Visiting

- Support, reassurance (3)
- normalization of parenting (2)
- learning about positive reinforcement
- non-judgmental
- Early identification of special needs
- Someone coming to the house for support
- Really care about my child

Café Mom

- Good for newborns (2)

Round Up

- Get excited about Kindergarten

Story Hour

- Good resource

Tiny Toes

- answered a lot of new mom questions (would like it to resume)

Participants' biggest challenges are:

- Isolation (3)
- No preschool (2)
- Not a lot to do (2)
 - suggestions: museums, sports, ballet, swim lessons

Peapod

- Lack of participation (2)
- Scheduling (doesn't always work with part-time job)
- On days when most dads can't come
- Finding time to participate

Participants' memorable experiences in First 5 programs are:

Peapod

- Leader is the reason mom put son in preschool (2)
- Parachute (2)
- When there were a lot of kids (2)
- Connections with other parents, friendships
- Interaction for caregivers
- Nature bracelets (tape bracelets with objects from nature stuck on them)
- Leader provides activity ideas
- Halloween party (32 kids!)
- Organized activities-peapod

Songs

- Socialization
- Arts & crafts

Home Visiting

- Book to record development
- modeling dealing with two kids
- doing a visit at her own house

Other programs

- Thanksgiving luncheon at Café Mom (2)
- How to sooth & massage a baby-Tiny Toes

What would you change to make the programs better?

Peapod

- More frequent groups, (6)
 - Suggestions: year round. Longer groups, more times a week
- Open enrollment (2)
- Do measuring activities, cooking (2)
- Have 2 groups separated by age (2)
- More participation from dads-playgroups & home visiting (2)

- Permanent facility (2)
- Better communication about programs
- Help getting more attendance
- More manpower & advertising
- Don't allow everybody-peapod
- Pumpkin decorating activity
- Visit community places, like fire stations, once a month

Community needs participants feel families face are:

- Indoor park, recreation center (7)
- Childcare (6)
- More activities, classes (5)- swimming, art, ballet, sports
- Early childhood Love & Logic (3)
- Child-based entertainment (musician)
- Timely heating assistance, emergency services
- Kids Committee for the Antelope Valley (Four designated parents, conduct quarterly events)
- Picnic area that is covered
- Dyslexia education & training (for First 5, Peapod Leaders, & Preschool teachers)
- Playground in Mono City
- Tell moms at the hospital about all the programs offered
- A family area in the Village
- More preschools
- Swimming pool
- Target

“Invest In....” Cards

Themes:

Childcare facility (6)
Gathering Opportunities (5)
Indoor play facility (4)
Early literacy (3)
Classes (2)
Outdoor play equipment (2)
Breastfeeding (2)

Other topics:

Teen parenting classes
Covered picnic area
Curriculum for child care providers
Collaboration with IMACA targeting child care providers
Parent education
Home visiting
Hispanic specific connections for school readiness
Summer bridge
Child entertainment (musical)

Appendix 2: Description of Mono County

Mono County is located south of Lake Tahoe on the eastern side of the Sierra Nevada Mountains. With over 3,000 square miles and a population a bit over 14,000, it is rural in character. Two of the county's 4 passes typically close through the winter, contributing to its geographic isolation.

While the Latino population increased consistently from 1995-2005, the percentage of Latino families currently remains at about 50% and is concentrated in communities whose economies are tourism-based (Mammoth Lakes, June Lake, and Lee Vining). There are three Paiute Tribes—one without federal recognition—and two American Indian Reservations (in Benton and Bridgeport).

Geographic isolation and limited career opportunities are challenges families in Mono County face. Other challenges include: access to medical specialists, high-quality child care, and preschool in the most rural communities (Benton and Bridgeport).

Collaboration between varied agencies, schools, service providers, businesses, the community and faith organizations is common. The small population facilitates easy communication between groups. Residents are quick to help one another and solve issues facing the community.

Mono County is a strikingly beautiful place. The Sierras offer hiking, fishing, hunting, climbing and skiing. Families have the opportunity to know their neighbors, and enjoy low crime rates.

Appendix 3: Committees and Collaborations

Below is a list of coalitions, task forces and committees in which First 5 Mono participates that work to promote health and wellness for families in Mono County

Breast feeding Taskforce

Co-Chairs: Katie Armstrong, Nurse-Mammoth Hospital Labor & Delivery
Stephanie Riley, Dietician, Mammoth Hospital

Purpose: Planning for breastfeeding support in Mono County

Members:

- First 5 Mono
- Mammoth Hospital Labor and Delivery
- Mono County Women Infants and Children

Child Abuse Prevention Council

Chair: Barbara Miller, Program Director—MUSD Husky Club

Coordinator: Didi Tergesen, Mono County Office of Education

Purpose: Provide a forum for interagency cooperation and coordination in the prevention, detection, treatment, and legal processing of child abuse cases.

Members:

- First 5 Mono
- Inyo Mono Advocates for Community Action
- Mono County Health and Social Services Departments
- Parent and Community Representatives
- Wild Iris

Child Care Planning Council

Chair: Barbara Miller, Program Director—MUSD Husky Club

Coordinator: Cindy Duriscoe, Director, Child Development and Family Services—Inyo Mono Community Advocates

Purpose: Planning for improvement of child care options in Mono County

Members:

- First 5 Mono
- IMACA Community Connection for Children
- Mammoth Elementary School Husky Club
- Mammoth Kids Corner
- Mono County Health Dept.
- Mono County Office of Education
- Mono County Social Services Dept.
- Parents/consumers of child care

Chronic Disease Taskforce

Chair: Nancy Mahannah

Purpose: Heighten the community's awareness of chronic diseases and their risk factors; improve the community's access to chronic disease resources, including screening, education, health care services, and elimination of health disparities; Use innovative evidence based strategies to promote healthy lifestyle choices that prevent chronic disease; and advocate for policies that support healthy lifestyles and healthy communities.

Members:

- Inyo County Tobacco Control Program Director
- Mammoth Community Water District Risk Manager
- Mammoth Hospital: Community Relations and Clinic Manager
- Mammoth Lakes Foundation Student Housing
- Mammoth Mountain Ski Area: Risk Management
- Mammoth Vons Risk Manager
- Mono County: Health Officer, Health Promotion Division Manager, Public Health Risk Management, and Behavioral Health

Inter-Agency Coordinating Council (ICC)

Chair: Jenni Huh, SELPA Director-Mono County Office of Education

Purpose: Coordinates services for special needs children ages 0-3

Members:

- First 5 Mono
- Heart to Hand Family Resource Center
- IMACA Community Connection for Children
- IMACA Head Start
- Kern Regional Center
- Mammoth Hospital
- Mono County Health Dept. - CCS
- Mono County Behavioral Health Dept.
- Mono County Office of Education
- Mono County Social Services Dept.

Multi-Agency Leadership Council (MAC)

Chair: Stacey Adler, Mono County Superintendent of Schools-Mono County Office of Education

Purpose: To create procedures regarding matters of safety and security

Members:

- Department of Social Services
- Disabled Sports Eastern Sierra
- Eastern Sierra Unified School District
- Mammoth Lakes Police Department
- Mammoth Mountain Ski Area
- Mammoth Unified School District
- Mono County Behavioral Health
- Mono County Court
- Mono County District Attorney
- Mono County Health Department
- Mono County Office of Education
- Mono County Probation
- Mono County Sherriff
- Wild Iris

Oral Health Taskforce

Chair: Hilary Bayliss, Health Program Manager-Mono County Health Department

Purpose: Planning for the improvement of oral health in Mono County

Members:

- DDS Comfort
- DDS Schragar
- First 5 Mono
- IMACA Head Start
- Mammoth Hospital & Clinics
- MCOE School Nurse
- Mono County Health Department
- Mono County WIC
- Sierra Park Dental Clinic

Safe Kids California, Mono Partners

Coordinator: Didi Tergesen, Mono County Office of Education

Purpose: Planning for improvement of child safety in Mono County

Members:

- California Highway Patrol
- First 5 Mono
- Mammoth Hospital
- Mammoth Lakes Fire Department
- Mammoth Lakes Police Department
- Mammoth Mountain Ski Area
- Mono County Health Department
- Mono County Office of Education
- Mono County Sheriffs

Strengthening Families

Chair: Didi Tergesen, Mono County Office of Education

Purpose: Planning for strengthening families in Mono County

Members:

- First 5 Mono
- Mono County Behavioral Health
- Mono County Office of Education
- Mono County Social Services

Toiyabe Indian Health Project

Chair: Dale “Chad” Delgado, Jr., Tribal Chair-Bishop Paiute Tribe

Purpose: Provide healthcare and promote wellness to Indian Communities

Members:

- Big Pine Paiute Tribe of the Owens Valley
- Bishop Paiute Tribe
- Bridgeport Indian Colony
- Fort Independence Indian Reservation
- Lone Pine Paiute-Shoshone Reservation
- Timbisha Shoshone Tribe
- Utu Utu Gwaitu Paiute Tribe

First 5 Mono Children and Families Commission

Chair: Stacey Adler, Superintendent of Schools-Mono County Office of Education

Purpose: Oversee the distribution of First 5 funds to benefit children 0-5

Members:

- Stacey Adler, Superintendent of Schools-Mono County Office of Education
- Kim Escudero, Pediatrician-Sierra Park Pediatrics
- Karin Humiston, Director- Mono County Probation
- Byng Hunt, Mono County Board of Supervisors
- Rick Johnson, Mono County Public Health Officer
- Barbara Miller, Program Director-MUSD Husky Club
- Jeanne Sassin, Teacher-Lee Vining Elementary School

First 5 Mono County
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Mammoth Lakes, CA 93546
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Patricia Robertson
PO Box 7379
Mammoth Lakes, CA 93546
xpannk@gmail.com

March 27, 2017

RE: First 5 Mono County Commission Membership Vacancy

To Whom It May Concern:

My name is Patricia Robertson and I am writing in response to your solicitation for a Commissioner to serve on the First 5 Mono County Commission, to help shape the lives of local children and their families. As a Mono County resident, mother, and member of the local workforce, my experience will benefit the Commission as it seeks to improve the health, development and school readiness of children ages 0 to 5.

As a recent recipient of the Welcome Baby! program, participant in Peapod Playgroups, and first-hand experience with the lack of local child care options, my knowledge of existing resources and gaps will help the Commission make decisions about vital community needs.

My work as a grant administrator for Mammoth Lakes Housing prepares me to provide insight regarding grant resources that may link housing, health, child care and other community amenities for delivery to our local families.

I am excited to offer my expertise to the First 5 Mono County Commission. If you have any questions, please don't hesitate to contact me at 978-809-2515.

Thank you for your time and consideration.

Sincerely,



Patricia Robertson

**AGREEMENT BETWEEN THE MONO COUNTY CHILDREN AND
FAMILIES COMMISSION AND VIVA STRATEGY AND
COMMUNICATIONS, LLC, FOR THE PROVISION OF IMPACT HUB
COORDINATION SERVICES**

INTRODUCTION

WHEREAS, the Mono County Children and Families Commission (hereinafter referred to as “First 5”) may have the need for the IMPACT Regional Hub Coordination services of Viva Strategy and Communications, LLC, of San Carlos, California (hereinafter referred to as “Contractor”), and in consideration of the mutual promises, covenants, terms and conditions hereinafter contained, the parties hereby agree as follows:

TERMS AND CONDITIONS

1. SCOPE OF WORK

The Contractor shall furnish to First 5, upon its request, those services and work set forth in Attachment A, attached hereto and by reference incorporated herein. Requests by First 5 to the Contractor to perform under this Agreement will be made by the Executive Director of First 5, or an authorized representative thereof. Requests to the Contractor for work or services to be performed under this Agreement will be based upon First 5's need for such services. First 5 makes no guarantee or warranty, of any nature, that any minimum level or amount of services or work will be requested of the Contractor by First 5 under this Agreement. By this Agreement First 5 incurs no obligation or requirement to request from Contractor the performance of any services or work at all, even if First 5 should have some need for such services or work during the term of this Agreement.

Services and work provided by the Contractor at First 5's request under this Agreement will be performed in a manner consistent with the requirements and standards established by all applicable federal, state, local and agency laws, ordinances, and resolutions. Such laws, ordinances, regulations, and resolutions include, but are not limited to, those that are referred to in this Agreement.

2. TERM

The term of this Agreement shall be from April 1, 2017, to October 1, 2018, unless sooner terminated as provided below.

3. CONSIDERATION

A. Compensation. First 5 shall pay Contractor in accordance with the Schedule of Fees (set forth as Attachment B) for the services and work described in Attachment A that are performed by Contractor at First 5's request.

B. Travel and Per Diem. Contractor will not be paid or reimbursed for travel expenses or per diem that Contractor incurs in providing services and work requested by First 5 under this Agreement, unless

otherwise provided for in Attachment B.

C. No Additional Consideration. Except as expressly provided in this Agreement, Contractor shall not be entitled to, nor receive, from First 5, any additional consideration, compensation, salary, wages, or other type of remuneration for services rendered under this Agreement. Specifically, Contractor shall not be entitled, by virtue of this Agreement, to consideration in the form of overtime, health insurance benefits, retirement benefits, disability retirement benefits, sick leave, vacation time, paid holidays, or other paid leaves of absence of any type or kind whatsoever.

D. Limit upon amount payable under Agreement. The total sum of all payments made by First 5 to Contractor for services and work performed under this Agreement shall not exceed one hundred thousand four hundred eighty-two dollars (\$100,482), (hereinafter referred to as "Contract Limit"). First 5 expressly reserves the right to deny any payment or reimbursement requested by Contractor for services or work performed that is in excess of the Contract Limit.

E. Billing and Payment. Contractor shall submit to First 5, on a monthly basis, an itemized statement of all services and work described in Attachment A, which were done at First 5's request. The statement to be submitted will cover the period from the first (1st) day of the preceding month through and including the last day of the preceding month. Alternatively, Contractor may submit a single request for payment corresponding to a single incident of service or work performed at First 5's request. All statements submitted in request for payment shall include a summary of activities for the period, the hours expended and receipts for any reimbursable expenses. Invoicing shall be informative but concise regarding services and work performed during that billing period. Upon finding that Contractor has satisfactorily completed the work and performed the services as requested, First 5 shall make payment to Contractor within 30 days of its receipt of the itemized statement. Should First 5 determine the services or work have not been completed or performed as requested and/or should Contractor produce an incorrect statement, First 5 shall withhold payment until the services and work are satisfactorily completed or performed and/or the statement is corrected and resubmitted.

F. Federal and State Taxes.

(1) Except as provided in subparagraph (2) below, First 5 will not withhold any federal or state income taxes or social security from any payments made by First 5 to Contractor under the terms and conditions of this Agreement.

(2) First 5 shall withhold California state income taxes from payments made under this Agreement to non-California resident independent contractors when it is anticipated that total annual payments to Contractor under this Agreement will exceed one thousand four hundred ninety-nine dollars (\$1,499.00).

(3) Except as set forth above, First 5 has no obligation to withhold any taxes or payments from sums paid by First 5 to Contractor under this Agreement. Payment of all taxes and other assessments on such sums is the sole responsibility of Contractor. First 5 has no responsibility or liability for payment of Contractor's taxes or assessments.

(4) The total amounts paid by First 5 to Contractor, and taxes withheld from payments to non-California residents, if any, will be reported annually to the Internal Revenue Service and the California State Franchise Tax Board.

4. WORK SCHEDULE

Contractor's obligation is to perform, in a timely manner, those services and work identified in Attachment A that are requested by First 5. It is understood by Contractor that the performance of these services and work will require a varied schedule. Contractor, in arranging his/her schedule, will coordinate with First 5 to ensure that all services and work requested by First 5 under this Agreement will be performed within the time frame set forth by First 5.

5. REQUIRED LICENSES, CERTIFICATES, AND PERMITS

Any licenses, certificates, or permits required by the federal, State, or municipal governments, or by First 5 or the grant funding this contract, for Contractor to provide the services and work described in Attachment A must be procured by Contractor and be valid at the time Contractor enters into this Agreement. Further, during the term of this Agreement, Contractor must maintain such licenses, certificates, and permits in full force and effect. Licenses, certificates, and permits may include, but are not limited to, driver's licenses, professional licenses or certificates, and business licenses. Such licenses, certificates, and permits will be procured and maintained in force by Contractor at no expense to First 5. Contractor will provide First 5, upon execution of this Agreement, with evidence of current and valid licenses, certificates and permits that are required to perform the services identified in Attachment A. Where there is a dispute between Contractor and First 5 as to what licenses, certificates, and permits are required to perform the services identified in Attachment A, First 5 reserves the right to make such determinations for purposes of this Agreement.

6. OFFICE SPACE, SUPPLIES, EQUIPMENT, ETC

The Contractor shall provide such office space, supplies, equipment, vehicles, reference materials, support services and telephone service as is necessary for Contractor to provide the services identified in Attachment A to this Agreement. First 5 is not obligated to reimburse or pay Contractor for any expense or cost incurred by Contractor in procuring or maintaining such items. Responsibility for the costs and expenses incurred by Contractor in providing and maintaining such items is the sole responsibility and obligation of Contractor.

7. FIRST 5 PROPERTY

A. Personal Property of First 5. Any personal property such as, but not limited to, protective or safety devices, badges, identification cards, keys, uniforms, vehicles, reference materials, furniture, appliances, etc. provided to Contractor by First 5 pursuant to this Agreement is, and at the termination of this Agreement remains, the sole and exclusive property of First 5. Contractor will use reasonable care to protect, safeguard and maintain such items while they are in Contractor's possession. Contractor will be financially responsible for any loss or damage to such items, partial or total, that is the result of Contractor's negligence.

B. Products of Contractor's Work and Services. Any and all compositions, publications, plans, designs, specifications, blueprints, maps, formulas, processes, photographs, slides, videotapes, computer programs, computer disks, computer tapes, memory chips, soundtracks, audio recordings, films, audio-visual presentations, exhibits, reports, studies, works of art, inventions, patents, trademarks, copyrights, or intellectual properties of any kind that are created, produced, assembled, compiled by, or are the result, product, or manifestation of, Contractor's services or work under this Agreement are, and at the termination of this Agreement remain, the sole and exclusive property of First 5. At the termination of the Agreement, Contractor will convey possession and title to all such properties to First 5.

8. WORKERS' COMPENSATION

Contractor shall provide Statutory Workers' Compensation insurance coverage and Employer's Liability coverage for not less than \$1 million (\$1,000,000.00) per occurrence for all employees engaged in services or operations under this Agreement. Any insurance policy limits in excess of the specified minimum limits and coverage shall be made available to First 5 as an additional insured. The Workers' Compensation policy shall be endorsed with a waiver of subrogation in favor of First 5 and the County of Mono for all work performed by Contractor, its employees, agents, and subcontractors.

9. INSURANCE

A. Contractor shall procure and maintain, during the entire term of this Agreement or, if work or services do not begin as of the effective date of this Agreement, commencing at such other time as may be authorized in writing by First 5 Risk Manager, the following insurance (as noted) against claims for injuries to persons or damages to property which may arise from or in connection with the performance of the work hereunder and the results of that work by Contractor, its agents, representatives, employees, or subcontractors:

- ☒ General Liability. A policy of Comprehensive General Liability Insurance which covers all the work and services to be performed by Contractor under this Agreement, including operations, products and completed operations, property damage, bodily injury (including death) and personal and advertising injury. Such policy shall provide limits of not less than \$1,000,000.00 per claim or occurrence. If a general aggregate limit applies, either the general aggregate limit shall apply separately to this project or the general aggregate limit shall be twice the required occurrence limit.
- ☒ Automobile/Aircraft/Watercraft Liability Insurance. A policy of Comprehensive Automobile/Aircraft/Watercraft Liability Insurance for bodily injury (including death) and property damage which provides total limits of not less than \$300,000.00 per claim or occurrence applicable to all owned, non-owned and hired vehicles/aircraft/watercraft. If the services provided under this Agreement include the transportation of hazardous materials/wastes, then the Automobile Liability policy shall be endorsed to include Transportation Pollution Liability insurance covering materials/wastes to be transported by Contractor pursuant to this Agreement. Alternatively, such coverage may be provided in Contractor's Pollution Liability policy.

- ☒ Professional Errors and Omissions Liability Insurance. A policy of Professional Errors and Omissions Liability Insurance appropriate to Contractor's profession in an amount of not less than \$1,000,000.00 per claim or occurrence/ \$2,000,000.00 general aggregate. If coverage is written on a claims-made form then: (1) the "retro date" must be shown, and must be before the beginning of contract work; (2) insurance must be maintained and evidence of insurance must be provided for at least five years after completion of the contract work; and (3) if coverage is cancelled or non-renewed, and not replaced with another claims-made policy form with a "retro date" prior to the contract effective date, then Contractor must purchase "extended reporting" coverage for a minimum of five years after completion of contract work.
- ☐ Pollution Liability Insurance. A policy of Comprehensive Contractors Pollution Liability coverage applicable to the work being performed and covering Contractor's liability for bodily injury (including death), property damage, and environmental damage resulting from "sudden accidental" or "gradual" pollution and related cleanup costs arising out of the work or services to be performed under this Agreement. Coverage shall provide a limit no less than \$1,000,000.00 per claim or occurrence/ \$2,000,000.00 general aggregate. If the services provided involve lead-based paint or asbestos identification/remediation, the Pollution Liability policy shall not contain lead-based paint or asbestos exclusions.

B. Coverage and Provider Requirements. Insurance policies shall not exclude or except from coverage any of the services and work required to be performed by Contractor under this Agreement. The required policy(ies) of insurance shall be issued by an insurer authorized to sell such insurance by the State of California, and have at least a "Best's" policyholder's rating of "A" or "A+". Prior to commencing any work under this agreement, Contractor shall provide First 5: (1) a certificate of insurance evidencing the coverage required; (2) an additional insured endorsement for general liability applying to First 5 of Mono and Mono County, its agents, officers and employees made on ISO form CG 20 10 11 85, or providing equivalent coverage; and (3) a notice of cancellation or change of coverage endorsement indicating that the policy will not be modified, terminated, or canceled without thirty (30) days written notice to First 5.

C. Deductible, Self-Insured Retentions, and Excess Coverage. Any deductibles or self-insured retentions must be declared and approved by Mono County and First 5. If possible, the Insurer shall reduce or eliminate such deductibles or self-insured retentions with respect to Mono County in general and First 5, its officials, officers, employees, and volunteers; or the Contractor shall provide evidence satisfactory to Mono County and First 5 guaranteeing payment of losses and related investigations, claim administration, and defense expenses. Any insurance policy limits in excess of the specified minimum limits and coverage shall be made available to First 5 as an additional insured.

D. Subcontractors. Contractor shall require and verify that all subcontractors maintain insurance (including Workers' Compensation) meeting all the requirements stated herein and that First

5 is an additional insured on insurance required of subcontractors.

10. STATUS OF CONTRACTOR

All acts of Contractor, its agents, officers, and employees, relating to the performance of this Agreement, shall be performed as an independent contractor, and not as an agent, officer, or employee of First 5. Contractor, by virtue of this Agreement, has no authority to bind or incur any obligation on behalf of, or exercise any right or power vested in, First 5, except as expressly provided by law or set forth in Attachment A. No agent, officer, or employee of First 5 is to be considered an employee of Contractor. It is understood by both Contractor and First 5 that this Agreement shall not, under any circumstances, be construed to create an employer-employee relationship or a joint venture. As an independent contractor:

- A. Contractor shall determine the method, details, and means of performing the work and services to be provided by Contractor under this Agreement.
- B. Contractor shall be responsible to First 5 only for the requirements and results specified in this Agreement, and except as expressly provided in this Agreement, shall not be subjected to First 5's control with respect to the physical action or activities of Contractor in fulfillment of this Agreement.
- C. Contractor, its agents, officers and employees are, and at all times during the term of this Agreement shall represent and conduct themselves as, independent contractors, and not employees of First 5.

11. DEFENSE AND INDEMNIFICATION

Contractor shall defend, indemnify, and hold harmless Mono County and First 5, its agents, officers, and employees from and against all claims, damages, losses, judgments, liabilities, expenses, and other costs, including litigation costs and attorney's fees, arising out of, resulting from or in connection with, the performance of this Agreement by Contractor, or Contractor's agents, officers, or employees. Contractor's obligation to defend, indemnify, and hold Mono County and First 5, its agents, officers, and employees harmless applies to any actual or alleged personal injury, death, damage or destruction to tangible or intangible property, including the loss of use. Contractor's obligation under this paragraph extends to any claim, damage, loss, liability, expense, or other costs that are caused in whole or in part by any act or omission of the Contractor, its agents, employees, supplier, or anyone directly or indirectly employed by any of them, or anyone for whose acts or omissions any of them may be liable.

Contractor's obligation to defend, indemnify, and hold Mono County and First 5, its agents, officers, and employees harmless under the provisions of this paragraph is not limited to, or restricted by, any requirement in this Agreement for Contractor to procure and maintain a policy of insurance and shall survive any termination or expiration of this Agreement.

12. RECORDS AND AUDIT

- A. Records. Contractor shall prepare and maintain all records required by the various provisions of this Agreement, federal, state, First 5, municipal, ordinances, regulations, and directions. Contractor shall maintain these records for a minimum of four (4) years from the termination or completion of this Agreement. Contractor may fulfill its obligation to maintain records as required by this paragraph by

substitute photographs, micrographs, or other authentic reproduction of such records.

B. Inspections and Audits. Any authorized representative of First 5 shall have access to any books, documents, papers, records, including, but not limited to, financial records of Contractor, that First 5 determines to be pertinent to this Agreement, for the purposes of making audit, evaluation, examination, excerpts, and transcripts during the period such records are to be maintained by Contractor. Further, First 5 has the right, at all reasonable times, to audit, inspect, or otherwise evaluate the work performed or being performed under this Agreement.

13. NONDISCRIMINATION

During the performance of this Agreement, Contractor, its agents, officers, and employees shall not unlawfully discriminate in violation of any federal, state, or local law, against any employee, or applicant for employment, or person receiving services under this Agreement, because of race, religious creed, color, ancestry, national origin, physical disability, mental disability, medical condition, marital status, sex, age, or sexual orientation. Contractor and its agents, officers, and employees shall comply with the provisions of the Fair Employment and Housing Act (Government Code section 12900, et seq.), and the applicable regulations promulgated thereunder in the California Code of Regulations. Contractor shall also abide by the Federal Civil Rights Act of 1964 (P.L. 88-352) and all amendments thereto, and all administrative rules and regulations issued pursuant to said Act.

14. TERMINATION

This Agreement may be terminated by First 5 without cause, and at will, for any reason by giving to Contractor thirty (30) calendar days written notice of such intent to terminate. Contractor may terminate this Agreement without cause, and at will, for any reason whatsoever by giving to First 5 thirty (30) calendar days written notice of such intent to terminate. Notwithstanding the foregoing, if this Agreement is subject to General Conditions (set forth as an Exhibit hereto), then termination shall be in accordance with the General Conditions and this paragraph 14 shall not apply.

15. ASSIGNMENT

This is an agreement for the personal services of Contractor. First 5 has relied upon the skills, knowledge, experience, and training of Contractor as an inducement to enter into this Agreement. Contractor shall not assign or subcontract this Agreement, or any part of it, without the express written consent of First 5. Further, Contractor shall not assign any moneys due or to become due under this Agreement without the prior written consent of First 5.

16. DEFAULT

If the Contractor abandons the work, or fails to proceed with the work and services requested by First 5 in a timely manner, or fails in any way as required to conduct the work and services as required by First 5, First 5 may declare the Contractor in default and terminate this Agreement upon five (5) days written notice to Contractor. Upon such termination by default, First 5 will pay to Contractor all amounts owing to Contractor for services and work satisfactorily performed to the date of termination.

17. WAIVER OF DEFAULT

Waiver of any default by either party to this Agreement shall not be deemed to be a waiver of any subsequent default. Waiver or breach of any provision of this Agreement shall not be deemed to be a waiver of any other or subsequent breach, and shall not be construed to be a modification of the terms of this Agreement unless this Agreement is modified as provided in paragraph 23 below.

18. CONFIDENTIALITY

Contractor agrees to comply with various provisions of the federal, state, County and agency , regulations, and ordinances providing that information and records kept, maintained, or accessible by Contractor in the course of providing services and work under this Agreement, shall be privileged, restricted, or confidential. Contractor agrees to keep confidential, all such privileged, restricted or confidential information and records obtained in the course of providing the work and services under this Agreement. Disclosure of such information or records shall be made by Contractor only with the express written consent of First 5.

19. CONFLICTS

Contractor agrees that he/she has no interest, and shall not acquire any interest, direct or indirect, that would conflict in any manner or degree with the performance of the work and services under this Agreement. Contractor agrees to complete and file a conflict-of-interest statement.

20. POST-AGREEMENT COVENANT

Contractor agrees not to use any confidential, protected, or privileged information that is gained from First 5 in the course of providing services and work under this Agreement, for any personal benefit, gain, or enhancement. Further, Contractor agrees for a period of two (2) years after the termination of this Agreement, not to seek or accept any employment with any entity, association, corporation, or person who, during the term of this Agreement, has had an adverse or conflicting interest with the First 5, or who has been an adverse party in litigation with First 5, and concerning such, Contractor by virtue of this Agreement has gained access to First 5's confidential, privileged, protected, or proprietary information.

21. SEVERABILITY

If any portion of this Agreement or application thereof to any person or circumstance shall be declared invalid by a court of competent jurisdiction, or if it is found in contravention of any federal, state, or First 5 statute, ordinance, or regulation, the remaining provisions of this Agreement, or the application thereof, shall not be invalidated thereby, and shall remain in full force and effect to the extent that the provisions of this Agreement are severable.

22. FUNDING LIMITATION

The ability of First 5 to enter into this Agreement is based upon available funding from various sources. In the event that such funding fails, is reduced, or is modified, from one or more sources, First 5 has the option to terminate, reduce, or modify this Agreement on any of its terms within ten (10) days of

notifying Contractor of the termination, reduction, or modification of available funding. Any reduction or modification of this Agreement effective pursuant to this provision must comply with the requirements of paragraph 23.

23. AMENDMENT

This Agreement may be modified, amended, changed, added to, or subtracted from, by the mutual consent of the parties hereto, if such amendment or change order is in written form, and executed with the same formalities as this Agreement or in accordance with delegated authority therefor, and attached to the original Agreement to maintain continuity.

24. NOTICE

Any notice, communication, amendments, additions or deletions to this Agreement, including change of address of any party during the term of this Agreement, which Contractor or First 5 shall be required, or may desire to make, shall be in writing and may be personally served, or sent by prepaid first-class mail or email (if included below) to the respective parties as follows:

Mono County Children & Families Commission:

Molly DesBaillets

Executive Director

PO Box 130

365 Sierra Park Rd., Bldg. M

Mammoth Lakes, CA 93546

Viva Strategy and Communications, LLC:

Christina Bath Collosi

Managing Partner

1580 Laurel St. Suite A San Carlos, CA 94070

25. ENTIRE AGREEMENT

This Agreement contains the entire agreement of the parties, and no representations, inducements, promises, or agreements otherwise between the parties not embodied herein or incorporated herein by reference, shall be of any force or effect. Further, no term or provision hereof may be changed, waived, discharged, or terminated, unless executed in writing by the parties hereto.

**IN WITNESS THEREOF, ON THE DATE FIRST MENTIONED ABOVE, THE PARTIES
HERE TO HAVE SET THEIR HANDS AND SEALS, _____.**

Mono County Children & Families Commission:

Contractor:

By: _____

By: _____

APPROVED AS TO FORM:

First 5 Counsel

APPROVED BY RISK MANAGEMENT:

Risk Manager

ATTACHMENT A

AGREEMENT BETWEEN MONO COUNTY CHILDREN AND FAMILIES COMMISSION AND VIVA STRATEGY AND COMMUNICATIONS, LLC FOR THE PROVISION OF IMPACT HUB COORDINATION SERVICES

TERM:

FROM: April 1, 2017 TO: October 1, 2018

SCOPE OF WORK:

By entering this Agreement Contractor agrees to deliver those services contemplated by the IMPACT Hub in order to provide coordination of regional support for quality child care and early education and in accordance with all restrictions and regulations in Attachment C, which is included herein and incorporated by reference.

Over the course of the project, VIVA Strategy and Communications, LLC will provide strategic consultation, facilitation, and best practices information to support the coordination and implementation of regional training and technical assistance for IMPACT Region 6. Katie Sylvester, M.A., Consultant, will serve as project leader and client contact, and will provide all in-person consultation and facilitation. Managing Partner, Christina Bath Collosi, M.A., will provide, in-office consultation and strategic guidance on the project on an in-kind basis.

There will be a strong emphasis on leveraging work and lessons learned from other counties and regions in the state in order to maximize efficiencies. VIVA will work with the region to identify the priority Hub functions of the region and the priorities for VIVA support in alignment with the region's capacity. VIVA will complete the following activities:

I. Kick Off Call with Call with First 5 Commission Region 6 Executive Committee

Call objectives include:

- Discuss leadership goals and expectations for regional consultation and coordination
- Understand the region's landscape and priorities as they related to the IMPACT systems functions

Timeline: April 2017

Result: Priorities for IMPACT consultation, adjustment of scope activities to meet regional needs, preferred communication frequency and type

II. Discovery Process

Following the Kick Off Call, Katie will begin a discovery process with the Executive Committee to collect all existing relevant data and information that will inform the region's approach. This includes data gathering and analysis around QIS/QRIS grants and any other relevant information as determined in coordination with partners. VIVA will also conduct individual interviews with each of the First 5 Executive Directors. These interviews will deepen Katie's understanding of these county's challenges, opportunities, and experiences with QIS/QRIS.

Timeline: April 2017 – May 2018

Result: QIS/QRIS Regional Landscape including strengths and areas for development

III. Monthly Planning Calls with First 5 Commission Region 6 Executive Committee

Katie will facilitate 90-minute monthly planning calls with the Executive Committee to share information and discuss emerging priorities. These calls will have a standing agenda that will be determined in coordination with partners.

Timeline: May 2017 - October 2018

Result: Ensure Clear Communication and Provide/Receive Updates on Hub Priorities and Development of Work/Technical Assistance

IV. In-Person Region 6 Planning Retreats (6)

Katie will facilitate 6 in-person retreats that will be scaffolded to have time with the Executive Committee and the broader Region 6 Consortia. During this time, the groups will set priorities across each of the IMPACT systems functions and develop a budget and workplan that corresponds with these priorities. For more mature areas, in-person facilitation will aim to advance detailed planning and coordination needs. VIVA's typical approach is to facilitate the capacity building of groups working on discrete items as constellations. For example, although VIVA will facilitate the retreats, embedded within that will be tools and templates designed by VIVA for use by Consortia members providing day-to-day leadership within the region. In this way, the work is advanced in a "constellation model." In a constellation model, work in each area, such as assessment protocols can advance at its own pace linked with but not overly reliant upon other areas of work. This will result in maximizing assets and existing regional leadership and minimize over-reliance on consulting support where it is not needed.

Additionally, Katie will facilitate the creation of Region 6's governance and decision-make structure, county roles and responsibilities, and other matters related to the CA-QRIS. This will culminate in an MOU that will be signed by strategic partners critical to the success of the regions QIS/QRIS.

Timeline: June 2017 – September 2018

Result: Regional QRIS Training and Technical Assistance Plan, Partnership MOU, Regional Decision Making Structure, Identification of areas for Regional Efficiency, tools and templates to ensure clear communication channels.

V. Hub Coordination

Katie will serve as a liaison between Consortia, First 5 California, and other identified strategic partners. As hours and budget allow, Katie will also coordinate the implementation of the workplan developed by the Executive Committee. Katie will also represent/attend with the region at CA-QRIS Meetings in Sacramento, as determined in coordination with the region (up to 3).

Timeline: April 2017 – October 2018

Result: Region 6 Consortia members understand and participate in well coordinated Hub activities; Region 6 maximizes all support from IMPACT as it meets Consortia priorities

Project Timeline

Month	Engagement Activity
April 2017	Kick Off Call
May 2017	Planning Call
June 2017	Planning Call
	In-Person Region 6 Planning Retreat
July 2017	Planning Call
August 2017	Planning Call
September 2017	Planning Call
	In-Person Region 6 Planning Retreat
October 2017	Planning Call
November 2017	Planning Call
December 2017	Planning Call
	In-Person Region 6 Planning Retreat
January 2018	Planning Call
February 2018	Planning Call
March 2018	Planning Call
	In-Person Region 6 Planning Retreat
April 2018	Planning Call
May 2018	Planning Call
June 2018	Planning Call
	In-Person Region 6 Planning Retreat
July 2018	Planning Call
August 2018	Planning Call
September 2018	Planning Call
	In-Person Region 6 Planning Retreat
October 2018	Planning Call

-

- Support Region 6's implementation of the IMPACT Hub as set forth in Scope of Work (Attachment A) and in accordance with all restrictions and regulations in the First 5 California IMPACT Hub RFA (Attachment C).

ATTACHMENT B

AGREEMENT BETWEEN MONO COUNTY CHILDREN AND FAMILIES COMMISSION AND VIVA STRATEGY AND COMMUNICATIONS, LLC FOR THE PROVISION OF IMPACT HUB COORDINATION SERVICES

TERM:

FROM: April 1, 2017 TO: October 1, 2018

SCHEDULE OF FEES:

Scope of Work Item	Estimated Hours at \$165/hr	Cost
Kick Off Call & Discovery Process	40	\$6,600
Monthly Planning & Feedback Calls	57	\$9,405
Regional Retreats (6)	280	\$46,200
Hub & CA-QRIS Coordination (In addition to other items listed here which will also support this effort)	76	\$12,540
Project Management (managing across tasks)	65	\$10,725
Total Consultation		\$85,470
Indirect 10%		\$8,547
Meeting Supplies (does not include print, food, facilities)		\$280
Travel: Flight, hotel, rental car, parking, taxi, per diem (\$15/ breakfast, \$16/lunch, \$23/dinner)		\$5,818
Mileage to CA-QRIS Meetings		\$367
April 2017 – October 2018 Total Proposed Budget		\$100,482.00

**ATTACHMENT
C**

**AGREEMENT BETWEEN MONO COUNTY CHILDREN AND FAMILIES COMMISSION
AND VIVA STRATEGY AND COMMUNICATIONS, LLC
FOR THE PROVISION OF IMPACT HUB COORDINATION
SERVICES**



**First 5 IMPACT
Regional Coordination and Training and
Technical Assistance Hubs (Hubs)**

Request for Application

March 2016

First 5 IMPACT Regional Coordination, and Training and Technical Assistance Hubs

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I. INTRODUCTION

History of First 5 California

In 1998, California voters passed Proposition 10, the California Children and Families Act (the Act), which established the California Children and Families Commission, also known as First 5 California (F5CA), to promote, support, and improve the early development of children from the prenatal stage through five years of age. Since its inception, F5CA has launched innovative programs and services designed to help young children grow up healthy and be successful in school and in life.

Per the Act, the intent of Proposition 10 calls for F5CA to “facilitate the creation and implementation of an integrated, comprehensive, and collaborative system of information and services to enhance optimal early childhood development and to ensure that children are ready to enter school.” The promise of F5CA is to continue to invest in systems and programs that directly benefit children and families, that build upon past accomplishments and the latest research, and that advocate for a sustainable early childhood system for future generations.

In addition to supporting the implementation of the Act, First 5 IMPACT (Improve and Maximize Programs so All Children Thrive) helps accomplish F5CA’s mission to “convene, partner in, support, and help lead the movement to create and implement a comprehensive, integrated, and coordinated system for California’s children prenatal through 5 and their families.” It specifically addresses F5CA’s Strategic Priority Areas 1 and 2 and corresponding Goals 1.1, 1.2, 1.3, 2.1, and 2.2. (http://www.ccfca.ca.gov/about/pdf/commission/resources/F5CA_Strategic_Plan.pdf). Furthermore, it builds upon F5CA’s past and current program investments and integrates recent research along with federal, state, and local direction to support F5CA’s vision that “California’s children receive the best possible start in life and thrive.

First 5 IMPACT Purpose and Goals

First 5 IMPACT builds upon and aligns with the Race to the Top-Early Learning Challenge (RTT-ELC) grant, which drew on F5CA’s CARES Plus and former Power of Preschool (PoP) programs. The RTT-ELC framework, now the California quality rating and improvement system (CA-QRIS), also drew on the nationally recognized effectiveness factors or standards that lead to improved learning and development outcomes for children. The CA-QRIS includes the Rating Matrix (Appendix A) and the Continuous Quality Improvement Pathways (CQI Pathways) (Appendix B). Further, First 5 IMPACT aligns with the California Department of Education’s (CDE) California State Preschool Program (CSPP) QRIS Block Grant (<http://www.cde.ca.gov/sp/cd/op/csppqrisblockgrant.asp>).

The centerpiece of First 5 IMPACT is a network of local QRIS that coordinate, assess, and improve early learning programs. QRIS provides families the information they need to select the best early learning programs for their children. Supporting more programs to achieve high-quality standards helps ensure children enter school with the skills, knowledge, and dispositions necessary to be successful.

Other key components of First 5 IMPACT include:

- Effective teacher-child interactions
- Culturally and linguistically effective strategies to engage families
- Support for the inclusion of special populations, such as children with disabilities and other special needs, dual language learners, and infants and toddlers

First 5 IMPACT also will link to F5CA's Dual Language Learner and Family Engagement pilots, which currently are under development. For more information about First 5 IMPACT, go to

http://www.cafc.ca.gov/programs/programs_impact.html.

Support for Regional Efficiencies

This Request for Application (RFA) supports the development and implementation of Regional Coordination, and Training and Technical Assistance Hubs (Hubs) for consortia participating in First 5 IMPACT and the CA-QRIS. The primary focus of the Hubs is to provide coordination and specialized support to consortia within a region or with similar technical assistance needs to create economies of scale while building a local early learning system. As a regional body, the Hubs are required to:

- Help consortia identify local and regional strengths and assets, and determine local and regional gaps and needs
- Coordinate regional activities to implement the CA-QRIS elements and systems functions
- Reduce regional duplication of efforts
- Build local and regional expertise, and incorporate state and federal evidence-based practices models
- Maintain a strong connection to the CA-QRIS

The Hubs emphasize local flexibility and consortia partnership to foster innovation and build local and regional capacity. Like First 5 IMPACT, the Hubs are designed intentionally to incorporate recent research; build on effective practices from current and past local, state, and federal initiatives; and leverage existing resources and non-First 5 dollars.

Authority and Funding Summary

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 FYs 2015–16 through 2019–20 for First 5 IMPACT without fiscal year constraints and provided that sufficient resources exist to expend the allocated funds. The majority of First 5 IMPACT funding is allocated to local consortia (\$122 million) implementing a local Quality Improvement System (QIS) or Quality Rating and Improvement System (QRIS). \$18 million is earmarked for the implementation and operation of the Hubs.

Of the \$22 million of First 5 IMPACT funding earmarked for research and evaluation, F5CA has allocated \$3.5 million to reimburse the Hubs for the use of a data system and related data management activities, and \$12,800 for a subscription to an online data query tool. These funds are in addition to the \$18 million for Hub implementation. Please see section IV (page 14) of this RFA for details.

The period of funding and program authority to operate the Hubs is April 1, 2016, through June 30, 2020, based on a state fiscal-year basis (July 1 through June 30). Regional expenditures prior to and after the period of program authority are not eligible for reimbursement.

II. HUB PURPOSE AND GOALS

Compelling research on early intervention and the role of quality early learning experiences in child outcomes reinforce the need for collaboration that breaks down silos of training, administration, financing, and use of data. F5CA is aware of existing examples in California where consortia engage in cross-region networks of support and collaboration, mentor other consortia, and share resources and

innovation. Hub funding can strengthen this existing work, provide infrastructure that enables all consortia to benefit from regional collaboration, and support connections to other F5CA statewide investments.

The Hubs are designed as a mechanism for coordination. While Hub activities can take place in an agreed-upon location, the Hubs are not a “place.” Similarly, while a First 5 county commission will serve as the Fiscal Lead Agency for the Hub (see page 21), the Hub is neither a single agency nor should the Fiscal Lead Agency make decisions for the region. The success of each Hub to build local capacity and create regional efficiencies is dependent upon full participation and collaboration by consortia. All participating consortia in a region are expected to share in the decision making about Hub goals and direction. Where a Hub consists of a single consortium, decisions should include all consortium partners.

Drawing from research on collective impact, the Hubs are designed to:

- **Manage efforts regionally:** The Hubs are a mechanism to help coordinate local and regional CA-QRIS implementation across multiple systems. The Hubs can support local and regional collaboration that leads to innovative solutions that enable consortia to reach their goals and increase their combined reach. Utilizing mixed delivery methods, the Hubs may operate by convening consortia in face-to-face work, through webinars or other technology that supports distance meeting and learning, or both.
- **Leverage local and state resources:** By leveraging the needs and assets of consortia in a similar region or with similar needs or interests, the Hubs can help consortia integrate county, state, and national research and promising practices into First 5 IMPACT work.
- **Create regional efficiencies:** The time and cost savings associated with centralized processes, specialized training, staffing, and other resources can increase the efficiency of the early learning system through economies of scale. Local consortia can reduce duplication of efforts and focus on local innovations and implementation in other areas by developing cross-region strategies in agreed upon areas for quality improvement, staffing, data collection, and systems development.
- **Increase local capacity:** The Hubs can promote cross-consortia networks of support and learning communities to grow local and regional capacity, build on existing strengths, increase efficiency, and meet local needs.

Two Basic Hub Roles

In order to accomplish the system goals, the Hubs will play two essential roles to support consortia and regions. Within these roles, there are several requirements that may be funded using the Hub allocation or other funding sources, including, but not limited to, contributions of local First 5 IMPACT or county funds, in-kind contributions, or a combination of Hub and local/in-kind. Consortia participating in the Hub should work together to determine the best ways to carry out the following two Hub roles:

- 1. Basic coordination, project management, and systems-building activities for consortia participating in the Hub.** Appendix C includes examples of ways the Hubs can achieve the role of coordination, project management, and systems building and meet the requirements described below.

The Hub is required to:

- a. Identify a method to facilitate the work of the Hub. The Hubs must implement an equitable, inclusive, unbiased process for engaging all consortia in the region, making decisions and carrying out agreed-upon regional activities that support the implementation of the CA-QRIS in each consortium. Hubs are intended to be a support mechanism (not monitors) for consortia in the Hub.
- b. Coordinate the selection of a data system and manage data collection and reporting for consortia in the region. See Section IV. Data System and Planning Information Support (page 14) for information about additional F5CA funding provided to Hubs for this activity.

- 2. Specialized support for at least one element of the CA-QRIS or system function for consortia participating in the Hub.** Appendix C includes examples of ways the Hubs can achieve the role of providing specialized support and meet the requirements described below.

The Hub is required to:

- a. Identify at least one Environment Rating Scales (ERS) Anchor who can certify local assessors and support the fidelity of assessment practices and consistency of tool interpretation across the region, as articulated in the guidelines set forth by the CA-QRIS Implementation Guide (http://www.ccfc.ca.gov/programs/impact/impact_qris.html). F5CA will support certification of Regional ERS Anchor(s) identified by the Hub, while the Hub is responsible for coordinating regional ERS Anchor responsibilities. Appendix D describes state, regional, and local ERS Anchor and assessor responsibilities and certification processes in the CA-QRIS.

- b. Support increased capacity and knowledge around *Adult-Child Interactions* and *Family Engagement and Strengthening*—required elements of First 5 IMPACT.

Appendix E provides a crosswalk of potential Hub activities as they relate to the early learning system functions. Sample job descriptions are provided in Appendix F as reference material; they are not required Hub positions nor are the job descriptions intended to reflect all local or regional needs.

Acting as the “Statewide Hub,” F5CA in partnership with its T&TA contractors will coordinate Hub activities within and across regions, ensure Hubs receive state-level T&TA supports they need to carry out basic coordination and specialization activities, and work with external contractors delivering services to the Hubs, as needed. In addition, F5CA will provide statewide T&TA as described in the next section. In Appendix G, a graphic depicts the Regional Hub and Statewide T&TA structure designed to support consortia.

F5CA Statewide T&TA

First 5 IMPACT’s statewide T&TA will serve consortia, the Hubs, and the early educator workforce in three major areas of support: system, early educator workforce, and policy and public outreach. Appendix H provides detail about F5CA’s planned statewide T&TA, which was determined using county and stakeholder input.

1. System Supports

System-related efforts include training and facilitation for systems development and coordination (e.g., asset mapping, QRIS annual summit, workgroups, and learning communities); assessor inter-rater reliability training, uniform data collection assistance (e.g., workforce registry and QRIS databases), and connections to Child Health and Family Support and Strengthening.

2. Early Educator Workforce Supports

Strategies to serve early educators and administrators include continuing and expanding CARES Plus-related efforts and offering specific training to support cultural, linguistic, and equity competence; promoting early educator-family connections; and improving coaching skills. State-level efforts will focus on higher education (e.g., embedding practice-based coaching into coursework), coaching and training institutes to improve coach effectiveness, evidence-based trainings linked to the CA-QRIS, and specific training and partnerships

to engage family child care (FCC) and family, friend, and neighbor (FFN) care.

These early educator workforce efforts build upon best practices in T&TA (including coaching, mentoring, and consultation) as defined by the National Association for the Education of Young Children (NAEYC) and are outlined in Appendix I. Appendix J provides details about how F5CA will continue its commitment to nurturing effective adult-child interactions through CLASS®-based resources.

3. Policy and Public Outreach Supports

Policy and public outreach efforts include multi-fold strategies to promote policy, outreach, and communication to support local QRIS, including building public will and knowledge through a messaging campaign and increasing parents demand for quality programs. These include F5CAs research agenda and proposed areas of evaluation.

III. HUB REGIONS AND FUNDING ALLOCATIONS

At the September 2015, RTT-ELC Consortia Meeting, consortia members reviewed recommendations for a regional map that would serve county needs and promote regional efficiencies around implementing a QIS/QRIS. The map represented a hybrid of the First 5 Association and California County Superintendent's Educational Services Association (CCSESA) maps and considered where consortia already were working together effectively. On November 13, 2015, F5CA convened a working group of First 5 county commission representatives to inform the development of the Hubs and provide feedback on the regional map.

As a result of these input sessions, F5CA identified the regional groupings described below to define the Hub regions. These groupings were presented to the RTT-ELC Consortia in December 2015, and consortia members voted to approve these regions for future work with the CA-QRIS Consortium. Members also made the recommendation to move toward CCSESA regions in the future, to the extent possible. Appendix K includes a multi-color California map showing the 10 Hub regions.

The chart below lists consortia included in each Regional Hub. In most cases, the local First 5 IMPACT consortium represents a single county based on their application. Five First 5 IMPACT applications were submitted by a Lead Agency on behalf of their own county and at least one other county, making it a regional First 5 IMPACT consortium. For example, First 5 Shasta applied as the Lead Agency of

a five-county regional First 5 IMPACT consortium. In the table below, the Lead Agency of the regional First 5 IMPACT consortium is underlined.

Region 1	Region 2	Region 3	Region 4	Region 5
8 consortia 8 counties	5 consortia 9 counties	11 consortia 14 counties	8 consortia 8 counties	6 consortia 7 counties
<ul style="list-style-type: none"> Del Norte Humboldt Lake Marin Mendocino Napa Solano Sonoma 	<ul style="list-style-type: none"> Butte Lassen Plumas Siskiyou <p><i>Regional First 5 IMPACT Consortium:</i></p> <ul style="list-style-type: none"> <u>Shasta</u>, Glenn, Modoc, Tehama, and Trinity 	<ul style="list-style-type: none"> Amador Calaveras Colusa El Dorado Sacramento San Joaquin Stanislaus Tuolumne Yolo <p><i>Regional First 5 IMPACT Consortia:</i></p> <ul style="list-style-type: none"> <u>Placer</u>, Nevada, and Sierra <u>Sutter</u> and Yuba 	<ul style="list-style-type: none"> Alameda Contra Costa Monterey San Benito San Mateo San Francisco Santa Clara Santa Cruz 	<ul style="list-style-type: none"> Fresno Kern Kings Madera Tulare <p><i>Regional First 5 IMPACT Consortium:</i></p> <ul style="list-style-type: none"> <u>Merced</u> and Mariposa

Region 6	Region 7	Region 8	Region 9	Region 10
2 consortia 3 counties	3 consortia 3 counties	1 consortium 1 county	4 consortia 4 counties	1 consortium 1 county
<ul style="list-style-type: none"> Inyo <p><i>Regional First 5 IMPACT Consortium:</i></p> <ul style="list-style-type: none"> <u>Mono</u> and Alpine 	<ul style="list-style-type: none"> San Luis Obispo Santa Barbara Ventura 	<ul style="list-style-type: none"> Los Angeles 	<ul style="list-style-type: none"> Imperial Orange Riverside San Bernardino 	<ul style="list-style-type: none"> San Diego

Hub Allocations

F5CA has dedicated up to \$18 million to support the Hubs through June 2020. The amount of Regional Hub funding allocated to each of the 10 regions was calculated using a combination of county and regional variables to represent the two roles of Hubs, each role making up half of the formula. Details about the Hub funding calculation are described in the table on the next page.

Hub Role	Total Funding	Factor
Coordination and Systems Building (50%)		
1. Coordinate counties in the region, facilitate strengths/gaps assessment and decision-making, and enable face-to-face and alternative modes for meeting	\$3,000,000	Percentage of counties in the region compared to state (58)
2. Systems building and coordination across systems of care (e.g., federally-funded, state-funded, private, home-based, etc.)	\$3,000,000	Percentage of licensed sites in the region compared to state (51,655)
3. Systems building and integration of agencies supporting improved outcomes for children and families	\$3,000,000	Percentage of children in poverty in the region compared to state (708,349)
Specialized Support (50%)		
4. Specialized support to improve quality in local First 5 IMPACT sites	\$9,000,000	Percentage of First 5 IMPACT target sites in the region compared to statewide total (4,601)

Below is the total funding allocation for each region to carry out the Hub functions:

Region	Total Hub Allocation April 1, 2016, – June 30, 2020
1	\$ 1,364,643
2	\$ 1,063,404
3	\$ 2,961,866
4	\$ 3,108,205
5	\$ 2,024,943
6	\$ 375,912
7	\$ 895,495
8	\$ 2,440,944
9	\$ 2,476,762
10	\$ 1,287,826
	\$ 18,000,000

IV. DATA SYSTEMS AND PLANNING INFORMATION

The Hubs are required to support First 5 IMPACT data collection needs for all consortia in the region. This may include QIS/QRIS data system contracting, identifying a regional data system coordinator, access to an online planning data query tool, support for the California Early Care and Education Workforce Registry (Registry), or a combination of these activities.

F5CA has allocated \$3.5 million to reimburse the Hubs for the use of a data system. These funds are in addition to the \$18 million for Hub implementation. These funds are designed to support data system development, management, and use, as well as preparation of the Common Data Fields file (First 5 IMPACT RFA, Appendix I) and system modifications for potential changes to the QRIS rating matrix during the term of First 5 IMPACT.

F5CA will reimburse the Hubs up to \$150 per site per year during Fiscal Years 2016-17 through 2019-20 for the procurement, coordination, and use of First 5 IMPACT QRIS data system(s) for consortia in the Hub region. The following table shows data system reimbursement funding by Hub region. These figures are estimates based on site targets listed in the original First 5 IMPACT RFA.

Hub Region	Estimated Target First 5 IMPACT Sites	Estimated Annual Reimbursement	Estimated Total Reimbursement (July 2016 – June 2020)
1	369	\$ 55,350	\$ 221,400
2	259	\$ 38,850	\$ 155,400
3	811	\$ 121,650	\$ 486,600
4	913	\$ 136,950	\$ 547,800
5	498	\$ 74,700	\$ 298,800
6	34	\$ 5,100	\$ 20,400
7	261	\$ 39,150	\$ 156,600
8	468	\$ 70,200	\$ 280,800
9	610	\$ 91,500	\$ 366,000
10	378	\$ 56,700	\$ 226,800
		\$ 690,150	\$ 2,760,600

Data system funds may be used to:

- Hire a regional data system coordinator to manage regional contract(s) with QRIS data system vendors and monitor and administer the regional QRIS data system (See Appendix F-5 for a sample job description)

- Ensure data system access for participating consortia and support data collection and data entry
- Support the work of the Registry to monitor and align professional development data with regional QRIS data systems

Data system funds are optional. These funds may not be used for any purpose other than the data system, Registry participation, or a QRIS data system coordinator. Additionally, any costs incurred by the Hub that exceed the Hub regional allocation are the responsibility of the Hub and/or consortia. If the CA-QRIS Rating Matrix is modified by the CA-QRIS Consortium resulting in data system alterations that cannot be covered by the \$150 per site per year allocation, F5CA will provide the Hubs limited additional funds to modify data systems, to the extent that funds are available. Information about how to access additional funds will be available if/when the CA-QRIS makes changes to the matrix.

Regional Data System Coordinator

Data system reimbursement funds may be used toward the salary of a QRIS Data System Coordinator or costs associated with the role of coordination (e.g., travel, supplies). Hub funds, local First 5 IMPACT funds, or local match funds may be used to augment the difference in actual costs, as needed.

ECE Workforce Registry

F5CA encourages the Hubs to explore how the California ECE Workforce Registry (www.caregistry.org) can be used to support professional development and may complement local QRIS data systems (e.g., as used in San Francisco and Los Angeles counties). Because development and implementation of the Registry is ongoing, F5CA encourages the Hubs to participate in discussions and possible regional implementation of the Registry in partnership with the CDE, existing Registry members, foundations, and F5CA. Participation in Registry discussions may be one useful role of the Regional Data Coordinator. For the Hubs and consortia, the Registry may offer benefits such as: 1) records of professional development that can follow teachers regardless of residence or job transfer; 2) reduced duplication of professional data between local data systems; 3) verified professional data (transcripts, credentials, permits, coursework) that can be used for QRIS rating at the site level; and 4) providing data for a statewide view of California's ECE workforce characteristics.

Data System Conditions and Requirements

The intent of funding for data systems is to support development of data useful for improving the quality of early care and education. Therefore, funding is provided in support of QRIS data systems, defined as vendor-developed systems capable of

aggregating site-level data required for tier ratings in the CA-QRIS Rating Matrix. While family or child services and referrals may be a complementary function of a QRIS data system, they cannot constitute the only function of the QRIS data system.

Some or all of the data system reimbursement funds may be used to support costs of the data system itself. If this reimbursement is applied to these costs, the data system must be designed specifically for QIS/QRIS systems to manage site-level data and to support development of Quality Improvement Plans for eventual tiered ratings. Neither Hub funds nor data system reimbursement funds may be used to create a new data system for QRIS or significantly modify an existing data system created for purposes other than a QRIS.

Consortia in a Hub region may elect to use a single, shared regional data system or coordinate the use of multiple QRIS data systems in the region. The Hubs may contract for an existing vendor-made data system or coordinate with an existing data system used by another county or region. F5CA encourages consortia to use their selected data system for collection and tracking of sites participating in all local quality improvement efforts.

Consortia participating in a Hub should consider various options, cost structures, and data extract capabilities (including the functionality to report First 5 IMPACT Common Data Fields and other required reporting) before entering into an agreement with a chosen vendor. For additional information to guide decision making, please see Appendix L. QRIS Data System Guidance.

F5CA does not endorse any specific data system vendor. In December 2015 and January 2016, F5CA invited data system vendors to demonstrate to First 5 IMPACT partners the features of iPinwheel, Persimmony, TCC Software Solutions, Vertical Change, WELS, and Q-Star. For reimbursement of the \$150 per site per year, the Hubs may choose a data system from one of these vendors or another vendor specifically designed and used for QIS/QRIS administration and reporting. If another vendor is selected, please obtain prior approval from F5CA prior to entering into a contract with this vendor using data system support funds or other First 5 IMPACT/Hub funds.

Planning Information Support

Optional: Early Learning Needs Assessment Tool (ELNAT).

To support needs assessment and program development within Hub regions, F5CA will fund, on a reimbursable basis, annual subscriptions to the Early Learning Needs Assessment Tool (ELNAT), developed by the American Institutes for Research (AIR). More information about the ELNAT is available at <http://elneedsassessment.org>. The ELNAT is an online query tool containing

demographic and early childhood program enrollment data at the ZIP code level, including estimates of the number of children eligible for the Title 5 program and those with working parents, that may be useful for regional needs assessment or program planning. AIR's institutional annual subscription rate is \$3,200 per year per Hub and allows data to be shared by partners within the regional Hub. F5CA will offer a webinar in March 2016 to demonstrate the capabilities of ELNAT.

V. HUB FUNDING APPLICATION

This section covers eligible applicants, critical dates, application submission requirements, and funding information.

Eligible Hub Applicants

Only a First 5 county commission participating in a First 5 IMPACT local or regional consortium is eligible to apply to be the Hub Fiscal Lead Agency for its region.

The Hub RFA is not intended to be a competitive application. F5CA will accept one applicant per region, completed by a First 5 county commission in the region. The Hub Fiscal Lead Agency (a First 5 county commission) does not have to be the Lead Agency for a local First 5 IMPACT consortium.

Role of the Hub Fiscal Lead Agency

The Hub is a mechanism for promoting regional collaboration to support a common QRIS frame, share resources, create efficiencies, and reduce administrative costs. The Hub must include representation from all consortia participating in the region, and activities carried out by the Hub must be unanimously agreed upon by these consortia representatives. Thus, the role of the Hub Fiscal Lead Agency is to ensure there is a process for participatory application development and shared decision making about Hub priorities and activities that meet the needs of consortia in the region. The Hub Fiscal Lead Agency may choose to hire/utilize existing staff, develop MOUs with a consortia partner, or initiate contracts/subcontracts to facilitate the process and/or carry out the agreed-upon work.

The Hub Fiscal Lead Agency should have capacity to:

- Ensure there is a collaborative process to develop, implement, and/or oversee and monitor Hub activities to support all consortia in the region
- Act as lead to ensure the requirements for the Hubs are met and report to F5CA annually about Hub progress toward goals

- Use the Hub funds and structure to create regional efficiencies in specialized support for consortia in the region and across the state, if needed, for at least one additional activity or element from the CA-QRIS and/or function of a QIS/QRIS system to increase county capacity or improve system efficiency
- Use the Hub funds and structure to support administrative, program, and evaluation services incorporated within the First 5 IMPACT system functions
- Use evidence-based models/frameworks to ensure the highest likelihood of measurable improvement in key child and family indicators

Critical Dates for the Hub Request for Applications

Date	Critical Event
March 2, 2016	The Hub RFA is available on the F5CA webpage at: http://www.cafc.ca.gov/programs/impact/impact_regional_coordination.html
March 9, 2016 2:30 p.m. – 4:00 p.m.	<p>Hub RFA Updates and Data System Selection T&TA Session</p> <p>F5CA will share updated information about the Hub RFA. Please refer to general information about Hub structure and goals shared December 17, 2015, and January 6, 2016 (available at http://www.cafc.ca.gov/programs/impact/impact_regional_coordination.html).</p> <p>F5CA also will provide information and answer questions about data system reimbursement funds, data system requirements, and selection guidelines outlined in the Hub RFA:</p> <p>First 5 IMPACT consortia will have an opportunity to ask questions. Any First 5 county commissions interested in submitting an application as a Hub Fiscal Lead Agency is encouraged to participate in the Hub RFA Information Session webinar.</p> <p>Date: March 9, 2016</p> <p>Time: 2:30 p.m. – 4:00 p.m.</p> <p>Webinar Registration: https://attendee.gotowebinar.com/register/6712489173251964161</p> <p>Dial-in number: 800-988-9483</p> <p>Passcode: 6881113</p> <p>Questions regarding the Hub RFA and data system funding will be answered during this webinar. Additional questions regarding this RFA will be accepted in writing by e-mail or by fax through Friday, March 4, 2016, 5:00 p.m. Please use “Hub RFA Question”</p>

Date	Critical Event
	as the subject heading and send all questions to F5IMPACT@ccfc.ca.gov or by fax to (916) 263-1360.
March 11, 2016 1:30 p.m. – 2:30 p.m.	<p>Early Learning Needs Assessment Tool (ELNAT) Demonstration. American Institutes of Research will offer a webinar to demonstrate the capabilities of the ELNAT, an online query tool containing demographic and early childhood program enrollment data at the ZIP code level.</p> <p>Date: March 11, 2016</p> <p>Time: 1:30 p.m. – 2:30 p.m.</p> <p>Webinar Registration: https://global.gotomeeting.com/join/652653429</p> <p>Dial-in number: 669-224-3412</p> <p>Passcode: 652 653 429</p> <p>Questions regarding the ELNAT will be answered during this webinar. Additional questions regarding this RFA will be accepted in writing by e-mail or by fax. Please use “ELNAT Question” as the subject heading and send all questions to F5IMPACT@ccfc.ca.gov or by fax to (916) 263-1360.</p>
March 7 – April 8, 2016	<p>Hub RFA T&TA, upon request. F5CA and/or its T&TA contractor, will meet face-to-face or by conference call to answer region-specific questions, support initial Hub coordination, and discuss statewide T&TA to support the work of Hubs and consortia.</p>
April 18, 2016 5:00 p.m.	<p>F5CA IMPACT Hub application due to F5CA by 5:00 p.m.</p> <p>Applications must be sent electronically, or by mail as a hardcopy with original signatures or on a flash drive, and arrive by this date and time in order to be considered.</p>
April 19 – 29, 2016	<p>The Application Review Period for First 5 IMPACT Hub Funds.</p>
May 2, 2016	<p>“Intent to Award” announcement for F5CA IMPACT Hub Funds posted. This is an initial notification and is not the final list. The final funding list will be posted on the F5CA website when all data are verified. Lead Agencies are advised not to obligate funds based on this list.</p>

Date	Critical Event
May 9, 2016	Final funding list for award recipients will be posted on the F5CA website. (Note: Although the list will be posted on this date, the Hub funding period will begin effective April 1, 2016)

Hub RFA Application Submission Requirements

Applications must be developed and submitted in accordance with the terms described herein and must be complete at time of submission. All Hub Fiscal Lead Agencies agree that by submitting an application, they authorize F5CA to verify all information submitted.

Additionally:

- All applications must be received via e-mail, or mailed on a flash drive, and sent in Microsoft Word and Excel formats. However, consortium partner signatures (Form 3) and any page requiring Lead Agency signature may be sent in PDF format.
- The application must be in 12-point Arial, with one-inch margins, and standard letter-size.

F5CA requests for information in the application to be as complete and concise as possible. Do not attach additional pages or information not requested in the application.

F5CA must receive an electronic copy of the Lead Agency's Hub Application on or before **April 18, 2016, by 5:00 p.m.** to F5IMPACT@ccfc.ca.gov. Applications submitted later than **April 18, 2016**, will not be accepted or reviewed.

Sequence of Hub Application Components

Each application must be assembled in the order outlined below, with responses numbered accordingly. Each component must be complete to qualify for review.

Form 1	First 5 IMPACT Phase Hub Application
Form 2	Hub Five-Year Budget Table
Form 3	Hub Annual/Amended Budget Table
Form 4	Hub Annual Budget Narrative

VI. PROGRAM, ADMINISTRATIVE, AND FISCAL ACCOUNTABILITY

A Local Area Agreement (LAA) for the Hubs will be developed and in effect for the time period April 1, 2016, through June 30, 2020.

Approximately \$18 million between April 1, 2016, and June 30, 2020, will be distributed among Lead Agencies with existing capacity to act as a Hub for their region.

Hub Fiscal Lead Agency Responsibilities

Once a Hub Fiscal Lead Agency has been approved to receive Hub funds, there are multiple responsibilities and restrictions regarding how funds may be spent. This section includes information regarding the responsibilities of participating Hub Fiscal Lead Agencies, allowable costs, use of subcontractors, compliance requirements, and other fiscal considerations integral to program implementation and accountability.

The Hub Fiscal Lead Agency shall be responsible for the oversight and administration of the Hubs, including all requirements and responsibilities outlined in this RFA, and fiscal accountability for state and local funds. All requirements and responsibilities described in this RFA are material to the award of the Hub funds. Reimbursement and expenditure claims are contingent on the Hub Fiscal Lead Agency's performance of and compliance with these responsibilities and requirements.

The Hub Fiscal Lead Agency's submission of the documents required in this RFA constitutes its assurances that it will meet all requirements (program, administrative, evaluation, and fiscal) of the First 5 IMPACT Hub, and retain records that substantiate its performance and compliance. For monitoring and auditing purposes, the Hub Fiscal Lead Agency will follow all fiscal accounting, reporting, and auditing standards required by F5CA including, but not limited to, applicable sections of the First 5 Financial Management Guide.¹

If the Hub Fiscal Lead Agency is found to be out of compliance with any program, administrative, evaluation, or fiscal requirements, subsequent expenditure reimbursements will be contingent upon the Hub Fiscal Lead Agency's diligence in achieving the objectives provided by F5CA in a written corrective action plan. In addition, prior reimbursements may be subject to recovery by the State if required by public contracting rules.

¹ The First 5 Financial Management Guide is available on the First 5 California Web site at: http://www.cfcf.ca.gov/about/about_fiscal.html

Annual Performance Report

Lead Agencies will provide an annual performance report (APR) describing activities and accomplishments for each fiscal year as follow-up to activities planned in the First 5 IMPACT Hubs RFA application. APRs will be due annually each fiscal year in a day and a month to be determined. F5CA will make available an APR form on its First 5 IMPACT webpage for purposes of annual reporting.

Human Subjects Protection and Data Security

To meet requirements for human subjects' protection under the state government institutional review board, the Committee for Protection of Human Subjects, Lead Agencies will support consortia to:

- Use relevant notices or consent forms for early educators, parents, or other individuals. *Guidelines for First 5 IMPACT Evaluation Notices* are available at: http://www.cafc.ca.gov/programs/impact/impact_evaluation.html
- Securely maintain local data 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>

Evaluation Participation

If requested, Lead Agencies will participate in evaluation activities sponsored by F5CA to better understand the role and effectiveness of regional Hubs in promoting system change for quality early learning in California. Requests for participation may come from F5CA directly or a contracted evaluator. Participation is likely to involve focus groups, interviews, and/or surveys.

Reimbursement Requirements

To receive reimbursement for Hub expenditures, participating Hub Fiscal Lead Agencies must:

- Submit the initial First 5 IMPACT Hubs Five-Year Budget Table (Form 2), First 5 IMPACT Hubs Annual Budget and Reimbursement Table for FY 2015–16 (Form 3), and First 5 IMPACT Hubs Annual Budget Narrative (Form 4) for the initial reimbursement
- Submit a First 5 IMPACT Hubs Annual Budget and Reimbursement Table (Form 3) and a First 5 IMPACT Hubs Annual Budget Narrative (Form 4) for subsequent fiscal years by June 1 of the preceding fiscal year

- Submit reimbursement claims using the First 5 IMPACT Hubs Annual Budget and Reimbursement Table (Form 3) biannually (due January 31 and July 31 of each year)
- Certify expenditures used only for the purposes detailed in the RFA and LAA, and are allowable, accurate, and consistent with budget/funding information submitted to and approved by F5CA
- Comply with all requirements (program, administrative, evaluation, and fiscal) identified in the First 5 IMPACT Hubs RFA, applications, and LAA

If due dates fall on a weekend or holiday, claims will be due the following business day. If all requirements above have been satisfied and no discrepancies exist, payment to Lead Agencies will be processed within 60 days of receipt at F5CA. If all requirements are not satisfied, payment will be withheld pending resolution. (See Dispute Resolution section for process.)

Reimbursable and Non-Reimbursable Costs

The Hub Fiscal Lead Agency must maintain accurate fiscal data, in accordance with generally accepted accounting principles and standards for governmental entities, and report actual expenditures by category on the First 5 IMPACT Hubs Annual Budget and Reimbursement Table (Form 3). All invoices or claims must be substantiated by adequate supporting documentation and based on verifiable financial records.

Personnel costs associated with Hub Fiscal Lead Agency payrolls must be supported by time and attendance or equivalent records for individual employees. Wages of employees chargeable to more than one program or other cost objective must be supported by appropriate time distribution records. If an employee is multi-funded on a time accounting basis, then the employee's timesheet must indicate the actual amount of time spent in each program/cost objective per day.

Funds can be used only for costs incurred for the successful implementation of the Hub and include the following allowable expenditures (either performed by the Hub Fiscal Lead Agency or a contractor):

Personnel: Compensation (salaries and benefits) for the time devoted and identified specifically to the performance of First 5 IMPACT Hub activities.

Operating: Expenditures for activities related directly to the performance of First 5 IMPACT Hub activities, including, but not limited to, the following:

- Data collection and storage (including QRIS data systems)
- QI (stipends, curricula, etc.)
- Rating and monitoring
- Communications and outreach
- Materials and supplies
- Meetings and conferences (excluding meals, snacks, + and beverages)
- Publication and printing costs
- Equipment with a unit cost of \$2,500 or less (unit cost includes all costs required to make the item serviceable, such as taxes, freight, installation costs, site preparations costs, etc.)
- Training related specifically to First 5 IMPACT, including professional development and technical skill development
- In-State travel related specifically to Hub implementation – reimbursed at the rates and terms determined by the California Department of Human Resources
- Out-of-State Travel with prior approval from F5CA

Administrative: F5CA will reimburse Hub Fiscal Lead Agencies for administrative costs incurred (both direct and indirect, as defined below) related to First 5 IMPACT Hub implementation. For budgeting and reimbursement purposes, administrative costs related directly to the Hub should be reflected in the Personnel and/or Operating expenditure categories. Administrative costs incurred for a common purpose and not specific to the Hubs should be included in the Indirect Cost section of budget and reimbursement documents. **Indirect costs shall not exceed 15% of total reimbursable costs paid by F5CA** (expended amounts) on an annual basis, and must be substantiated for the appropriate fiscal year.

Direct costs include the salaries, wages, and benefits of employees while they are working exclusively on the delivery of a specific project/service (preparing action plans, developing budgets, monitoring activities, etc.), as well as materials, supplies, equipment, utilities, rent, training, travel, etc. These costs should be easily identifiable with a specific project or directly assigned with a high degree of accuracy.

Indirect costs are shared costs that benefit or support multiple projects/services administered by a Hub Fiscal Lead Agency, and cannot be readily identified with a specific project/service (e.g., legal, accounting, human resources, procurement, facilities, maintenance, technology, etc.). These costs should be apportioned by a systematic and rational allocation methodology, and that methodology should be documented by the Hub Fiscal Lead Agency and available upon request.

The Hub Fiscal Lead Agency shall identify and justify direct costs and indirect costs, including employee fringe benefits in accordance with State Contracting Manual Volume I, Section 3.17.2, subsection A.1.

Non-reimbursable direct and indirect costs include:

Non-Reimbursable Costs by F5CA	
Program Costs	<ul style="list-style-type: none"> • Current-year agreement funds to pay prior or future year obligations • Promotional items and memorabilia, including gifts and souvenirs • Capital assets as defined on page 26. Unit cost includes all costs required to make the item serviceable (e.g., taxes, freight, installation costs, site preparations costs, etc.), such as equipment, land, buildings, vehicles, etc.
Participating Sites	<ul style="list-style-type: none"> • Consumables (e.g., food and diapers) • Materials and supplies • Meals, snacks, and beverages
Facilities	<ul style="list-style-type: none"> • Facilities renovation, improvements, and repairs • Idle facilities or idle capacity except to the extent they are: 1) necessary to meet fluctuations in workload, or 2) necessary when acquired and are now idle because of changes in program requirements, efforts to achieve more economical operations, reorganization, termination, or other causes that could not have been reasonably foreseen
Travel	<ul style="list-style-type: none"> • Out-of-state without prior approval
Other	<ul style="list-style-type: none"> • Bad debts, including losses (whether actual or estimated) arising from uncollectable accounts and other claims, related collection costs, and related legal costs • Costs of advertising and public relations designed solely to promote the governmental unit, lead agency, or partners • Entertainment, including amusement, diversion, and social activities and any expenses directly associated with such costs • Goods or services for personal use of the Hub Fiscal Lead Agency and partners' employees regardless of whether the cost is reported as taxable income to the employees. • Legal costs incurred in defense of any civil or criminal fraud proceeding; legal expenses for prosecution of claims against the State of California • Lobbying costs, whether direct or indirect • Political activities • Organized fund raising, including financial campaigns, solicitation of gifts

F5CA will reimburse Lead Agencies in arrears for allowable expenditures upon receipt and approval of a First 5 IMPACT Hubs Annual Budget and Reimbursement Table (Form 3). 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.

Use of Subcontractors

The Hub Fiscal Lead Agency can subcontract with other entities to implement Hub activities as intermediaries. However, the Hub Fiscal Lead Agency remains legally responsible for all program, administrative, evaluation, and fiscal requirements of the RFA and LAA even if administered through an intermediary.

If a Hub Fiscal Lead Agency subcontracts with another agency to implement Hub activities, any communication with F5CA must occur through the Hub Fiscal Lead Agency. F5CA will not discuss any program, administrative, evaluation, or fiscal issues with a subcontractor. The Hub Fiscal Lead Agency must adhere to the State of California's contracting requirement of three competitive bids, unless local county regulations or policies differ. The Hub Fiscal Lead Agency also is responsible for collection of necessary data.

If during an audit it is discovered that the Hub Fiscal Lead Agency did not attempt to obtain prior F5CA approval or three formal written bids were not received, consultant/subcontractor charges will be disallowed.

Any subcontract entered into as a result of the subsequent LAA shall contain all of the provisions held within.

Capital Assets

F5CA funds may **not** be used for capital assets as defined by the California State Administrative Manual (SAM) and First 5 Financial Management Guide – land, improvements to land, easements, buildings, building improvements, vehicles, machinery, equipment, works of art and historical treasures, infrastructure, and all other tangible or intangible assets that are used in operations and that have initial useful lives extending beyond a single reporting period and a unit cost of \$5,000 or more (SAM Section 8602).

In accordance with SAM, if property does not have an expected useful life of at least one year, and if the purchase cost does not exceed \$5,000 for purposes of First 5 IMPACT Hubs, the purchase is considered an expenditure and not a capital asset.

Lead Agencies must review existing policy regarding capital assets. If the Hub Fiscal Lead Agency's policy identifies a lower monetary threshold than SAM for

capital assets, the Hub Fiscal Lead Agency's policy must be enforced when expending Hub funds. If the Hub Fiscal Lead Agency's policy identifies a higher monetary threshold than SAM for capital assets, the State of California's policy (as articulated in SAM) must be enforced when expending Hub funds.

Payment Withholds

Failure to submit timely and accurate fiscal information, evaluation data, and program reports, as required by F5CA, may result in the withholding of a disbursement of funds, until which time the required information, data, or reports have been received. Serious delays in fiscal report submission may result in a written request by F5CA for an accounting of expenditures or special review of fiscal and program activities. F5CA may reduce or terminate program participation if it is determined that a Hub Fiscal Lead Agency has failed to adhere to the terms and conditions of the RFA and/or its approved LAA, including any amendments to the LAA.

Overpayment

If it is determined that a Hub Fiscal Lead Agency received an overpayment of Hub funds, F5CA will inform the Hub Fiscal Lead Agency of the overpayment and provide options for recovery: 1) issue an invoice to the Hub Fiscal Lead Agency, or 2) reduce a future reimbursement claim. If the invoice is preferred, payment shall be processed within forty-five (45) days of receipt or future claims may be withheld or adjusted.

Match Requirement

There is no match requirement for Hub funding.

Budget Amendments

The First 5 IMPACT Hubs Annual Budget and Reimbursement Table (Form 3) and Annual Budget Narrative (Form 4) must be submitted together and serve as budget amendment documentation. These forms shall be used for the following:

- Formally change the current approved total funding authority identified in the LAA for the period of program performance
- Annually update the Hub Fiscal Lead Agency's estimated budget for the upcoming fiscal year (due June 1 on an annual basis), including incorporation of carryover funds from the previous year's budget
- Revise budget categories and Hub roles to capture variances of 20 percent or more from the current approved budget

Budget amendments must be submitted to and approved by F5CA prior to the period for which expenditures will occur. Hub Fiscal Lead Agencies requesting budget amendments not impacting the LAA (annual updates and revisions to budget categories/Hub roles) will receive notification of approval or denial via written correspondence (letter or e-mail) from F5CA. Requests of this nature are necessary to allow for consistency when submitting reimbursement claims. If appropriate approvals are not received, F5CA may withhold payment for changes in particular budget categories and hub roles exceeding the amount allocated in the current approved budget by more than 20 percent.

Carryover Funds

Carryover funds are unobligated, unspent balances from a previous fiscal year's approved budget that are transferred to the current fiscal year's budget, and are available to spend in addition to the current fiscal year's allocation. Carryover funds must be identified by the Hub Fiscal Lead Agency using the budget amendment process to obtain prior written consent from F5CA to spend carryover funds.

Adjustment to Funding Allocations/Budgets

Hub Fiscal Lead Agencies will have access to funding and spending flexibility within their total budget by fiscal year as long as cash is available in the appropriate F5CA accounts, and program and reporting requirements are met.

Adjustments to funding allocations can be made at any time during the term of the First 5 IMPACT Hubs RFA. All adjustments will be formalized using the First 5 IMPACT Hubs Annual Budget and Reimbursement Table (Form 3), First 5 IMPACT Hubs Annual Budget Narrative (Form 4), and an amended LAA.

Major Hub Changes

A major system change includes, but is not limited, to the following:

- Major changes to quality improvement methods
- Any subcontractor changes
- Changes to Hub administration and oversight staff (e.g., executive director, chief financial officer, program director, etc.)
- Budget line item shifts equal to or greater than 20 percent

Major changes are permissible only upon prior written approval by F5CA. The Hub Fiscal Lead Agency must submit a written request to F5IMPACT@ccfc.ca.gov

at least 60 days prior to the implementation of the proposed change (staffing changes must be disclosed within 30 days of a change). If applicable, detailed information and corresponding budget amendment must be submitted describing the major system change and the change to the original budget for one or more fiscal years.

Dispute Resolution (Fiscal Components)

The Hub Fiscal Lead Agency shall attempt to resolve disputes of fiscal components (reimbursement, budget amendments, etc.) with F5CA staff. If the dispute is not resolved at the first staff level, the Executive Director or designee of the Hub Fiscal Lead Agency 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 F5CA within thirty (30) calendar days of receiving an initial response from the first-level determination of the dispute.

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

First 5 Financial Management Guide Compliance

Hub Fiscal Lead Agencies should refer to the First 5 Financial Management Guide (Guide) terms and definitions when reporting to or communicating with F5CA regarding First 5 IMPACT and the Hubs. The guidelines and glossary contained in the Guide provide a common frame of reference and language for use between F5CA and Lead Agencies when addressing financial matters.²

Hub Validation

While the Hubs strive to achieve the same outcome in all consortia (e.g., helping children birth through age 5 and their families thrive by increasing the number of high-quality early learning programs), the emphasis in local flexibility allows consortia/regions to achieve this outcome using various strategies and tools. As Hubs grow and evolve, F5CA will assess the systems work on the ground floor and learn with Hub Fiscal Lead Agencies which efforts and strategies are the most successful, as well as determine T&TA needs of consortia regarding this work.

² The First 5 Financial Management Guide is available on the First 5 California Web site at: http://www.cfc.ca.gov/about/about_fiscal.html

Additionally, to alleviate costs associated with an annual audit of Hub funds, and as required in previous F5CA programs, F5CA will perform a review of Hub-related expenditures. To accomplish this, a team of F5CA staff will be working with the Hub Fiscal Lead Agencies by way of site visits or other means of communication to:

- Conduct programmatic review, including but not limited to:
 - Reviewing and analyzing the administration of a Hub, the collaborative decision-making structure, and efficiencies implemented to meet the needs of consortia in the region
 - Identifying and addressing T&TA needs of consortia in the region
- Conduct fiscal review, including, but not limited to:
 - Conducting a fiscal review to verify expenditures claimed are valid and accurate
 - Safeguarding the operational and fiscal integrity of First 5 IMPACT Hubs
 - Providing information and feedback to Hub Fiscal Lead Agency staff
- Conduct evaluation review, including, but not limited to:
 - Reviewing the regional data system and methods used by consortia to collect, input, and upload data to F5CA
 - Confirming internal controls and required record keeping is consistent with requirements outlined in the RFA, funding applications, and LAA
 - Providing feedback and T&TA to evaluation staff

Hub Validations will take place at intervals not more frequently than annually. Lead Agencies will be required to participate, produce records, and accommodate site visits at the request of F5CA.

Retention of Program Records

Records substantiating state funds disbursed by F5CA to the Hub Fiscal Lead Agency are subject to monitoring, examination, and audit by F5CA or its designee, or the State Auditor, for a period of five (5) years, or local policy retention period (whichever is greater) after final payment of program expenditures. **Adequate and accurate program and expenditure records that document the allowable costs must be retained for this period.** F5CA shall have access to the Hub Fiscal Lead Agency's offices, upon reasonable notice, during normal business hours, for the purpose of interviewing employees and inspecting and copying books, records, accounts, and other material that may be relevant to a matter under investigation, and for the purpose of determining compliance with the allowable uses of Hub funds.

Compliance Requirements

The Hub Fiscal Lead Agency must adhere to the following requirements:

1. Participate fully in evaluation and data collection processes administered by F5CA and/or its designee
2. Provide documentation pertaining to the First 5 IMPACT Hubs RFA, including, but not limited to, evaluation data, budget and reimbursement documents, APRs, etc., as requested by F5CA
3. Account for revenues and expenditures (both State and local) for the Hub funds separately from other programs/projects
4. Sign required certifications that attest to the accuracy of any data (program, fiscal, and evaluation) submitted
5. Participate in all Hub Validation activities
6. Declare any unexpended Hub funds

Hub Fiscal Lead Agencies failing to meet the compliance requirements risk loss of reimbursement in full or part, or denial of continued eligibility.

Restricted Use of First 5 IMPACT Funds

Hub funds shall be expended only for the purposes expressed in the Hubs RFA and may be used only to supplement existing levels of service. Hub funds must not supplant existing local, state, or federal funding, such as CSPP QRIS Block Grant funds and Infant/Toddler QRIS Block Grant; only supplemental costs may be charged. No monies from the F5CA accounts shall be used to supplant State or local general fund money for any purpose.

Hub funds are not intended for direct services, but rather to support the implementation of regional efficiencies within First 5 IMPACT and the CA-QRIS. No project or activity can be approved that proposes to provide direct services (e.g., home visiting, increasing early learning program slots, direct compensation for supervisory personnel), supports only one program type or sites that are at one specific level of quality (e.g., only preschool programs at Tier 5), or provides a service required by State law. For example, any project that solely provides special education services for children with disabilities cannot be approved because special education is already required by State law with special funds appropriated to pay for it. In like manner, basic kindergarten programs would not be approved.

Termination of Agreement

F5CA retains the option to terminate an LAA without cause at its discretion, provided that written notice has been delivered to the Hub Fiscal Lead Agency at least thirty (30) days prior to such termination date. If F5CA terminates the LAA at its discretion, the Hub Fiscal Lead Agency 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 the LAA, up to the date when notice of termination is received by the Hub Fiscal Lead Agency ("notice date"). The Hub Fiscal Lead Agency will not be entitled to reimbursement for any expenses incurred for services and deliverables pursuant to the LAA after the notice date, unless the Hub Fiscal Lead Agency receives prior written approval from F5CA.

Funding Contingencies for Local Area Agreements

Any entity that enters into an LAA with F5CA understands and agrees that the LAA is valid and enforceable only if sufficient funds are available in the appropriate accounts administered by F5CA to carry out the purposes of the Agreement. This Agreement shall be invalid and of no further force and effect if sufficient funds are not available in the appropriate account as a result of:

- A decrease in projected tax revenue collected pursuant to the Revenue and Taxation Code section 30131.2
- Any additional restrictions, limitations, or conditions enacted by the Legislature
- Any statute enacted by the Legislature that may affect the provisions, terms, or funding for the Agreement in any manner

In the event there are insufficient funds in the appropriate accounts administered by F5CA due to any of the aforementioned reasons, the State of California and/or F5CA shall have no liability to pay any funds to the Hub Fiscal Lead Agency or to furnish any other considerations under the LAA; the Hub Fiscal Lead Agency, subsequently, shall not be obligated to perform any provisions of the LAA.

If full funding does not become available, F5CA will amend the LAA to reflect the funding reduction and/or reduced activities. If possible, alternate funding arrangements may be made to address any unforeseen F5CA cash flow issues.

Ownership of Products and Copyright

Upon their creation, all products, deliverables, or like items that are produced, created, developed, or the like, shall become the sole and complete property of F5CA during the term of the LAA. F5CA retains all rights to use, reproduce,

distribute, or display any products created, provided, developed, or produced under the LAA and any derivative products based on LAA products, as well as all other rights, privileges, and remedies granted or reserved to a copyright owner under statutory and common-law copyright law.

Any subcontractor agreements shall include language granting F5CA the copyright for any products created, provided, developed, or produced under the LAA and ownership of any products not fixed in any tangible medium of expression. In addition, the Hub Fiscal Lead Agency shall require the other party to assign those rights to F5CA in a format prescribed by F5CA. For any products for which the copyright is not granted to F5CA, F5CA 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.

All products distributed under the terms of the LAA and any reproductions of products shall include a notice of copyright in a place that can be visually perceived at the direction of F5CA. 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."

Non-Discrimination

During the performance of the LAA, the Hub Fiscal Lead Agency and its subcontractors 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. The Hub Fiscal Lead Agency and subcontractors shall insure that the evaluation and treatment of their employees and applicants for employment are free from such discrimination and harassment. The Hub Fiscal Lead Agency and subcontractors 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, will be incorporated into the LAA.

Indemnification and Hold Harmless

Neither F5CA 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 Hub Fiscal Lead Agency under, or in connection with any work, authority, or jurisdiction

delegated to the Hub Fiscal Lead Agency under the LAA. It is understood and agreed, pursuant to Government Code section 895.4, the Hub Fiscal Lead Agency shall fully defend, indemnify, and save harmless F5CA 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 Hub Fiscal Lead Agency under or in connection with any work, authority, or jurisdiction delegated to the Contractor under the LAA.

FORM 1. HUB APPLICATION

This template is to be used for the submission of a regional Hub's application for funding.

- Only First 5 county commissions may apply on behalf of their region.
- First 5 California will accept only one application per region and encourages regions to work together to determine the most appropriate Hub Fiscal Lead Agency to apply.
- Applications should be completed in collaboration with other local IMPACT consortia to ensure all consortia needs are met by the Hub.

Please fill out each section, as applicable, and sign and date.

Hub Fiscal Lead Agency		Lead Agency Contact	Phone Number
Address		City	Zip Code
Signature		Date	E-mail
Program Lead Contact Person	Program Contact's E-mail		Phone Number
Fiscal Lead Contact Person	Fiscal Contact's E-mail		Phone Number

By signing this page, the applicant(s) certify the information contained in the Hub Application is accurate and all forms required to be submitted as part of the RFA are certified to be true and binding on the applicants. Additionally, in signing this signature page, the Hub Fiscal Lead Agency is confirming it will use the current CA-QRIS (Rating Matrix and Continuous Quality Improvement Pathways) and the QRIS Implementation Guide, found at the Hub webpage (http://www.ccfca.gov/programs/programs_impact.html). Consortia also must adhere to changes made to the CA-QRIS.

1. Participating First 5 IMPACT Consortia Lead Agency Signatures

Please obtain signatures from each Lead Agency for each First 5 IMPACT consortium in your region. Every Lead Agency in the region must sign confirming their agreement with the Hub RFA goals and direction.

- Fill out the required information and secure stakeholder signatures.
- Add additional signature blocks as needed.
- If a local First 5 IMPACT consortium is comprised of multiple consortia, only the Lead Agency for the multi-county consortium must sign.

Signing this section means that representatives have read and concur with the application being submitted.

County:
Agency:
Print Name of Representative:
Title of Representative:
Signature: _____ Date: _____
E-mail: _____ Phone: _____
County:
Agency:
Print Name of Representative:
Title of Representative:
Signature: _____ Date: _____
E-mail: _____ Phone: _____
County:
Agency:
Print Name of Representative:
Title of Representative:
Signature: _____ Date: _____
E-mail: _____ Phone: _____

This page provided for Hubs with more than three local First 5 IMPACT consortia in the region. Please duplicate this page, if needed.

County:
Agency:
Print Name of Representative:
Title of Representative:
Signature: _____ Date: _____
E-mail: _____ Phone: _____
County:
Agency:
Print Name of Representative:
Title of Representative:
Signature: _____ Date: _____
E-mail: _____ Phone: _____
County:
Agency:
Print Name of Representative:
Title of Representative:
Signature: _____ Date: _____
E-mail: _____ Phone: _____
County:
Agency:
Print Name of Representative:
Title of Representative:
Signature: _____ Date: _____
E-mail: _____ Phone: _____

1. Summarize the Hub's guiding vision and goals.

--

The first major role of Hubs is basic coordination, project management and systems-building activities for consortia participating in the Hub.

2. Describe how the Hub will facilitate regional coordination and decision making. Please answer each of the following four questions:

a. What is the composition of Hub representatives from consortia in the region (decision-makers) and how were they selected?

--

b. How will you ensure full participation by all consortia in the region (include meeting frequency, how meetings will be held, etc.)

--

c. How will you organize the Hub to ensure the needs of all consortia in the region are met?

--

d. How will individual consortium's strengths and needs be considered in decision making about Hub priorities?

--

3. Describe how the region will select a data system and manage data. Please answer each of the following four questions

a. Is the Hub requesting data system reimbursement funds?

- ☐ Yes. The data system reimbursement funds will be used for the following activities (*Check all that apply*):
- ☐ Data system(s)
 - ☐ Workforce Registry (with QRIS data system(s) in place)
 - ☐ Regional Data System Coordinator (with QRIS data system(s) in place)

<input type="checkbox"/> No. The Hub is not requesting data system reimbursement funds. (<i>Explain below.</i>)
<i>If no to 3.a. (not requesting data system reimbursement funds) please explain how the Hub will fulfill the data reporting requirements.</i>
b. What QRIS data system(s) will your Hub use (check all that apply)
<input type="checkbox"/> iPinwheel <input type="checkbox"/> Persimmony <input type="checkbox"/> Q-Star <input type="checkbox"/> TCC Software Solutions <input type="checkbox"/> Vertical Change <input type="checkbox"/> Web-based Early Learning System (WELS) <input type="checkbox"/> Other (Specify below.)
<i>If other, identify data system and describe this vendor's history with QRIS data collection</i>
c. How was the data system(s) selected?
d. If applicable, why is this Hub supporting more than one vendor data system?
e. How will the Hub manage data requirements including communication with vendors, data collection, data entry, and upload to F5CA? Describe the role and activities of the Regional Data System Coordinator, if applicable.
f. Will the Hub be requesting funds for ELNAT?
<input type="checkbox"/> Yes (<i>Explain below.</i>) <input type="checkbox"/> No
<i>If yes, describe how the subscription will be shared to support consortia or regional data planning.</i>

The second major role of Hubs is to provide specialized support for consortia participating in the Hub for at least one additional activity or element from the CA-QRIS and/or function of the local First 5 IMPACT systems.

4. Describe the Hub's role in supporting the ERS Anchor and assessor management needs of the region
<i>a. How will the Hub fill the role of Regional ERS Anchor(s) and contribute to regional efficiencies?</i>
<i>b. How will the Hub and/or ERS Anchor(s):</i> <ul style="list-style-type: none"> <i>• Build consortia capacity to carry out local assessments</i> <i>• Support local consortia to meet the assessor re-certification and inter-rater-reliability requirements and assessment standards in the Implementation Guide</i>
5. Describe how the Hub will support activities that improve effective adult-child interactions within consortia in the region (note: Refer to Appendix J for additional information)
<i>a. Include all of the following in your response:</i> <ul style="list-style-type: none"> <i>• What activities will be implemented by the Hub to support effective teacher-child interactions in local consortia?</i> <i>• How will they be implemented to build local/consortia capacity and create regional efficiencies?</i>
<i>a. How will the Hub monitor effectiveness of this support and use that information to improve implementation?</i>
6. Describe how the Hub will support family engagement and strengthening efforts in licensed; family, friend, and neighbor (FFN); and alternative settings, as applicable.
<i>a. Include all of the following in your response:</i> <ul style="list-style-type: none"> <i>• What activities will be implemented by the Hub to support family engagement and strengthening efforts in local consortia?</i>

<ul style="list-style-type: none"> • <i>How will they be implemented to build local/consortia capacity and create regional efficiencies?</i>
<p><i>b. How will the Hub monitor effectiveness its support for family engagement and strengthening, and use that information to improve implementation?</i></p>

<p>7. If applicable, describe other type(s) of specialized support the Hub will provide and how will they be implemented to create regional efficiencies and build local capacity.</p> <p><i>For each additional type of specialized support identified by the Hub (other than those described in questions 4–6), describe:</i></p> <p><i>a. How does this support meet the needs of consortia in the region?</i></p> <ul style="list-style-type: none"> • <i>How does this support build local/consortia capacity and create regional efficiencies?</i> • <i>How will the Hub monitor effectiveness of this support and use that information to improve implementation?</i>

FORMS 2 – 4 BUDGET FORMS

Form 2. First 5 IMPACT Hubs Five Year Budget Table

Lead Agency: {insert here}						
Instructions: Each Hub Fiscal Lead Agency must submit a First 5 IMPACT Five-Year Budget Table included with their First 5 IMPACT Hub Application. The Five-Year Budget Table includes the costs associated with each budget category for each fiscal year. Lead Agencies are responsible for inputting dollar amounts into the WHITE cells for each budget category by fiscal year. The amounts inputted by Lead Agencies will automatically add up to the total 5-year funding allocation for each Lead Agency (identified in the YELLOW Cell 11-f). If there are "other" types of budget categories that a Lead Agency would like to identify in the Five-Year Budget, please specify in Budget Category 8. Hub Fiscal Lead Agencies can also add additional rows if more than one budget category needs to be added.						
Budget Category	FY 2015-16 (a)	FY 2016-17 (b)	FY 2017-18 (c)	FY 2018-19 (d)	FY 2019-20 (e)	Total (f)
1. Salaries						\$0
2. Benefits						\$0
3. Materials and Supplies						\$0
4. Travel						\$0
5. Equipment (<\$2,500)						\$0
6. Incentives						\$0
7. Contractual						\$0
Early Learning Needs Assessment Tool (ELNAT)						\$0
8. Other <i>Please specify:</i>						\$0
9. Total Direct Costs (add lines 1-8)	\$0	\$0	\$0	\$0	\$0	\$0
10. Indirect Costs (Indirect Cost Rate cannot exceed 15%)						\$0
11. Total First 5 IMPACT Hub Funds Requested (add lines 9-10)	\$0	\$0	\$0	\$0	\$0	\$0
Columns (a) through (e): For each fiscal year of your county's First 5 IMPACT Hubs model for which funding is requested, show the total amount requested for each applicable budget category. Budget Category 7: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A county/region may apply its indirect cost rate only against the first \$25,000 of each contract included in line 7. Budget Category 10: Indirect Costs are based on the county's indirect cost rate and the Total Direct Costs in Budget Category 9. Indirect Cost Rates cannot exceed 15% of total reimbursable costs paid by First 5 California.						

Form 3. First 5 IMPACT Hubs Annual Budget and Reimbursement Table

		First 5 IMPACT Hub Roles				
BUDGET CATEGORY		Role 1. Project coordination, management, and systems-building activities		Role 2. Specialized support for CA-QRIS element(s)	TOTALS	
		Hub Funds	Data System Funds			
Personnel						
Salaries						\$0
Benefits						\$0
A. TOTAL PERSONNEL COSTS		\$0	\$0	\$0		\$0
Operating						
Materials and Supplies						\$0
Travel						\$0
Equipment (unit cost of less than \$2,500)						\$0
Incentives/Stipends						\$0
Contractual						\$0
Early Learning Needs Assessment Tool (ELNAT)						\$0
Other: {please specify}						\$0
B. TOTAL OPERATING COSTS		\$0	\$0	\$0		\$0
C. TOTAL DIRECT COSTS (A+B)		\$0	\$0	\$0		\$0
Indirect Costs						
Costs Not Subject to Indirect						\$0
Total Costs Used to Calculate Indirect		\$0	\$0	\$0		\$0
D. INDIRECT COSTS (CANNOT EXCEED 15%)	0.00%	\$0	\$0	\$0		\$0
E. TOTAL FIRST 5 IMPACT HUB FUNDS REQUESTED (C+D)		\$0	\$0	\$0		\$0

I, the official named below, hereby request First 5 IMPACT Hubs RFA funding in the amounts represented in the above Table. I certify that the information represented on this form (Form 3) and in the First 5 IMPACT Hubs Budget Narrative (Form 4) are true and correct to the best of my knowledge and compliant with the requirements of the First 5 IMPACT Hubs RFA.

Form Type (e.g., Reimbursement, Annual Budget, or Budget Amendment):			First 5 California Only
Name of Lead Agency:	Biannual Reporting Period:	Fiscal Year:	
Name of Lead Agency Executive Director or Authorized Designee:			Fiscal Analyst:
			Program Consultant:
Signature <i>(please sign and date above)</i>			Division Manager:

FORM 4. First 5 IMPACT Hubs Annual Budget Narrative

A detailed First 5 IMPACT Hubs Budget Narrative must be submitted with the First 5 IMPACT Hubs Budget and Reimbursement Table (Form 3) when reporting or amending budgets (narrative is not required to be submitted with reimbursement claims).

The following information, at a minimum, must be included for each budget category. Expenditures also must be broken down on the First 5 IMPACT Hubs Budget and Reimbursement Table (Form 3) by Hub Role (e.g., 1. Project coordination, management, and systems-building activities; and 2. Specialized support for CA-QRIS element). The total fiscal year expenditures for each budget category displayed in this narrative must agree with the total reflected in Form 3.

Insert lines and adjust tables as necessary to reflect the requested information.

Salaries

Provide:

- Title of each position to be compensated under this project
- Agency that funds each position
- Salary for each position under this project
- Amount of time, such as hours or percentage of time, to be expended by each position under this project
- Any additional basis for cost estimates or computations

Explain:

- Specific responsibilities of each position and the importance of each position to the success of the project

Salaries: The following requested personnel will work on First 5 IMPACT					
Position	Description	Agency	% FTE	Base Salary	Total
Total					

Benefits

Provide:

- The benefit percentages for all personnel in the project
- The basis for cost estimates or computations

Materials and Supplies

Provide:

- An estimate of materials and supplies needed for the project for each agency, by nature of expense or general category (e.g., instructional materials, office supplies, etc.)
- The basis for cost estimates or computations

Travel

Provide by agency:

- An estimate of the number of trips
- An estimate of travel-related costs for each trip
- Any additional basis for cost estimates or computations

Explain:

- The purpose of the travel

Travel					
Title	Purpose	Agency	Number of Trips	Cost per Trip	Total
Total					

Equipment

Provide:

- Type of equipment to be purchased by each agency
- Unit cost for each item to be purchased
- Any additional basis for cost estimates or computations

Explain:

- The justification of the need for the equipment to be purchased

Note: First 5 IMPACT funds can be used to purchase equipment with a unit cost of \$2,500 or less. Equipment being purchased for a participating site must be identified in a site improvement plan. Unit cost includes all costs required to make the item serviceable, such as taxes, freight, installation costs, site preparations costs, etc.

Equipment					
Item	Purpose	Owner/Entity	Cost of Item	Item Description	Total
Total					

Incentives

Provide:

- Description of the types of incentives provided to programs, teachers, and/or administrators to encourage them to reach higher levels of quality and/or participation in their local First 5 IMPACT

Explain:

The purpose of the incentive.

Contractual

Provide:

- Products to be acquired and/or the professional services to be provided
- Agency responsible for the contract
- Estimated cost per expected procurement and potential contractor
- For professional services contracts, the amounts of time to be devoted to the project, including the costs to be charged to the proposed First 5 IMPACT
- Any additional basis for cost estimates or computations

Explain:

- The purpose and relation to the project

Early Learning Needs Assessment Tool (ELNAT)

Provide:

- Annual ELNAT subscription amounts only under Role 1 — Data Systems

Explain:

- How your subscription to ELNAT will support your local/regional Hub efforts

Other

Provide:

- Other items by major type or category (e.g., communications, printing, postage, equipment rental) by an agency
- Cost per item (printing = \$500, postage = \$750)
- Any additional basis for cost estimates or computations

Explain:

- Purpose of expenditures

Total Direct Costs

Provide:

- The sum of direct costs for the applicable fiscal year

Indirect Costs

Provide:

- Identify and apply the indirect cost rate (attach documentation of approved/recognized indirect cost rate[s] if available)
- Identify what categories indirect cost rate is being applied to
- A Lead Agency may apply its indirect cost rate only against the first \$25,000 of each contract

Total First 5 IMPACT Hubs Funds Requested

Provide:

- The sum of direct and indirect costs for the applicable fiscal year

APPENDIX A. CA-QRIS RATING MATRIX

QUALITY CONTINUUM FRAMEWORK –RATING MATRIX WITH ELEMENTS AND POINTS FOR CONSORTIA
CALIFORNIA RACE TO THE TOP- EARLY LEARNING CHALLENGE (RIT-ELC)

COMMON TIERS 1,
3, AND 4

CORE 1: CHILD DEVELOPMENT AND SCHOOL READINESS					
1. Child Observation	Does not require	Does Program use evidence-based child assessment/observation tool annually that covers all five domains of development	Does Program use valid and reliable child assessment/observation tool aligned with <i>Foundations & Frameworks</i> twice a year	Does DROP (minimum twice a year) and results used to inform curriculum planning	Does Program use DROP twice a year and uploads into DROP Tech and results used to inform curriculum planning
2. Developmental and Health Screenings	Does Meet the Regulations	Does Health Screening Form (Community Care Licensing form LIC 701 Physician's Report-Child Care Centers "or equivalent" used at entry, then: 1. Annually OR 2. Ensures vision and hearing screenings are conducted annually	Does Program work with families to ensure screening of all children using a valid and reliable developmental screening tool at entry and as indicated by results thereafter AND Does Meet Criteria from point level 2	Does Program work with families to ensure screening of all children using the ASQ at entry and as indicated by results thereafter AND Does Meet Criteria from point level 2	Does Program work with families to ensure screening of all children using the ASQ & ASQ-SE, as indicated, at entry, then as indicated by results thereafter AND Does Program staff use children's screening results to make referrals and implement intervention strategies and adaptations as appropriate AND Does Meet Criteria from point level 2
CORE 2: TEACHERS AND TEACHING					
3. Minimum Qualifications for Lead Teacher/Family Child Care Home (FCCH)	Does Meet the Regulations [Center: 12 units of Early Childhood Education (ECE)/Child Development (CD) FCCH: 15 hours of training on preventive health practices]	Does Center: 24 units of ECE/CD? OR Associate Teacher Permit OR FCCH: 12 units of ECE/CD OR Associate Teacher Permit	Does 24 units of ECE/CD + 16 units of General Education OR Teacher Permit AND Does 21 hours professional development (PD) annually	Does Associate's degree (J.A./AS) in ECE/CD (or closely related field) OR AA/AS in any field plus 24 units of ECE/CD OR Site Supervisor Permit AND Does 21 hours PD annually	Does Bachelor's degree in ECE/CD (or closely related field) OR BA/BS in any field plus with 24 units of ECE/CD (or Master's degree in ECE/CD) OR Program Director Permit AND Does 21 hours PD annually
4. Effective Teacher-Child Interactions: CLASS Assessments [Use tool for appropriate age group as available]	Does Not Required	Does Familiarity with CLASS for appropriate age group as available by one representative from the site	Does Independent CLASS assessment by reliable observer to inform the program's professional development/improvement plan	Does Independent CLASS assessment by reliable observer minimum CLASS scores: Pre-K • Emotional Support - 5 • Instructional Support - 3	Does Independent assessment with CLASS with minimum CLASS scores: Pre-K • Emotional Support - 5.5 • Instructional Support - 3.5 • Classroom Organization - 5.5

¹ Approved assessments are: Creative Curriculum GOLD, Early Learning Scale by National Institute of Early Education Research (NIEER), and Brigance Inventory of Early Development III.

² For all ECE/CD units, the core 8 are desired but not required.

Note: Point values are not indicative of Tiers 1-5 but reflect a range of points that can be earned toward assigning a tier rating (see Total Point Range).

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				Toddler <ul style="list-style-type: none"> Emotional & Behavioral Support – 5 Engaged Support for Learning – 3.5 Infant <ul style="list-style-type: none"> Responsive Caregiving (RC) – 5.0 	Toddler <ul style="list-style-type: none"> Emotional & Behavioral Support – 5.5 Engaged Support for Learning – 4 Infant <ul style="list-style-type: none"> Responsive Caregiving (RC) – 5.5
CORE II: PROGRAM AND ENVIRONMENT- Administration and Leadership					
5. Ratios and Group Size (Centers Only beyond licensing regulations)	D Center- Title 17 Regulations Infant Ratio of 1:4 Toddler Option Ratio of 1:6 Preschool Ratio of 1:12 D FGCH: Title 22 Regulations (excluded from point ratios in ratio and group size)	D Center- Ratio: Group Size Infant/Toddler – 4:16 Toddler – 3:18 Preschool – 3:36	D Center- Ratio: Group Size Infant/Toddler – 3:12 Toddler – 2:12 Preschool – 2:24	D Center- Ratio: Group Size Infant/Toddler – 3:12 or 2:8 Toddler – 2:10 Preschool – 3:24 or 2:20	D Center- Ratio: Group Size Infant/Toddler – 3:9 or better Toddler – 3:12 or better Preschool – 1:8 ratio and group size of no more than 20
6. Program Environment Rating Scale(S) (Use context for appropriate setting: ECER & R, ITERS-R, FCCERS-R)	D Not Required	D Familiarity with ERS and event classroom uses ERS as a part of a Quality Improvement Plan	D Assessment on the whole tool. Results used to inform the program's Quality Improvement Plan	D Independent ERS assessment. All subscales completed and averaged to meet overall score level of 5.0	D Independent ERS assessment. All subscales completed and averaged to meet overall score level of 5.5 OR Current National Accreditation approved by the California Department of Education
7. Director Qualifications (Centers Only)	D 14 units ECE/CD + 4 units management/administration	D 14 units ECE/CD + 16 units General Education +/- with 3 units management/administration OR Master Teacher Pennil	D Associate's degree with 14 units ECE/CD +/- with 6 units management/administration and 2 units supervision OR Site Supervisor Pennil AND D 21 hours PD annually	D Bachelor's degree with 14 units ECE/CD +/- with 8 units management/administration OR Program Director Pennil AND D 21 hours PD annually	D Master's degree with 10 units ECE/CD including specialized courses +/- with 8 units management/administration, OR Administrative Credential AND D 21 hours PD annually
Program Type	Common-Tier 1	Local-Tier 2	Common-Tier 3	Common-Tier 4	Local-Tier 5
Centers 7 Elements for 151X*1s	Blocked (No Point Value) – Must Meet All Elements	Point Range 8 to 19	Point Range 20 to 25	Point Range 26 to 31	Point Range 32 and above
FGCHs 5 Elements for 25 points	Blocked (No Point Value) – Must Meet All Elements	Point Range 6 to 13	Point Range 14 to 17	Point Range 18 to 21	Point Range 22 and above

- Local-Tier 2: Local decision if Blocked or Points and if there are additional elements
- Local-Tier 5: Local decision if there are additional elements included

California Department of Education, Updated May 28, 2015; Effective July 1, 2015

APPENDIX B. CA-QRIS PATHWAYS

CORE I: CHILD DEVELOPMENT & SCHOOL READINESS	
School Readiness	
Goal (Pathway)	All children receive individualized instruction and support for optimal learning and development informed by child observation and assessment data.
Related Element(s)	CORE I.1 Child Observation and Assessment
RTT-ELC Core Tool(s) & Resources	<ul style="list-style-type: none"> • CA Foundations and Frameworks • Preschool English Learner Guide • Desired Results Developmental Profile Assessment (DRDP) Tools • National Data Quality Campaign's Framework • Ages and Stages Questionnaire (ASQ)
Social-Emotional Development	
Goal (Pathway)	Children receive support to develop healthy social and emotional concepts, skills, and strategies.
Related Element(s)	CORE I.2 Developmental and Health Screenings
RTT-ELC Core Tool(s) & Resources	<ul style="list-style-type: none"> • CA CSEFEL Teaching Pyramid Overview and Tiers 1-4 (Modules 1-3) • CA Foundations and Frameworks - Social-Emotional Development • Ages and Stages Questionnaire – Social Emotional (ASQ-SE)
Health, Nutrition, and Physical Activity	
Goal (Pathway)	Children receive support for optimal physical development, including health, nutrition, and physical activity.
Related Element(s)	<ul style="list-style-type: none"> • CORE I.1 Child Observation and Assessment and Core 1.2 Developmental and Health Screenings
RTT-ELC Core Tool(s) & Resources	<ul style="list-style-type: none"> • CA Preschool Foundations and Frameworks– Health and Physical Development • Infant/Toddler Program Guidelines • CA Infant/Toddler Foundations and Frameworks-Perceptual/ Motor • USDA Child and Adult Care Food Program Guidelines
CORE II: Teachers and Teaching	
Effective Teacher-Child Interactions	
Goal (Pathway)	Teachers are prepared to implement effective interactions in the classroom.
Related Element(s)	CORE II.4 Effective Teacher-Child Interactions
RTT-ELC Core Tool(s) & Resources	<ul style="list-style-type: none"> • Classroom Assessment and Scoring System® (CLASS®) for relevant age grouping • Program for Infant-Toddler Care (PITC) Program Assessment Rating Scale (PARS), as applicable and available * No current source webpage for PARS

Professional Development	
Goal (Pathway)	Teachers are life-long learners.
Related Element(s)	Core II.3 Minimum Qualifications and Core II.4 Effective Teacher-Child Interactions
RTT-ELC Core Tool(s) & Resources	<ul style="list-style-type: none"> • Common Core 8²¹ • Early Childhood Educator (ECE) Competencies • ECE Competencies Self-Assessment Tool • Professional Growth Plan
CORE III: PROGRAM AND ENVIRONMENT	
Environment	
Goal (Pathway):	The program indoor and outdoor environments support children's learning and development.
Related Element(s)	CORE III.6 Program Environment Rating Scale(s) (ERS)
RTT-ELC Core Tool(s) & Resources	Environment Rating Scales (Harms, Clifford, Cryer): <ul style="list-style-type: none"> • Infant-Toddler Environment Rating Scale (ITERS) • Early Childhood Environment Rating Scale (ECERS) • Family Child Care Environment Rating Scale (FCCERS)
Program Administration	
Goal (Pathway):	<ul style="list-style-type: none"> • The program effectively supports children, teachers, and families.
Related Element(s)	<ul style="list-style-type: none"> • All
RTT-ELC Core Tool(s) & Resources	<ul style="list-style-type: none"> • Business Administration Scale (Family Child Care) – (BAS) • Program Administration Scale (Centers) – (PAS) OR • Self-Assessment using the Office of Head Start (OHS) Monitoring Protocols and continuous improvement through a Program Improvement Plan (PIP)
Family Engagement	
Goal (Pathway):	<ul style="list-style-type: none"> • Families receive family-centered, intentional supports framed by the Strengthening Families™ Protective Factors to promote family resilience and optimal development of their children.
Related Element(s)	<ul style="list-style-type: none"> • All (III.6 ERS <i>Provision for Parents</i> Indicator)
RTT-ELC Core Tool(s) & Resources	<ul style="list-style-type: none"> • Strengthening Families™ Five Protective Factors Framework

²¹ Recommended

APPENDIX C. TWO BASIC HUB ROLES

Regional Coordination, and Training and Technical Assistance Hubs (Hubs) will play two essential roles to support consortia and regions. Within this pair of roles, there are several requirements that may be fulfilled using Hub funding, contribution of local First 5 IMPACT or county funds, in-kind contribution of resources or personnel, or a combination of these.

Role 1: Basic Coordination, Project Management, and Systems-building Activities for Consortia Participating in the Hub

As regional bodies, Hubs are required to coordinate and prioritize local activities to implement the CA-QRIS elements and systems functions, help identify local and regional strengths and assets, determine local and regional gaps and needs, reduce regional duplication of efforts, and help build local and regional expertise. A significant part of these regional coordination efforts is the need to maintain a strong connection to the greater CA-QRIS efforts to uphold fidelity of implementation agreed upon by the CA-QRIS Consortium and cultivate cross-region learning and resource sharing. In carrying out the role of coordination, project management, and systems-building activities for consortia participating in the Hub, there are two required activities which may be carried out in a variety of locally determined ways:

- a. Consortia participating in the Hub are required to identify a method to facilitate the work of the Hub. The Hubs must implement an equitable, inclusive, unbiased process for engaging all consortia in the region, making decisions, and carrying out agreed-upon regional activities that support the implementation of the CA-QRIS in each consortium. Examples of how the Hub might facilitate its work include, but are not limited to:
 - Holding regular meetings of consortia participating in the Hub to discuss how to facilitate the work of the Hub
 - Identifying a project manager to coordinate the Hub's work, guide regional discussions and decision-making process, and oversee implementation of Hub priorities
 - Conducting a needs assessment in the region to identify strengths and gaps in order to make decisions about Hub priorities
 - Funding regional travel to enable face-to-face consortia-building, collaboration, and participation in T&TA opportunities
 - Funding travel to the statewide CA-QRIS Consortium meetings

- Developing, fostering, and supporting cross-regional relationships to encourage resource sharing and support networks (e.g., funding cross-county mentoring and capacity building activities between experienced consortia and consortia new to QRIS)
- b. The Hub will coordinate the selection of a data system, and manage data collection and reporting for consortia in the region. For example, the Hubs may choose to fulfill this requirement by identifying a data coordinator and/or housing a regional data system to support regional data collection.

Role 2: Specialized Support for Consortia Participating in the Hub

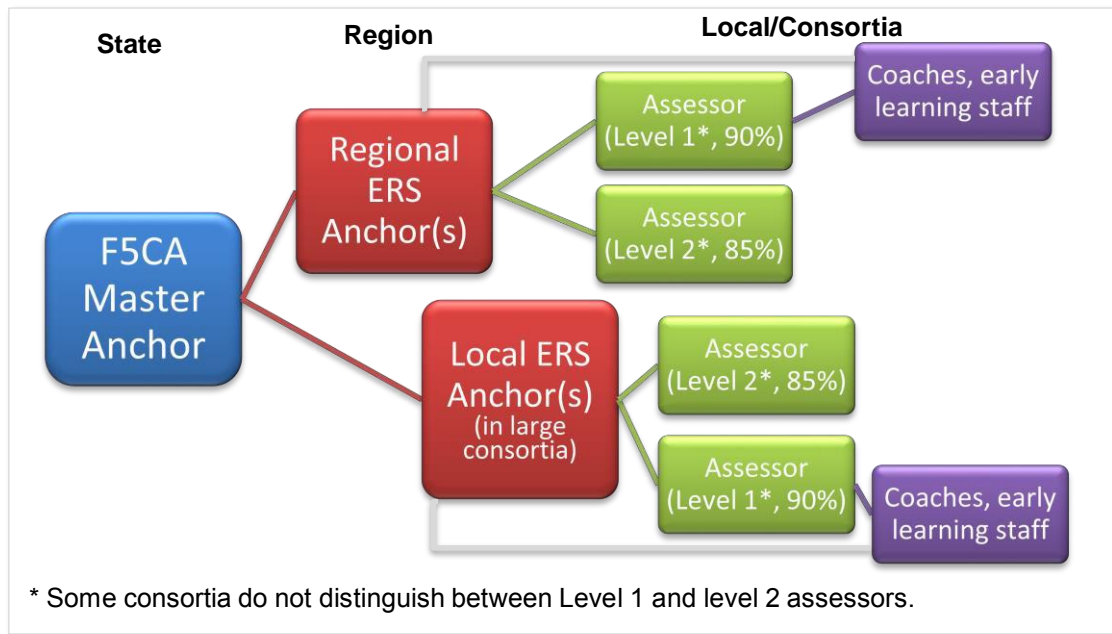
The Hubs can promote regional efficiencies, reduce duplication of effort, and increase regional capacity by coordinating support and technical assistance for at least one additional activity or element from the CA-QRIS and/or function of a QIS/QRIS system. In carrying out Role 2, there are three required activities that may be achieved in a variety of locally determined ways:

- a. Identify at least one Environment Rating Scales (ERS) Anchor who can certify local assessors, and support fidelity of assessment practices and consistency of tool interpretation across the region per the guidelines set forth by the CA-QRIS Assessor Management System. F5CA will support certification of a Regional ERS Anchor(s) identified by the Hub, while the Hub is responsible for coordinating Regional ERS Anchor responsibilities. Examples of how the Hub might fulfill this requirement include, but are not limited to:
 - Identifying at least one ERS Anchor (employed by a consortium in the Hub region and shared by the region, or hired using Hub funds) to help build regional capacity for ERS observations, competency of coaches, and teachers' understanding of the importance of high-quality environments
 - Coordinating strategies to ensure assessments are conducted in early learning sites across the region by shared ERS assessors
 - Developing and/or engaging in a cross-county and/or cross-region learning community to share locally implemented evidence-based practices, tools, and resources to support ERS training, certification, and assessment practices that ensure fidelity to the tools and that adhere to the CA-QRIS Implementation Guide
- b. The Hubs will support increased capacity and knowledge around improving *Adult-Child Interactions*, a required element of First 5 IMPACT. Examples of Hub support for adult-child interactions include, but are not limited to:

- Identifying a Classroom Assessment Scoring System® (CLASS®) Lead Trainer to help build regional capacity for CLASS observations, competency of coaches, and teachers' understanding of the importance of effective classroom interactions
 - Identifying a Lead Coach to support local coaches on research-based coaching strategies for leadership development, teacher-child interactions, and CQI in early learning settings
 - Coordinating other types of regional training and technical assistance to build local and regional capacity on tools in the California quality rating and improvement system (CA-QRIS), ensure fidelity to those tools, track materials distribution, and collect data for coaching/training/T&TA cycles
 - Developing and/or engaging in a cross-county and/or cross-region learning community to share locally implemented evidence-based practices, tools, and resources to support effective adult-child interactions
- c. The Hubs will support increased capacity and knowledge around *Family Engagement and Strengthening*, a required element of First 5 IMPACT. Examples of Hub support for family engagement and strengthening include, but are not limited to:
- Coordinating strategies to ensure that high-quality, interactive professional development opportunities are accessible to quality improvement staff and early educators in licensed early learning settings, as well as FFNs and alternative settings
 - Regionalizing and embedding family-centered, culturally/linguistically competent strategies into all local QRIS activities as a critical means to support parents as leaders in their own families and ensure family partnership remains a critical means of supporting children
 - Focusing on quality in alternative sites by adapting elements of the CA-QRIS framework to support family engagement and strengthening
 - Developing and/or engaging in a cross-county and/or cross-region learning communities to share locally implemented evidence-based practices, tools, and resources to support family engagement and strengthening
 - Promoting evidence-based training across all consortia in the region

APPENDIX D. ENVIRONMENT RATING SCALE ANCHORS AND ASSESSORS

This document outlines the roles of Environment Rating Scale (ERS) Anchors and assessors as defined by the Race to the Top–Early Learning Challenge (RTT-ELC) Assessor Management Workgroup. These definitions are used in First 5 IMPACT and the greater CA-QRIS. The following graphic shows the relationship between each of these roles at the state, regional, and local/consortia levels.



Statewide Master Anchors (Employed by First 5 California)

First 5 California Master Anchors (F5CA MAs) are certified as reliable by the Environment Rating Scales Institute (ERSI) at 90 percent or higher on each of the three ERS tools. The F5CA MAs carry out the following activities:

- Certify and annually recertify reliability of Regional ERS Anchors (see description, next page) on the ERS family of tools in lieu of ERSI
- Provide advice and support for Regional ERS Anchors as they train and certify local assessors
- Develop resources for Regional ERS Anchors to use when conducting local training and reliability certification

- Help Regional ERS Anchors organize inter-rater reliability (IRR) with other Regional ERS Anchors
- Provide information and assistance to Regional ERS Anchors to carry out IRR activities with consortia assessors
- Obtain answers from ERSI about questions that arise during assessment and disseminate responses and clarifications to local Anchors to ensure consistent interpretation across the CA-QRIS
- Conduct in-person and web-based trainings and meetings with Regional ERS Anchors to build consensus and strengthen capacity to conduct ERS assessments and certify assessors

Regional ERS Anchor

A Regional ERS Anchor is a consortium-designated individual authorized to certify reliability of ERS assessors at level one and level two. The Regional ERS Anchor is considered an experienced, reliable "expert" assessor responsible for score interpretation and training of other assessors. Each Hub region with sites at implementation Step 3 should designate at least one Regional ERS Anchor on each ERS tool. A large consortium also may designate a Local ERS Anchor. The region or large consortium may have one Anchor for all three ERS tools or three different Anchors – one for each tool.

Regional ERS Anchors must achieve at least 90 percent reliability (average) over three consecutive assessments with a F5CA MA. However, this person is not considered an Anchor until designated as such by a region (Hub) or consortium and given the authority to carry out Anchor responsibilities. A Regional ERS Anchor also may obtain certification from ERSI; however, F5CA encourages consortia and the Hubs to use the no-cost F5CA MA certification process in order to maximize availability of local/regional funds.

Following initial certification, each Regional ERS Anchor must complete IRR (inter-rater reliability) with another Regional ERS Anchor every six months, at minimum, and recertify annually.

The Regional ERS Anchors shall have the authority to:

- Conduct assessments
- Train and certify ERS assessors

- Coordinate IRR for ERS assessors in their region every six months, at minimum, or at least once between annual recertification

F5CA MAs may ask Regional ERS Anchors to participate in virtual or in-person learning communities and/or meetings, as well as contribute to the overall CA-QRIS Anchor Management System by working with the F5CA MAs on ERS-related clarifications, policies, and statewide practices.

Regional ERS Anchors also may be given responsibility by consortia in the Hub region to review reports written by ERS assessors and conduct ERS training for coaches and early childhood educators.

ERS Assessors

All ERS assessors who rate early learning sites in the CA-QRIS shall be external (independent) to the site being assessed. Assessors participate in a rigorous certification process and complete multiple practice observations to ensure they have learned how to use the scales/instrument to measure the quality of early childhood sites. Assessors are deemed reliable when they achieve and maintain a minimum of 85 percent reliability (agreement) with an Anchor. Only a consortia/Hub-designated Regional ERS Anchor, a F5CA MA, or ERSI are authorized to certify assessors for the CA-QRIS. Following initial certification, assessors should complete IRR every six months, at minimum, and recertify annually.

Assessors shall demonstrate reliability during IRR to continue to assess using the ERS tool. Assessors have up to three opportunities to pass IRR. Local consortia determine next steps after a third failed attempt at reliability during IRR.

There are two ERSI-recommended levels of ERS assessor:

- **Level one ERS assessors** must achieve 90 percent reliability with an Anchor across three consecutive assessments for initial certification and recertification, and complete one assessment with a Regional ERS Anchor for IRR. Because of their higher level of reliability, consortia may (but are not required to) give level one ERS assessors other responsibilities, such as carrying out IRR with level two ERS assessors and reviewing reports written by level two ERS assessors.
- **Level two ERS assessors** shall achieve 85 percent reliability with an Anchor across three consecutive assessments for initial certification and recertification, and complete one assessment with a Regional ERS Anchor or level one assessor for IRR.

Some consortia do not distinguish between level one and level two ERS assessors, requiring all assessors to achieve and maintain a minimum of 85 percent reliability and use assessors only to carry out assessment responsibilities.

APPENDIX E. SYSTEMS FUNCTIONS AND HUB ACTIVITIES

System Function	Possible Hub Activities
<p>Build Local Consortia</p> <p>Convene and strengthen local partnerships, delineate decision-making process, identify and define roles and responsibilities. Create alignment and shared leadership across the partnerships and continuous quality improvement (CQI) efforts to improve the quality of early learning.</p>	<ul style="list-style-type: none"> Identify and/or house a facilitator to coordinate the work of the region Hold regular meetings of consortia participating in the Hub to discuss how to facilitate the work of the Hub Conduct a needs assessment in the region to identify strengths and gaps in order to make decisions about Hub priorities Identify and/or house a project manager to coordinate the Hub's work, guide regional discussions and decision-making process, and oversee implementation of Hub priorities Fund regional travel to enable face-to-face consortia-building, collaboration, and participation in training and technical assistance (T&TA) opportunities
<p>Finance Strategically</p> <p>Identify, secure, leverage, and maximize innovative funding strategies that will help maintain long-term sustainability of the local First 5 IMPACT efforts.</p>	<ul style="list-style-type: none"> Fund travel to statewide CA-QRIS Consortium meetings Develop, foster, and support cross-regional relationships to encourage resource sharing and networking Fund cross-county mentoring and capacity building activities between experienced consortia and consortia new to CA-QRIS Support increased capacity among consortia to braid and blend existing funds and leverage new funds
<p>Enhance and Align Standards</p> <p>Use the CA-QRIS to align standards within and across programs and systems and to integrate services and best practices.</p>	<ul style="list-style-type: none"> Develop shared cross-region/cross-agency trainers and approved trainings Hold regular regional cross-sector meetings of staff across programs and early learning systems Support development and implementation of the California ECE Workforce Registry
<p>Recruit and Engage Participants</p> <p>Recruit and retain diverse early learning settings across the spectrum of setting type in local quality improvement efforts using culturally and linguistically competent practices.</p>	<ul style="list-style-type: none"> Engage in cross-region and cross-state networking for problem solving and idea-sharing about successes and challenges Develop shared recruitment, incentive, and cross-county retention strategies and materials Use the Early Learning Needs Assessment Tool (ELNAT) to identify ECE service gaps

System Function	Possible Hub Activities
<p>Create and Support Continuous Quality Improvement</p> <p>Use elements of the QRIS to assess needs and set goals for improvement. Support continuous quality improvement activities within and across programs and systems to support workforce quality, site quality, and child outcomes.</p>	<ul style="list-style-type: none"> • Support enrollment of F5CA-funded regional CLASS® training and ensuring completion of training requirements • Coordinate regional implementation of CA-QRIS trainings/resources by certified trainers such as PITC, CLASS, DRDP, CCSEFEL, CPIN, etc. • Identify and/or house a regional CLASS trainer to provide training to early educators, and to certify CLASS observers in the region • House a Regional Professional Development Specialist or Regional Master Coach to support coaches • Act as resource for information about training resources such as the California Virtual Campus, the Child Development Training Consortium, etc. • Act as a resource for available cross-region trainings on topics such as such as dual language learners, health, family engagement, etc. • Take a regional approach to involving faculty and aligning workforce efforts with higher education • Coordinate trainings for administrators on contract management supervision, and staffing and support of a QRIS • Develop peer coaches trained on CLASS to support focused implementation that meets the needs of diverse populations across the region • Develop and implement specific/differentiated training for specialized populations across the region, such as FFN, FCC, providers serving infants and toddlers, children with disabilities (part C and part B), etc. • Provide regional trainings for staff and coaches on specific topics such as evidence based curriculum, effective transitions, screening and assessment, and culturally and linguistically age appropriate practices • Engage with PITC and CPIN to provide staff and coach training on the State's early learning standards, i.e., the California Infant/Toddler Learning and Development Foundations and the Preschool Learning Foundations • Provide regional assistance to consortia in using data to improve practice

System Function	Possible Hub Activities
<p>Ensure Accountability</p> <p>Rate and monitor improvement of early learning sites. Collect common data fields for First 5 California. Use data to guide continuous quality improvement and track progress on outcomes and benchmarks.</p>	<ul style="list-style-type: none"> • Identify and/or house a regional ERS Anchor to support and certify assessors in region • Implement a regional, shared QIS/QRIS data system • Standardize assessment practices across the region • Fund universal evaluation components that respond to local evaluation questions and support state evaluation work • Support development and implementation of the California ECE Workforce Registry
<p>Public Outreach and Communication</p> <p>Build public awareness and broader community understanding and support for QRIS by disseminating information to parents and the public about quality, including site-specific tiered ratings (if applicable) and participation in continuous quality improvement activities. Also, increase family and public awareness of the characteristics of quality early learning programs, the impact of quality on improved outcomes for children, and the role of families in early learning.</p>	<ul style="list-style-type: none"> • Develop a regional approach to publicize ratings • Create a shared, cross-region messaging campaign about the importance of quality on child outcomes • Act as conduit for training, networking activities, and approaches that support effective, research based family engagement and strengthening practices in the region • Promote consumer education, family leadership, family financial stability, and individualized support for families facing adversity • Develop regional strategies, resources, and materials for agreed upon public outreach and communication strategies. If applicable may support implementation or use local funds to implement with specific consortium • Support consortia connection to the <i>Talk. Read. Sing.</i>® campaign

APPENDIX F. SAMPLE JOB DESCRIPTIONS

1. Quality Rating and Improvement System (QRIS) Regional Coordination, and Training and Technical Assistance Hub (Hub) Coordinator

Job Description

Provide regional leadership in the development, implementation, and coordination of the First 5 IMPACT Regional Coordination, and Training and Technical Assistance Hub (Hub) serving **X#** counties. This position will serve as the primary day-to-day lead responsible for organizing meetings and activities and carrying out decisions of consortia participating in the Hub. This position will act as liaison between consortia (and their participating agencies); contractors, and training and technical assistance providers; First 5 California; and others to increase local capacity, foster cross-county learning and support, and promote regional efficiencies. This position is located in **XX** but serves all counties in the region.

Major Duties and Responsibilities

- Lead the process for regional planning, organizing, coordinating, and implementing the QRIS in the **X#** county region, in collaboration with consortia partners serving children ages 0 to 5
- Contribute to the development of Hub goals and objectives, and plan for their implementation
- Participate in Hub budget development and management
- Identify resources to support consortia in their early childhood systems building efforts (build local consortia, finance strategically, enhance and align standards, recruit and engage participants, create and support continuous quality improvement, ensure accountability, and public outreach and communication)
- Monitor and review data related to Hub agreements to support attainment of Hub goals and objectives
- Develop effective communication processes and networks to access and disseminate information across consortia participating in the Hub; assist with strategic planning functions related to the implementation of the QRIS
- Monitor associated grant-funded programs and reports; research, develop, and submit early learning program applications and grants for funding as applicable; coordinate the processing and implementation of grants
- Serve as a resource to consortia participating in the Hub
- Share responsibility with the Lead Agencies in each of the participating consortia to abide by the terms of the First 5 California Local Area Agreement

SAMPLE

QRIS Hub Regional Coordinator (continued)

Qualifications and Experience

- Master's degree from an accredited college or university in Child Development, Early Childhood Education, or related field
- Minimum of five years of supervision or administration in early care and education programs
- Record of successful accomplishment in organizational leadership and program/budget management for complex, large-scale projects involving collaboration and delivery of staff development
- Strong content and working knowledge regarding critical QRIS elements including: Environment Rating Scales, Classroom Assessment Scoring System® (CLASS®) child screening and assessment, early learning curricula, California Preschool Learning Foundations and Frameworks, California Early Childhood Educator Competencies, and the Desired Results Developmental Profile
- Experience developing professional development strategies for a culturally, linguistically, and/or geographically diverse array of clientele

2. Regional Professional Development Specialist

Description

The Regional Professional Development Specialist works with the QRIS Regional Coordination, and Training and Technical Assistance Hub (Hub) Coordinator and consortia Lead Agencies in the Hub to plan, organize, and direct the professional development work in the **X#** county region to support continuous quality improvement in early learning sites based on the California QRIS (CA-QRIS).

Major Duties and Responsibilities

- Assess professional development and technical assistance needs of individuals working with children in early learning settings to improve effective adult-child interactions
- Assess professional development and technical assistance needs of sites to participate in continuous quality improvement based on the CA-QRIS across the **X#** county region
- Develop and implement a Regional Quality Improvement plan for professional development and technical assistance related to the consortia First 5 IMPACT High-Quality Action Plans, including, but not limited to, T&TA resources, coaching models, on-site and virtual training, and other forms of technical assistance
- Engage local and regional stakeholders and regional consortia partners (e.g., institutes of higher education, resource and referral agencies, CDE EESD Professional Development providers, local educational agencies, and First 5 county commissions) in developing and carrying out the region's professional development and technical assistance plan
- Develop information, training, and self-study materials that enable sites in the region to better understand and engage in the CA-QRIS
- Administer professional development and technical assistance funds directly through Memoranda of Understanding with community partners and through subcontracts
- Serve as a regional resource to provide expert advice on research-based coaching practices and high-quality training
- Support local coaches, trainers, and other technical assistance providers through workshops, regular meetings, e-mail, and telephone communication
- Coordinate responsibilities of regional trainers to meet the training and technical assistance needs of consortia within the Hub
- Monitor and ensure quality implementation of coaching and training activities, proactively identify issues, and collaboratively solve problems

SAMPLE

Regional Professional Development Specialist (continued)

- Track and monitor certification status of regional trainers to ensure recertification requirements are met on a timely basis
- Develop and maximize use of innovative tools and resources to enable individualized coaching and high-quality training in early learning sites in the region to reach and serve diverse settings
- Demonstrate leadership, facilitation, and team-building skills to ensure a productive work environment and achieve goals
- Perform general administrative duties, as needed

Qualifications and Experience

- Master's degree in Early Childhood Education, Child Development, or related field with three years of related job experience (alternate qualifications may be considered)
- Certified CLASS® trainer on at least one CLASS tool
- Reliable at 90% or higher on at least one of the Environment Rating Scale tools
- Expertise in effective coaching, mentoring, and/or other consultative practices that support adult learners in group and one-on-one settings
- Minimum of three years of experience supervising staff; understanding of adult learning theory and reflective practices with adults
- Understanding and experience with QRIS and facilitating quality improvement activities
- Coursework and/or formal training in culturally appropriate anti-bias practice and theory, along with a commitment toward continued professional development in this area
- Practical experience in at least two or more of the following content areas: infant development, toddler development, preschool development, bilingual/bicultural education, evidence-based classroom curriculum, accreditation (NAEYC, NAC, NAFCC, etc.), social-emotional development, and child care center administration and management
- Excellent oral and written communication skills
- Ability to work independently and cooperatively
- Proficient in Microsoft Office Suite
- Valid driver's license and daily access to an automobile
- Bilingual in English and Spanish, preferred

SAMPLE

3. Regional Environment Rating Scales Anchor

Job Description

The Regional Environment Rating Scales (ERS) Anchor will work with the Regional Professional Development Specialist to carry out the regional ERS assessment needs of consortia in the **X** region and ensure assessors maintain standards outlined in the California Quality Rating and Improvement System (CA-QRIS) Implementation Guide (http://www.ccfc.ca.gov/programs/impact/impact_qris.html).

Major Duties and Responsibilities

- Reach and maintain 90 percent reliability with the First 5 California Master Anchors on the ERS instruments (Early Childhood Environment Rating Scale; Infant/Toddler Environment Rating Scale; Family Child Care Environment Rating Scale) according to the CA-QRIS Implementation Guide and F5CA-published assessor management resources
- Train and certify assessors in the region designated by local consortia, and ensure they maintain certification on ERS tools, including conducting inter-rater reliability and annual recertification
- Review reports written by local assessors to ensure reports meet high standards of quality
- Provide information and support to local assessors, including, but not limited to:
 - Developing report templates, checklists, and other regional materials to support fidelity of tool use and interpretation
 - Clarifying rating of ERS items/indicators consistent with CA-QRIS standards
 - Conducting training to increase overall assessor capacity
 - Implementing a regional assessor learning community; facilitating communications among assessors via conference calls, e-mail, and/or webinar
- Maintain communication with F5CA Master Anchors regarding local challenges, questions, and tool clarifications, and ensure local interpretations and policies support statewide policies and agreements
- Participate in F5CA-led ERS workgroups and/or learning communities to contribute to the overall CA-QRIS Anchor Management System
- Conduct ERS assessments, as needed, and complete paperwork related to scoring assessments within 24 hours of observation

Qualifications and Experience

- Reliable at or above 90 percent on all three ERS instruments with at least two years of experience conducting ERS assessments in diverse early learning sites

SAMPLE

Regional ERS Anchor (continued)

- Associate's degree in Early Childhood Education, Child Development, Human Development, or related field (alternative qualifications may be considered, [e.g., California Master Teacher Permit])
- Ability to relate to people of various racial, ethnic, and socio-economic backgrounds
- Knowledge about local and state requirements and standards for early care and education programs serving children birth through five years
- Attention to detail and accuracy and ability to maintain confidentiality
- Good writing and communication skills
- Experience in child care settings as a teacher, director, trainer, or researcher, especially in settings serving Dual Language Learners preferred
- Bilingual Spanish-speaking applicants preferred

4. Regional Classroom Assessment Scoring System® Trainer/Observer

Job Description

The Regional Classroom Assessment Scoring System® (CLASS®) Trainer/Observer will work with the Regional Professional Development Specialist to provide oversight for CLASS observations, support competency and skills of CLASS observers, and conduct regional CLASS observer certification training for consortia in the **X** region to support implementation of the California Quality Rating and Improvement System (CA-QRIS).

Major Duties and Responsibilities

- Meet and maintain observer reliability and trainer certification criteria on the CLASS Infant, Toddler, and Pre-K CLASS tools
- Conduct training for early childhood educators, observers, coaches, and consortia partners, as requested by consortia in the region
- Support successful certification of local consortia assessors and coaches during and after certification training
- Participate in bi-annual calibration offered by First 5 California (F5CA) and ensure assessors and coaches in the region do the same
- Participate in training offered by Teachstone and supported by F5CA to increase skills in coaching (and supporting coaches), feedback strategies, and other areas of capacity building
- Develop and implement a plan to support CLASS observers and coaches in the region to successfully maintain certification, including counseling any observers who do not maintain 80 percent on calibration or re-certification tests
- Provide information and support to local observers and coaches, including, but not limited to:
 - Developing report templates, coaching materials, and other regional materials to support fidelity of tool use and interpretation
 - Conducting training to increase overall observer capacity
 - Implementing a regional observer/coach learning community; facilitating communications among observers and coaches via conference calls, e-mail, and/or webinars
- Maintain communication with F5CA staff concerning local challenges, questions, and tool clarifications, and ensure local interpretations and policies support statewide policies and agreements
- Participate in F5CA-led CLASS workgroups and/or learning communities to contribute to the overall CA-QRIS

SAMPLE

Regional CLASS® Trainer/Observer (continued)

- Conduct CLASS observations in school-based, center-based, and/or home-based early care and education settings using the CLASS family of tools, as needed, according to the CA-QRIS Implementation Guide

Qualifications and Experience

- Reliable on all three CLASS tools with at least two years of experience conducting CLASS assessments in diverse early learning sites; current CLASS Trainer certification preferred
- AA in Early Childhood Education, Child Development, Human Development, or related field (alternative qualifications may be considered, [e.g., California Master Teacher Permit])
- Ability to relate to people of various racial, ethnic, and socioeconomic backgrounds
- Experience in child care settings as a teacher, director, trainer or researcher, especially in settings serving Dual Language Learners
- Attention to detail and accuracy, and ability to maintain confidentiality
- Good writing and communication skills
- Bi-lingual Spanish speaking applicants, preferred

SAMPLE

5. Regional Data System Coordinator

Job Description

Provide leadership in the coordination and implementation of regional Quality Rating and Improvement System (QRIS) data system(s) serving consortia in the First 5 IMPACT (Improve and Maximize Programs so All Children Thrive) Regional Coordination, and Training and Technical Assistance Hub Data System (Hub) region, serving **X#** consortia. This position will serve as the primary day-to-day lead, managing and supporting consortia to collect data and enter it into a selected data system. This position will act as liaison between consortia, the Hub, and First 5 California regarding data collection, common data fields, and data system policies, issues, and questions. The coordinator is likely to interact and collaborate with members of county consortia such as information technology staff, evaluators, assessors, and program directors. The coordinator also may serve as a primary contact with vendors of QRIS data systems shared within the Hub region. This position is located in **XX** but serves all consortia in the region.

Major Duties and Responsibilities

- Ensure selection, implementation, and operation of a regional data system for reporting First 5 IMPACT common data fields, including, but not limited to:
 - Researching data vendors and providing information to Hub consortia about costs and benefits of a recommended data system or systems
 - Developing and managing contracts with selected data system vendors
 - Providing access to reporting agencies for data submittal and assisting reporting agencies with implementation of data system software
 - Ensuring all vendor updates are properly installed and rolled out
 - Soliciting and coordinating feedback from regional partners to communicate to vendor
- Oversee data collection for consortia in the Hub region, including, but not limited to:
 - Determining local data collection needs and capacity
 - Assisting consortia or Lead Agencies with data collection requirements
 - Training local and regional staff, and reporting agencies on data collection tools, requirements, processes, and equipment
 - Establishing data quality standards and techniques; working with reporting agencies to ensure standards are met
 - Supporting the development and implementation of the ECE Workforce Registry in partnership with consortia, the CDE, existing Registry members, foundations, and F5CA

APPENDIX G. REGIONAL HUB AND STATEWIDE T&TA STRUCTURE

State-wide T&TA Support for Regional Coordination, and T&TA Hubs, and First 5 IMPACT Consortia

Statewide T&TA: System Supports

Support Implementation of T&TA Hubs

Provide initial and ongoing support for Hub coordination and specialized functions to operate as a quality improvement system (QIS) or a quality rating and improvement system (QRIS).

Statewide T&TA: System Supports

Build Capacity in Small Counties & Counties New to QRIS

Assist small counties and other counties without QRIS experience to implement their First 5 IMPACT High-Quality Action Plan.

Statewide T&TA: System Supports

Support Assessor Management

Support regional certification and capacity of regional Anchors and assessors on CA-QRIS Rating Matrix Tools to implement an assessor management system and ensure fidelity and best practices.

Statewide T&TA: System Supports

Map Available Training to CA-QRIS

Depict existing training along "pathways" that show how opportunities contribute to individual and site progress along a continuum of CA-QRIS quality/ skill for different audiences (e.g., teacher, administrator).

Regional Coordination, and Training and Technical Assistance Hubs

Regional Coordination, and Training and Technical Assistance Hubs (Hubs) are designed to improve the efficiency of the QRIS system. The Hubs will play the following two essential roles to support counties in the regions:

1. Basic coordination, project management, and systems-building activities for counties participating in that Hub.
2. Specialized support for counties in the region for at least one additional activity or element from the CA-QRIS and/or function of a QIS/QRIS to increase county capacity or improve system efficiency.

Statewide T&TA: Public Policy & Public Outreach Supports

Facilitate a CA-QRIS Conference

Assist F5CA in hosting an annual, convening that draws on national and county expertise and lessons learned to inform county practices, state policy, and national research.

Statewide T&TA: Public Policy & Public Outreach Supports

QRIS Messaging

Expand CA-QRIS messaging campaign to create common templates and messages about characteristics of quality early learning programs, the impact of quality on improved outcomes for children, and the role of families in early learning.

Statewide T&TA: Early Educator Workforce Supports

Improve Coach Competency

Increase capacity of local and regional coaches and ensure coaches possess a common set of competencies.

Statewide T&TA: Early Educator Workforce Supports

Support Best Practices in Supporting & Strengthening Families

Build on existing resources to develop tools and training opportunities aligned to the CA-QRIS for coaches, administrators, and early learning staff to improve effectiveness of family support and strengthening efforts.

Statewide T&TA: Early Educator Workforce Supports

Increase Availability of Qualified Trainers

Scale up existing trainer approval process to increase number of qualified local trainers approved to provide training linked to the CA-QRIS.

Statewide T&TA: Early Educator Workforce Supports California-Specific Resources

Develop specific California resources and training materials that reflects the diversity of California classrooms and supports effective practices and movement along the CA-QRIS.

APPENDIX H. F5CA STATEWIDE TRAINING AND TECHNICAL ASSISTANCE

First 5 IMPACT's state-level support and statewide training and technical assistance (T&TA) will support consortia, the Hubs, and the early educator workforce in three major areas: system supports, early educator workforce supports, and policy and public outreach supports. County and stakeholder input was used to determine the statewide T&TA activities detailed below.

1. System Supports

F5CA's planned state-level systems supports include:

- a. Providing local and regional technical assistance for coordination and operation of a QRIS, building on local needs and developing local capacity to implement selected CA-QRIS elements, including:
 - Initial and ongoing development of the Hubs coordination and specialized functions
 - T&TA to consortia with little QRIS experience to support their development of systems functions and CA-QRIS quality elements
 - Support for small population counties to coordinate and align First 5 IMPACT, Small Population County Funding Augmentation (SPCFA) priorities, and other quality improvement efforts
 - Development and guidance for the completion of site improvement plan templates and guidance on the development/selection of tools for local evaluation
- b. Facilitating a workgroup of the CA-QRIS Consortium to develop pathways that map to existing statewide and local training, support, and resources for the CA-QRIS, ensuring:
 - Professional development, promotes evidence-based practices to support child development and teaching and learning practices that are culturally and linguistically responsive and lead to positive child outcomes and site improvement
 - Statewide trainings are mapped to the CA-QRIS Pathways, levels of knowledge development (e.g., introductory to advanced), and target audiences (e.g., early educators and site leaders)

- Clear and accessible tracks for new trainers and coaches to gain skill and competency on the quality elements within the CA-QRIS
- c. Hosting an Annual Summit that brings together national and local experts and policymakers, and highlights promising practices in QRIS implementation and development of local and statewide early learning systems. The annual summit also provides a forum to spotlight innovative and effective strategies for improving adult-child interactions, supporting dual language learners, engaging and strengthening families, and implementing the Trusted Messenger campaign within the CA-QRIS.
- d. Supporting Regional ERS Anchor certification and annual recertification for at least one Master Anchor in each Hub and large consortium, as applicable.
- e. Providing funding to offset costs of data collection and incentivize the selection of a regional data system.

2. Early Educator Workforce Supports

Statewide T&TA for the early educator workforce includes support for early educators and administrators in licensed, license-exempt, and alternative sites. These efforts include continuing and expanding F5CA CARES Plus-related efforts, such as offering evidence-based training, practice-based coaching, and access to higher education. Planned statewide T&TA includes:

- a. Supporting coaches to use research-based and promising practices to promote leadership development, teacher-child interactions, family engagement and strengthening, dual language learners (DLL), and continuous quality improvement in early childhood centers, family child care homes (FCCHs), family friend and neighbors (FFNs), and alternative settings by:
 - Hosting Annual Coaching Institutes to ensure coaches in CA-QRIS efforts successfully embed principles of adult learning, practice-based coaching, differentiated coaching, and culturally and linguistically competent practices into their support for quality improvement
 - Convening consortia representatives in a “Think Tank” designed to facilitate face-to-face and virtual exchanges on best practices in coaching; using outcomes from the Think Tank, along with national evidence-based practices to develop coach competency in a range of topics, including, but not limited to:
 - DLL, diversity, and equity

- Site leadership development to guide program-wide continuous quality improvement
 - Strategies to support quality in FCCHs, FFNs, and alternative settings
 - Implementing support networks, learning communities, and peer-to-peer support for coaches and bridging communication and knowledge sharing between coaches and assessors
- b. In regions with an identified regional trainer, providing no-cost trainer certification opportunities on tools associated with the California Early Learning and Development System such as the Desired Results Developmental Profile (DRDP) and with developmental screening, and CLASS®
 - c. Working with higher education to improve teacher preparation through availability of coursework that embeds practice-based coaching and QRIS quality elements into coursework
 - d. Developing non-proprietary materials, tools, and trainings that help early educators understand and improve their environment, interactions with children, and relationships with families to enhance positive child outcomes

3. Policy and Public Outreach Supports

Policy and public outreach supports are multi-fold strategies to promote policy, outreach, and communication including:

- a. Engaging other state agencies and partners on a shared agenda, building public will and knowledge through a messaging campaign, and increasing parents demand for quality programs
- b. Supporting the work of the CA-QRIS Consortium on a statewide messaging campaign, including creation of tools and materials for local and regional adaptation to assist consortia in making ratings publicly available
- c. Providing funding for annual subscriptions to the Early Learning Needs Assessment Tool (ELNAT) to enable consortia to access regional and local demographic and education data

APPENDIX I. DEFINITION OF TRAINING AND TECHNICAL ASSISTANCE

Training and technical assistance is “the provision of targeted and customized supports by a professional(s) with subject matter and adult learning knowledge and skills to develop or strengthen processes, knowledge application, or implementation of services by recipients.”³ Within the category of technical assistance are different types of strategies, including mentoring, coaching, and consultation. The table below provides a summary of each strategy, often used simultaneously. For more information regarding each of type of technical assistance, go to http://www.naeyc.org/GlossaryTraining_TA.pdf.

	Mentoring	Coaching	Consultation
Definition	<p>Mentoring is a relationship-based process between colleagues in similar professional roles. The more experienced individual with adult learning knowledge and skills provides guidance and example to the less-experienced.</p> <p>Mentoring is intended to increase an individual’s personal or professional capacity, resulting in greater professional effectiveness.</p>	<p>Coaching is a relationship-based process led by an expert with specialized and adult learning knowledge and skills, who often serves in a different professional role than the recipient(s).</p> <p>Coaching is designed to build capacity for specific professional dispositions, skills, and behaviors and is focused on goal-setting and achievement for an individual or group.</p>	<p>Consultation is a collaborative, problem-solving process between an external consultant with specific expertise and adult learning knowledge and skills and an individual or group from one program or organization.</p> <p>Consultation facilitates the assessment and resolution of an issue-specific concern or addresses a specific topic.</p>
Focus	<p>Focuses on a specific topic or holistic professional growth.</p> <p>Uses reflective processes to translate theories and information learned into best practices and should be part of a broader professional development plan.</p>	<p>Focuses on development of specific skills and practices focused on a performance-based outcome(s) and should be embedded in broader professional development plan.</p>	<p>Focuses on resolution of a specific concern or set of concerns along with capacity-building to facilitate continued use of process used during consultation.</p>

³ National Association for the Education of Young Children (NAEYC) and National Association of Child Care Resource & Referral Agencies (NACCRRA) (2011). Early childhood education professional development: Training and technical assistance glossary. Available at http://www.naeyc.org/GlossaryTraining_TA.pdf

	Mentoring	Coaching	Consultation
Relationships and Process	<p>Includes the mentor and mentee establishing and maintaining a mutually agreed upon, positive, trusting, and respectful relationship. (Ideally, this relationship is not assigned.)</p> <p>If conducted by ones' supervisor, it should not be used as a method of evaluating job performance.</p> <p>Mentoring is generally an ongoing, iterative process which may include unplanned contacts when the mentee has question or planned, resulting in the application of new ideas. Mentoring begins with establishing role clarity and goal setting and concludes by mutual agreement.</p>	<p>Requires interactions that build trust and respect.</p> <p>A person may select a coach, be assigned to a coach, or the coach may be assigned to an individual or group. If conducted by ones' supervisor, outcome may contribute to job performance evaluation (with recipient being made aware).</p> <p>Coaching can occur one time or in a series of planned, onsite coaching sessions.</p> <p>Coaching begins with a collaborative agreement between the coach and the individual to set the guidelines and goals and concludes when the goal has been reached.</p>	<p>Requires a collaborative relationship between the consultant and the person to whom he/she provides recommendations.</p> <p>Consultants often are engaged by the administrative leadership of a workplace. In some instances, the consultancy is arranged or directed by a regulatory or funding agency or organization.</p> <p>Consultation is generally a short-term arrangement that begins with the joint development of goals and strategies for achieving them, and concludes when the strategies are carried out.</p>
Delivery	<p>May be provided face-to-face (onsite or offsite) or through distance, technology-based, or hybrid methods.</p>	<p>May be provided face-to-face (onsite or offsite) or through distance, technology-based, or hybrid methods.</p>	<p>May be provided face-to-face (onsite or offsite) or through distance, technology-based, or hybrid methods.</p>

APPENDIX J. F5CA STATEWIDE SUPPORT FOR CLASSROOM ASSESSMENT SCORING SYSTEM

F5CA will allocate at least \$2 million over the term of First 5 IMPACT to support regional capacity around effective adult-child interactions in local early learning sites using the Classroom Assessment Scoring System® (CLASS®) tool.

Each Hub will be allocated an annual set-aside to support the Hub's plan for regional support for improved adult-child interactions using CLASS. In order to access the F5CA-funded CLASS training and services, the Hubs will submit an annual CLASS usage plan indicating the desired types and quantity of training so F5CA can allocate funds and monitor its contract. Once approved by F5CA, the Hub will work out the training and technical assistance details and logistics.

F5CA believes this approach to funding CLASS training and services will help regions receive the types of support they need, maximize regional flexibility in scheduling, and free up local First 5 IMPACT and Hub funds for other priorities.

The Hubs may choose to use their allocation for the following types of activities:

- CLASS age-level trainer certification training, which enables the trainer to conduct live Introduction to CLASS and Observer CLASS certification Trainings to groups of up to 17 participants in their organization or local First 5 IMPACT consortium
- CLASS age-level observer certification training, which prepares participants to identify and code the teacher-child interactions that improve learning in classrooms and family child care settings.
- Making the Most of Classroom Interactions (MMCI) instructor certification training, which prepares the participant to facilitate MMCI workshops (a series of 10 two-hour in-person sessions to groups of early childhood educators within their organization or local First 5 IMPACT consortium) to help teachers and caregivers learn to identify and describe effective interactions in classrooms and care settings, and discuss ways to interact intentionally to increase children's learning.
- myTeachstone subscriptions, a virtual and face-to-face coaching, peer learning, and the ability to link CLASS observation with individualized professional development resources, including videos and written materials to support self-reflection and learning and coach training
- *MyTeachingPartner™ (MTP™)* materials, training, and/or coaching supports
- Annual recertification expenses

- CLASS® materials shipped from Teachstone
- Ongoing CLASS coach support
- Other types of training, supports, and services, to be determined

F5CA will offer a webinar in spring 2015 to describe the process for accessing the CLASS training and the availability of staff to help the Hubs make decisions to maximize state, regional, and local dollars and support consortia High-quality Action Plans.

The table below provides an estimate of F5CA's allocation by Hub region based on the proportion of target early learning sites participating in First 5 IMPACT. This allocation is an estimate and shall not be initiated until FY 2016-17.

Hub Region	Minimum Annual Set-Aside	Minimum Total Set-Aside (July 2016 – June 2020)
1	\$ 53,467	\$ 160,400
2	\$ 37,528	\$ 112,584
3	\$ 117,511	\$ 352,532
4	\$ 132,290	\$ 396,870
5	\$ 72,158	\$ 216,475
6	\$ 11,593	\$ 34,779
7	\$ 37,818	\$ 113,454
8	\$ 67,811	\$ 203,434
9	\$ 88,387	\$ 265,160
10	\$ 54,771	\$ 164,312
	\$ 673,333	\$ 2,020,000

APPENDIX K. REGIONAL FIRST 5 IMPACT HUB MAP



APPENDIX L. QRIS DATA SYSTEM GUIDANCE

First 5 California recommends that all county consortia implement QRIS data systems to collect and report site-level data in support of First 5 IMPACT.

Usefulness of QRIS Data Systems

Data systems are important for support of early learning quality for these reasons:

- Local data can be integrated for purposes of Continuous Quality Improvement (CQI) activities related to assessments (e.g., ERS, CLASS®), program structure, and professional development.
- Web-based systems on the Internet can support multiple users and locations for data entry and reporting.
- Standardized data elements and codes ensure clean and usable data for program and evaluation purposes.
- Current or future quality-rating tiers can be documented based on site-level data and the CA-QRIS Hybrid Rating Matrix.
- Collection and preparation of data for First 5 IMPACT Common Data Fields file to be submitted annually to First 5 California (First 5 IMPACT RFA, Appendix I).

F5CA discourages county consortia from using spreadsheets as a primary means of managing site-level data for First 5 IMPACT. Spreadsheets are unlikely to be able to support the complexity of quality improvement efforts during First 5 IMPACT's program period. As discussed in the narrative, F5CA will provide qualified financial support for QRIS data systems.

Data System Selection and Features

As county consortia review potential data systems, the following list of features may be useful for discussions with vendors. Consortia should consider the capability of the data system to support:

- Early learning site data (e.g., program site name/address, classroom, teaching staff)
- Classroom data
- Teacher data
- Child data
- Parent data
- Family services or referrals data
- QRIS rating-specific fields (including ERS, CLASS, DRDP, ASQ)
- QRIS rating calculations ("rating engine")
- Quality improvement and professional development data (training, unit-based coursework, coaching by provider, content, dosage, etc.)
- Planning and tracking of activities at site, classroom, or staff levels

- User roles supported (e.g., teacher, site administrator, program administrator, system administrator, etc.)
- Reports available by level (individual, classroom, or site) and user role
- Ability to interface with other systems
- Data export capabilities
- Information security

Additionally, consortia may consider other vendor criteria such as:

- Cost model or structure provided by the vendor (Is there a definite cost per site? Is there a discount by county or number of sites?)
- Availability of technical support by the vendor by phone or internet
- Flexibility in modifying existing features for local use (e.g., reports)

Because QRIS data systems for Step 3 sites must support tier ratings from the CA-QRIS Hybrid Rating Matrix, data system requirements are more stringent as listed below. The following Data System Checklist may be useful as you work to determine the most fitting data system for your region.

QRIS Data System Checklist

System Feature	IMPACT QRIS (Step 3)
<input type="checkbox"/> Site data: <ul style="list-style-type: none"> ○ licensing (including ratios and group size) ○ funding/subsidy ○ accreditation ○ demographic ○ other QRIS enrollment program information 	Required
<input type="checkbox"/> Program/Site/Classroom data: <ul style="list-style-type: none"> ○ classroom assessment (ERS, CLASS), ○ child observation practice (DRDP, other) ○ developmental and health screening practice 	Required
<input type="checkbox"/> Teacher data: <ul style="list-style-type: none"> ○ demographics ○ teacher education ○ teacher training ○ credentials ○ professional development activities 	Required
<input type="checkbox"/> Child level data: <ul style="list-style-type: none"> ○ demographics ○ screening and referrals ○ IFSP/IEP status ○ 801a reporting 	Local Consideration

System Feature	IMPACT QRIS (Step 3)
<input type="checkbox"/> QRIS Rating data: <ul style="list-style-type: none"> ○ rating data used to calculate QRIS tier level ○ cumulative and detail element score ○ rating dates ○ rating periods 	Required
<input type="checkbox"/> Quality Improvement data: <ul style="list-style-type: none"> ○ Site Quality Improvement Plan strategies and goals ○ dosage and duration of ongoing support (education, training, coaching/mentoring, professional growth planning, stipend, etc.) ○ family engagement strategies 	Recommended
<input type="checkbox"/> Reporting: <ul style="list-style-type: none"> ○ QIS/QRIS status summary for QIPs ○ individual teacher PD planning ○ county/region reporting 	Recommended
<input type="checkbox"/> Export: Ability to export Common Data Fields file per field specifications (First 5 IMPACT RFA, Appendix I)	Required

Potential Data System Vendors

The following data system vendors may be helpful for collecting site-level data for QI/QIS/QRIS purposes. Most vendors already operate in California and may be able to provide referrals by current users. First 5 California does not endorse any particular vendor.

- iPinwheel (ipinwheel.com)
- Persimmony (www.persimmony.com)
- Q-Star (www.branaghgroup.com/qris-home.html)
- TCC Software Solutions (www.e-tcc.com)
- Vertical Change (verticalchange.com)
- Web-based Early Learning System (WELS) (www.welsfoundation.org/qrisdata.html)

First 5 Mono Children and Families Commission

CONTRACT FOR SERVICES

This Agreement is entered into by and between the First 5 Mono Children and Families Commission (dba as First 5 Mono Children and Families Commission, "FIRST 5 MONO CHILDREN AND FAMILIES COMMISSION" or "Commission") on behalf of the California Region 6 HUB which includes Alpine, Inyo and Mono Counties as a single Quality Rating and Improvement System (QRIS) Consortia and Early Quality Assessments, Inc. ("Contractor" or "Licensor"), in consideration of the mutual promises made herein, including Exhibits "A", "B" and "C", attached and incorporated herein by this reference. Together, FIRST 5 MONO CHILDREN AND FAMILIES COMMISSION and the California Region 6 HUB counties of Alpine, Inyo and Mono and Contractor shall be referred to as Parties.

RECITALS

- A. Proposition 10, an initiative measure enacted by the voters of California in 1998, established an excise tax on cigarettes and tobacco products, the proceeds from which are to be expended on promoting, supporting, and improving the early development of children from the prenatal stage to five years of age. (See Health & Safety Code §§ 130100-130155 and Revenue & Taxation Code §§ 30131-30131.6)
- B. A State Children and Families First Commission ("SCFFC") was established to administer the program statewide, and local commissions were authorized to be created by ordinance to administer programs locally.
- C. FIRST 5 MONO CHILDREN AND FAMILIES COMMISSION is the local commission established by ordinance enacted by the Mono County Board of Supervisors to receive tobacco tax revenues and implement early childhood developmental programs in Mono County.
- D. Contractor represents that it has significant experience in preschool quality rating and improvement data systems similar to that solicited by FIRST 5 MONO CHILDREN AND FAMILIES COMMISSION to satisfy the needs and objectives of FIRST 5 MONO CHILDREN AND FAMILIES COMMISSION.
- E. FIRST 5 MONO CHILDREN AND FAMILIES COMMISSION desires to engage Contractor to provide information technology consulting services for a software system for preschool quality data collection and reporting necessary for implementation of FIRST 5 MONO CHILDREN AND FAMILIES COMMISSION goals and objectives pursuant to Proposition 10 and Contractor desires to furnish such services in accordance with the terms and conditions set forth below.

AGREEMENT

- 1) **Contractor Services.** Contractor will perform and complete the following services:

Contractor shall perform the services set forth in Exhibits A and B, which are attached hereto and incorporated herein by reference.

for Contractor pursuant to this Agreement shall have any claim against FIRST 5 MONO CHILDREN AND FAMILIES COMMISSION for sick leave, vacation pay, retirement benefits, social security, workers' compensation, disability, unemployment insurance benefits, or employee benefits of any kind. Contractor agrees to hold FIRST 5 MONO CHILDREN AND FAMILIES COMMISSION harmless and compensate FIRST 5 MONO CHILDREN AND FAMILIES COMMISSION for any tax claims against FIRST 5 MONO CHILDREN AND FAMILIES COMMISSION for payment of state or federal income tax obligations relating to Contractor's compensation under the terms of this Agreement. Contractor shall be solely responsible for all income taxes or other such taxes related to any payments received by Contractor from FIRST 5 MONO CHILDREN AND FAMILIES COMMISSION.
- 2) **Term of Agreement.** This Agreement is effective on the date this Agreement is fully executed by both parties or on February 1, 2017, whichever date is later, and will terminate June 30, 2020, unless earlier terminated or modified as provided herein.
- 3) **Independent Contractor Status.** In performance of the work, duties, and obligations and in the exercise of the rights granted under this Agreement, it is understood and agreed that Contractor is at all times acting as an independent contractor in providing services pursuant to this Agreement. Neither Contractor nor any other person performing services

It is understood and agreed that Contractor is to assure that the work and services covered by this Agreement shall be performed and rendered in a competent, efficient, and satisfactory manner and in accordance with all applicable laws and community standards. FIRST 5 MONO CHILDREN AND FAMILIES COMMISSION shall not have any control or direction over the method by which Contractor shall perform these services.

4) **Indemnification and Hold Harmless.**

- a. **Licensor Indemnification.** Except as is excluded in Section 4.b, Licensor hereby agrees to defend and pay any damages awarded in a final judgment against FIRST 5 MONO CHILDREN AND FAMILIES COMMISSION, its officers, directors and employees (each, an "Indemnified Party" and collectively the "Indemnified Parties") against any loss or damage arising out of or resulting from any claim, action or demand (collectively, a "Claim") from a third party alleging that the use of the Services or Software infringes the intellectual property rights of a third party under United States law. Upon notice of a Claim or if, in Licensor's opinion, such a Claim is likely, Licensor shall have the right, at its option, to (i) replace or modify the Services or Software so that it is functionally equivalent and noninfringing, (ii) obtain a license for FIRST 5 MONO CHILDREN AND FAMILIES COMMISSION to continue the use of the Services or Software, or (iii) return the fee paid by FIRST 5 MONO CHILDREN AND FAMILIES COMMISSION therefore.
- b. **Limitations.** Licensor will have no obligation hereunder for any Claim to the extent to which the Claim arises out of or result from: (i) the Indemnified Party's use of the Services or Software in a combination with materials or products not supplied by Licensor, (ii) Indemnified Party's use of the Services or Software in breach of this Agreement, (iii) Indemnified Party's negligence or willful misconduct, (iv) violation of any applicable law by FIRST 5 MONO CHILDREN AND FAMILIES COMMISSION or any of its authorized users, or (v) FIRST 5 MONO CHILDREN AND FAMILIES COMMISSION Information, except to the extent of any loss or damage directly resulting from Licensor's sole gross negligence or willful misconduct in complying with its then in effect published data and security policy.
- c. **FIRST 5 MONO CHILDREN AND FAMILIES COMMISSION Indemnification.** Except for third party claims which are subject to Licensor's indemnification obligations set forth in Section 4.a., FIRST 5 MONO CHILDREN AND

FAMILIES COMMISSION hereby agrees to defend and pay any damages awarded in a final judgment against Licensor, its officers, directors and employees (each, an "Indemnified Party") against any loss or damage arising out of or resulting from any claim, action or demands from a third party as a result of FIRST 5 MONO CHILDREN AND FAMILIES COMMISSION violating any right of any individual or entity, including without limitation any rights of privacy, or violating any applicable law or regulation.

- d. **Notice to the Indemnifying Party.** In the event that any claim, action or demand is made against the Indemnified Party, the Indemnified Party will promptly upon becoming aware of any such claim, demand or suit, notify Licensor (in the case of Section 4.a.) or FIRST 5 MONO CHILDREN AND FAMILIES COMMISSION (in the case of Section 4.c.) (each, an "Indemnifying Party", as applicable), in writing as to the nature and particulars of the same and will promptly furnish the Indemnifying Party with copies of any and all documents (inclusive of all correspondence and pleadings other than attorney-client communications) pertaining thereto. The Indemnified Party will also keep the Indemnifying Party continuously and fully informed in a timely manner as to the status of the same and will provide the Indemnifying Party with copies of any additional documents pertaining thereto in a timely manner. The Indemnifying Party shall employ a single counsel to represent all Indemnified Parties, which counsel may also be counsel to the Indemnifying Party. Each Indemnified Party is entitled to engage independent counsel, at such Indemnified Party's sole expense.
- e. **Obligations of the Indemnified Party.** The obligation of the Indemnifying Party under Section 4.a. (Licensor Indemnification) and Section 4.c. (FIRST 5 MONO CHILDREN AND FAMILIES COMMISSION Indemnification) is contingent upon each Indemnified Party (i) giving prompt written notice to the Indemnifying Party of any such claim, action or demand as required in Section 4.d. above, (ii) allowing the Indemnifying Party to control the defense and related settlement negotiations, and (iii) fully assisting in the defense so long as the Indemnifying Party agrees to pay such Indemnified Party's out-of-pocket expenses.

5) **Contractor Warranties and Representations.**

Contractor represents and warrants to FIRST 5 MONO CHILDREN AND FAMILIES COMMISSION that:

- a. All work performed by Contractor under this Agreement shall be in accordance with generally

accepted professional practices and standards applicable to the services provided under this Agreement, and in accordance with requirements of applicable federal, state and local laws.

- b. Contractor has no interest which would conflict in any manner or interfere with the performances and services contemplated by this Agreement. Contractor further agrees not to acquire any such interest during the term of this Agreement.

- 6) **Use of FIRST 5 MONO CHILDREN AND FAMILIES COMMISSION Data/FIRST 5 MONO CHILDREN AND FAMILIES COMMISSION Representations and Warranties.** FIRST 5 MONO CHILDREN AND FAMILIES COMMISSION shall be solely responsible for all FIRST 5 MONO CHILDREN AND FAMILIES COMMISSION Information, and shall allow Contractor, for the sole purpose of its performance under this Agreement, to copy, display, distribute, download, and otherwise use FIRST 5 MONO CHILDREN AND FAMILIES COMMISSION Information to transmit over the Internet. FIRST 5 MONO CHILDREN AND FAMILIES COMMISSION represents and warrants that its information does not and will not include anything that infringes the copyright, patent, trade secret, trademark or any other intellectual property right of any third party; contains anything that is obscene, defamatory, harassing, offensive, malicious or which constitutes child pornography; or otherwise violates any other right of any third party.

- 7) **Obligations of FIRST 5 MONO CHILDREN AND FAMILIES COMMISSION.** FIRST 5 MONO CHILDREN AND FAMILIES COMMISSION shall:
- a. Pay Contractor upon Contractor's satisfactory performance of the deliverable(s)/service(s) set forth in Exhibits A and B. Payment shall be made within 30 days to Contractor upon Contractor's submission of a complete and accurate invoice and completed deliverable/service, as set forth in Exhibit A.
 - b. The maximum amount payable under the terms of this contract shall not exceed the maximum obligation set forth in Exhibit A.

- 8) **Insurance.** Contractor, at its sole cost and expense, shall obtain and maintain in full force, during the term of this Agreement, the following types of insurance:
- a. Commercial General Liability "occurrence" coverage in the minimum amount of \$1,000,000 each occurrence and \$2,000,000 General Aggregate. Personal and Advertising Injury liability, in the amount of \$1,000,000 per occurrence, Products/Completed Operations aggregate in the amount of 1,000,000 and

\$100,000 limit for Damage to Premises Rented To You, if applicable.

- b. Commercial Automobile Liability coverage in the minimum amount of \$1,000,000 CSL bodily injury and property damage, including owned (if any, which requires symbol 1 coverage), non-owned and hired automobiles.
- c. Personal Automobile Liability coverage, in the minimum amounts of \$250,000 per Person and \$500,000 each Accident Bodily Injury and \$100,000 each Accident Property Damage for each vehicle to be operated in association with this contract that is not insured under Commercial Automobile Liability.
- d. Workers' Compensation coverage, in full compliance with California statutory requirements, for all employees of Contractor and Employer's Liability in the minimum amount of \$1,000,000, and a waiver of subrogation in favor of FIRST 5 MONO CHILDREN AND FAMILIES COMMISSION.
- e. Professional Liability coverage in the minimum amount of \$1,000,000 each claim and \$1,000,000 annual aggregate with a maximum deductible of \$2,500 per claim. Policy shall be maintained for one year after the end of the contract period.
- f. All the insurance companies providing coverage under this Agreement must be A.M. Best rated A: VIII with the exception of the workers compensation insurance if provided by State Compensation Insurance Fund. Insurance coverage must be provided by California licensed and admitted carriers, with the exception of Professional Liability.

All insurance required under this Agreement shall be primary coverage as respects FIRST 5 MONO CHILDREN AND FAMILIES COMMISSION, and any insurance or self-insurance maintained by FIRST 5 MONO CHILDREN AND FAMILIES COMMISSION shall be in excess of Contractor's insurance coverage and shall not contribute to Contractor's coverage. FIRST 5 MONO CHILDREN AND FAMILIES COMMISSION is to be notified immediately if any aggregate insurance limit is exceeded. Additional coverage must be purchased to meet requirements. If Contractor is self-insured, Contractor shall maintain the insurance enumerated in paragraph 7 herein during the term of this Agreement to pay covered claims which may arise as a result of Contractor's performance of this Agreement.

The First 5 Mono Children and Families Commission is to be named as **Additional Insured** with respect to work done by Contractor under the terms of this Agreement on all policies required. However, this paragraph 7 shall not be construed to

apply to Workers' Compensation coverage.

Contractor agrees to provide FIRST 5 MONO CHILDREN AND FAMILIES COMMISSION with the following insurance documents within 14 days after the execution of this Agreement: **Certificates of Insurance for coverage required under this Agreement and Additional insured endorsements.** Failure to timely provide these documents shall be grounds for immediate termination or suspension of this Agreement.

It is the responsibility of the Contractor to confirm that all terms and conditions of the Insurance Provisions are complied with by any and all Subcontractors that Contractor may use for the completion of this Agreement.

Insurance coverage in the minimum amounts set forth herein shall not be construed to relieve Contractor for liability in excess of such coverage, nor shall it preclude FIRST 5 MONO CHILDREN AND FAMILIES COMMISSION from taking such other actions as are available to it under any other provisions of this Agreement or otherwise in law. The minimum amounts set forth herein do not reflect FIRST 5 MONO CHILDREN AND FAMILIES COMMISSION's opinion of the adequacy of such coverage.

If the Professional Liability coverage is "claims made," Contractor must, for a period of three (3) years after the date when contract is terminated, completed or non-renewed, maintain insurance with a retroactive date that is on or before the start date of contract services OR purchase an extended reporting period endorsement (tail coverage). FIRST 5 MONO CHILDREN AND FAMILIES COMMISSION may withhold final payments due until Contractor provides satisfactory evidence of the tail coverage to FIRST 5 MONO CHILDREN AND FAMILIES COMMISSION.

9) **Termination.** This Agreement may be terminated as follows:

- a. FIRST 5 MONO CHILDREN AND FAMILIES COMMISSION may terminate this Agreement, with or without cause, upon 30 days prior written notice. In the event of FIRST 5 MONO CHILDREN AND FAMILIES COMMISSION's termination, payment for the Contractor's services shall be prorated for actual delivery of services up to the termination date.
- b. Contractor may terminate this Agreement by giving FIRST 5 MONO CHILDREN AND FAMILIES COMMISSION written notice 90 days prior to the end of the initial term as stated in section 2 above or 90 days prior to the end of any renewal term for this Agreement.

- c. Either party may terminate this Agreement immediately by written notice if the other party materially breaches this Agreement and fails to cure its breach within 30 days after receipt of written notice.
- d. Disposition at End of Contract: Upon termination of this Agreement, each party agrees to assist the other party in the orderly termination of the Agreement and the transfer of all FIRST 5 MONO CHILDREN AND FAMILIES COMMISSION data, as set forth in Exhibit C, Data Transfer Upon Expiration or Termination of Agreement.

10) **Confidentiality; Proprietary Information; Ownership.**

- a. FIRST 5 MONO CHILDREN AND FAMILIES COMMISSION acknowledges that, in the course of meeting its obligations under this Agreement, it may obtain information relating to Contractor's products and services that is of a confidential, trade secret or proprietary nature ("Contractor Proprietary Information"). Contractor shall be solely responsible for identifying, clearly marking and otherwise indicating what information relating to Contractor's products and services constitute confidential, trade secret or proprietary information. Such Contractor Proprietary Information may include, without limitation, trade secrets, know-how, inventions, techniques, algorithms, programs, documentation and data, (except for FIRST 5 MONO CHILDREN AND FAMILIES COMMISSION data), including the Program. "Program" means Contractor's software programs, centrally hosted and managed by Contractor, and described in the exhibits hereto, including all modifications, versions, improvements, updates, error corrections, bug fixes, or other enhancements with respect to the functionality or performance of the Program and services, and all related documentation (printed or electronic). FIRST 5 MONO CHILDREN AND FAMILIES COMMISSION acknowledges that Contractor Proprietary Information (including the Program), as identified by the Contractor, is the intellectual property of and is owned by Contractor. FIRST 5 MONO CHILDREN AND FAMILIES COMMISSION acknowledges that the structure, organization and code of the Program are valued trade secrets and confidential information of Contractor. FIRST 5 MONO CHILDREN AND FAMILIES COMMISSION agrees that any and all patent rights, trademarks, copyrights, trade secrets, or other intellectual property or proprietary rights related to the Program, including any modifications, customizations, enhancements, or

derivative works arising out of this Agreement, are exclusively owned by Contractor. This Agreement does not grant FIRST 5 MONO CHILDREN AND FAMILIES COMMISSION any intellectual property rights or title of ownership in Contractor Proprietary Information (including the Program) and all rights not expressly granted are reserved by Contractor. Contractor may place copyright and/or proprietary notices, including hypertext links, within the Program. FIRST 5 MONO CHILDREN AND FAMILIES COMMISSION may not alter or remove these notices without Contractor's written permission.

- b. Notwithstanding the foregoing, Contractor acknowledges that all FIRST 5 MONO CHILDREN AND FAMILIES COMMISSION data is the intellectual property of and owned by FIRST 5 MONO CHILDREN AND FAMILIES COMMISSION or persons under FIRST 5 MONO CHILDREN AND FAMILIES COMMISSION's control and shall be held in confidence and deemed FIRST 5 MONO CHILDREN AND FAMILIES COMMISSION proprietary information. Contractor and FIRST 5 MONO CHILDREN AND FAMILIES COMMISSION will at all times, both during the term of this Agreement and for a period of at least five (5) years after its termination, keep in confidence and trust the other party's proprietary information which is confidential in nature, and will not use such proprietary information other than as permitted under the terms of this Agreement, nor will one party disclose any of such other party's proprietary information without the written consent of that party and pursuant to a standard proprietary information agreement. Notwithstanding anything in this section to the contrary, however, each party's proprietary information is not considered confidential in nature to the extent that it includes: (a) information that is in the public domain prior to the disclosure or becomes part of the public domain through no wrongful act of the party receiving the confidential information, (b) information that was in the lawful possession of the receiving party prior to the disclosure without a confidentiality obligation, (c) information that was independently developed by the receiving party outside the scope of this Agreement, or (d) information that was disclosed to the receiving party by a third party who was in lawful possession of the information without a confidentiality obligation.
- c. Information exchanged or received by FIRST 5 MONO CHILDREN AND FAMILIES COMMISSION and Contractor pursuant to this Agreement may be subject to public disclosure in accordance with the provisions of

the California Public Records Act (PRA). FIRST 5 MONO CHILDREN AND FAMILIES COMMISSION agrees to provide notice to Contractor if Contractor's Proprietary Information is being requested under the PRA to allow the Contractor opportunity to seek protection in a court of competent jurisdiction.

11) **Software Subscription.**

- a. Contractor grants to FIRST 5 MONO CHILDREN AND FAMILIES COMMISSION and FIRST 5 MONO CHILDREN AND FAMILIES COMMISSION accepts from Contractor, a limited, non-exclusive, non-transferable right to access and use and permit Authorized Users to access and use the Services solely for FIRST 5 MONO CHILDREN AND FAMILIES COMMISSION's internal business use. The Services shall not be used by FIRST 5 MONO CHILDREN AND FAMILIES COMMISSION or by Authorized Users for, or on behalf of, third parties that are not authorized under this Agreement.
- b. FIRST 5 MONO CHILDREN AND FAMILIES COMMISSION shall use its best efforts to ensure that the Authorized Users use the Services in accordance with the terms and conditions of this Agreement. FIRST 5 MONO CHILDREN AND FAMILIES COMMISSION acknowledges that its right to use the Services will be web-based only pursuant to the terms of this Agreement and the Software will not be installed on any servers or other computer equipment owned or controlled by FIRST 5 MONO CHILDREN AND FAMILIES COMMISSION or otherwise provided to FIRST 5 MONO CHILDREN AND FAMILIES COMMISSION.
- c. The use of the Services by FIRST 5 MONO CHILDREN AND FAMILIES COMMISSION or any Authorized User pursuant to this Agreement shall be subject to any end user agreement, terms of use, and/or privacy policy applicable to iPinwheel.com or any other applicable website used to access the Services.

12) **Warranty and Disclaimer.**

- a. **Limited Warranty for Services.** Contractor shall use reasonable commercial efforts consistent with prevailing industry standards to maintain the security of the Services as set forth in Contractor's then in effect published data and security policy and minimize errors and interruptions in the Services, provided that:
 - i. FIRST 5 MONO CHILDREN AND FAMILIES COMMISSION uses the Service and the Software strictly in accordance with the Documentation.

- ii. FIRST 5 MONO CHILDREN AND FAMILIES COMMISSION pays all amounts due under this Agreement and is not in default of any provision of this Agreement, and
- iii. FIRST 5 MONO CHILDREN AND FAMILIES COMMISSION makes no changes (nor permits any changes to be made other than by or with the express approval of Licensor) to the Software or Service.

In addition, FIRST 5 MONO CHILDREN AND FAMILIES COMMISSION acknowledges that the Services may be temporarily unavailable for scheduled maintenance, for unscheduled emergency maintenance, or because of other causes beyond Contractor's reasonable control. Contractor will not be liable to FIRST 5 MONO CHILDREN AND FAMILIES COMMISSION as a result of these temporary service interruptions.

- b. Warranty Against Infringement. Licensor warrants and represents that the Service and the use of the Software for its intended purpose by FIRST 5 MONO CHILDREN AND FAMILIES COMMISSION does not and will not infringe any patent, copyright or other intellectual property right of a third party nor misappropriate any trade secrets or other intellectual property of a third party.
- c. DISCLAIMER OF WARRANTIES FOR SERVICES AND SOFTWARE. NEITHER CONTRACTOR NOR ITS SUPPLIERS OR SERVICE PROVIDERS WARRANT THAT THE SERVICES OR SOFTWARE WILL BE UNINTERRUPTED OR ERROR FREE, NOR DO THEY MAKE ANY WARRANTY ABOUT THE RESULTS THAT MAY BE OBTAINED BY USING THE SOFTWARE OR SERVICES. EXCEPT AS EXPRESSLY AND UNAMBIGUOUSLY PROVIDED IN SECTION 12 above, THE SOFTWARE AND SERVICES ARE PROVIDED "AS IS" AND CONTRACTOR, ITS SUPPLIERS AND SERVICE PROVIDERS DISCLAIM ALL WARRANTIES, EXPRESS OR IMPLIED, INCLUDING, BUT NOT LIMITED TO, IMPLIED WARRANTIES OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE, INFORMATIONAL CONTENT, SYSTEM INTEGRATION, ENJOYMENT AND NONINFRINGEMENT. FIRST 5 MONO CHILDREN AND FAMILIES COMMISSION'S SOLE AND EXCLUSIVE REMEDY FOR ANY BREACH OF THE WARRANTY DESCRIBED IN THIS SECTION WILL BE, IN THE DISCRETION OF CONTRACTOR, THE REPAIR OR REPLACEMENT OF THE SOFTWARE, OR A PRORATED REFUND OF THE FEES PAID BY

FIRST 5 MONO CHILDREN AND FAMILIES COMMISSION IF CONTRACTOR IS NOT ABLE TO REPAIR OR REPLACE THE SOFTWARE.

- 13) Limitation of Liability. THE AGGREGATE LIABILITY OF CONTRACTOR FOR DAMAGES RELATED TO THIS AGREEMENT, IF ANY, WHETHER ARISING IN CONTRACT, TORT (INCLUDING NEGLIGENCE), WARRANTY OR ANY OTHER LEGAL THEORY, SHALL BE LIMITED TO THE AMOUNT PAID BY FIRST 5 MONO CHILDREN AND FAMILIES COMMISSION TO CONTRACTOR UNDER THIS AGREEMENT OR \$7,000, WHICHEVER IS LESS. CONTRACTOR SHALL NOT BE LIABLE FOR ANY INDIRECT, INCIDENTAL, SPECIAL, CONSEQUENTIAL OR PUNITIVE DAMAGES, REGARDLESS OF WHETHER SUCH PARTY HAS BEEN INFORMED OF THE LIKELIHOOD OF SUCH DAMAGES. CONTRACTOR SHALL HAVE NO OBLIGATION OR LIABILITY WHATSOEVER FOR ANY BREACH OF SECURITY OR PRIVACY RELATING TO THE SERVICES, PROGRAM OR DATA THAT (A) IS NOT WITHIN THE SOLE CONTROL AND RESPONSIBILITY OF CONTRACTOR, OR (B) ARISES FROM ANY RECONFIGURATION, MODIFICATION, MISUSE OR ABUSE OF THE PROGRAM OR SERVICE BY FIRST 5 MONO CHILDREN AND FAMILIES COMMISSION OR ITS AGENTS.

- 14) General Provisions.
 - a. Entire Agreement of the Parties. This Agreement supersedes any and all agreements, either written or oral, between the parties hereto with respect to the subject matter contained herein. Each party to this Agreement acknowledges that no representations, inducements, promises, or agreements, oral or otherwise, have been made by either party, or anyone acting on behalf of either party, which are not embodied herein, and that no other agreement, statement, or promise not contained in this Agreement shall be valid or binding.
 - b. Amendments. Any amendment must be expressly set forth in writing and signed by both Contractor and FIRST 5 MONO CHILDREN AND FAMILIES COMMISSION.
 - c. Severability. If any provision of this Agreement is held by a court of competent jurisdiction or applicable state or federal law and their implementing regulations to be invalid, void or unenforceable, the remaining provisions will nevertheless continue in full force and effect.
 - d. Governing Law. This Agreement shall be governed by and construed in accordance with the laws of the State of California.

- e. Assignment. This Agreement shall be binding upon, and shall inure to the benefit of, the parties to it, and their respective heirs, legal representatives, successors and assigns. Neither party may assign any of his or her respective rights or delegate any of his or her respective duties hereunder without receiving the prior written consent of the other party.
 - f. Waiver. The waiver of any provision, or of the breach of any provision, of this Agreement must be set forth specifically in writing and signed by the waiving party. Any such waiver shall not operate or be deemed to be a waiver of any prior or future breach of such provision or of any other provision.
 - g. No Third-Party Beneficiaries. The obligations created by this Agreement shall be enforceable only by the parties hereto, and no provision of this Agreement is intended to, nor shall any provision be construed to, create any rights for the benefit of or enforceable by any third party.
 - h. Headings. The subject headings of the articles and paragraphs of this Agreement are included for purposes of convenience only and shall not affect the construction or interpretation of any of its provisions.
 - i. Counterparts. This Agreement may be executed in one (1) or more counterparts, all of which together shall constitute only one (1) Agreement.
 - j. Survival. All provisions of this Agreement relating to proprietary or confidential information rights, confidentiality, non-disclosure, or payment of prorated fees by FIRST 5 MONO CHILDREN AND FAMILIES COMMISSION shall survive the termination of this Agreement.
 - l. Remedies. Unless otherwise specified herein, the rights and remedies of the parties set forth in this Agreement are not exclusive and are in addition to any other rights and remedies available to it at law or in equity.
 - m. Enforceability. If for any reason a court of competent jurisdiction finds any provision of this Agreement, or portion thereof, to be unenforceable, that provision shall be enforced to the maximum extent permissible so as to affect the intent of the parties, and the remainder of this Agreement shall continue in full force and effect.
- 15) Notices. Any notice provided pursuant to this Agreement, if specified to be in writing, shall be in writing and shall be deemed given (i) if by hand delivery, upon receipt thereof; or (ii) if mailed, three (3) business days after deposit in the U.S. mails, postage prepaid, return receipt requested. All notices shall be addressed to the parties at the addresses set forth on the signature page hereof or at such other address as a party may from time to time designate in writing to the other parties. Electronic notification may be used if it is in addition to one of the two methods described above, in which case the notice shall be addressed to the following email addresses (or to such other email address as a party may from time to time designate in writing to the other parties): if to Contractor: Claire@iPinwheel.com and, if to FIRST 5 MONO CHILDREN AND FAMILIES COMMISSION: mdesbaillets@monocoe.org.

CONTRACTOR

(Signature)
Claire Crandall, Director of Operations

(Typed Name)

(Date)

**FIRST 5 MONO CHILDREN AND FAMILIES
COMMISSION**

(Signature)
Molly DesBaillets, Executive Director

(Typed Name/Title)

(Date)

(Signature)
Stacey Adler, Commission Chair

(Typed Name/Title)

(Date)

EXHIBIT A

SCOPE OF SERVICES, DELIVERABLE & PAYMENT SCHEDULE

Contractor shall provide FIRST 5 MONO CHILDREN AND FAMILIES COMMISSION access to Contractor's Program (defined in paragraph 8) for data collection and reporting in accordance with the terms of the Agreement and this Deliverable & Payment Schedule described in this Exhibit , with system functionality that includes, but is not limited to: collecting and reporting on participant demographic data, services data, client and family descriptors, authorization information, and outcomes and barriers to achieving outcomes survey data, all according to FIRST 5 MONO CHILDREN AND FAMILIES COMMISSIONS confidentiality and data sharing protocol.

The Objective in Mono County:

- Manage the implementation of the California First 5 IMPACT Program and CSPP Block Grant Programs.
- Utilize a data system to automate the rating of unique Mono County preschool sites utilizing the California Department of Education's Quality Continuum Framework Matrix.
- Maintain a preschool workforce registry inclusive of tracking college degree and Early Childhood Education Units and Permits as well as professional development activities and quality improvement plan information for site directors, lead teachers and other preschool classroom staff.
- Manage the workload and track the data for classroom, site and agency quality improvement coaching and technical assistance activities.
- Manage the workload and track the data for classroom external assessments using the CLASS and ERS Assessments.
- Track California Community Care Licensing information by site.

Project Deliverables

The following is a summary list of project deliverables which the Contractor will provide to First 5 MONO CHILDREN AND FAMILIES COMMISSION and the California Region 6 HUB which includes Alpine, Inyo and Mono Counties pursuant to this Agreement:

Deliverable	Description
Hosting of a QRIS Program Management and Student Information Web-Based Data System	Early Quality Assessments will host a secure and fully managed iteration of iPinwheel for Alpine, Inyo and Mono Counties: QualityCounts.iPinwheel.org .
Training and Technical Assistance	Early Quality Assessments hosts web-based training and technical assistance on the use of the iPinwheel QRIS Data System, differentiated by role. Training schedule will be provided to Mono County. EQA staff will assist to ensure a successful transition and launch at all levels: QRIS administration, Preschool Agency Administration, Preschool Site Administration and Classroom levels.

Materials and Resources	<ul style="list-style-type: none">• Training agenda templates', materials and practice activities for the following iPinwheel trainings: QRIS Administrators, QRIS Coach, ERS/CLASS Assessors, CCL Staff, QRIS Education Approvers, QRIS Professional Development Administrators, Preschool Agency Administrators, Preschool Site Administrators, and Preschool Classroom Staff.• iPinwheel Terms and Conditions to be used with subcontractors.
Synchronization Scripts	<ul style="list-style-type: none">• Synchronization scripts that support the following SIS Data Systems will be provided to Mono County for use with school districts, Head Start and non-profit preschool agencies: NoHo Care, Synergy, Child+, Kindertrack, Centertrack, PowerSchool, Procure, Child Care Manager, Zangle, PROMIS, and ESchool.

Project Management Plan

Description	Start Date	End Date	Duration
Execute contract with First 5 Mono on behalf of the Alpine, Inyo and Mono Region 6 HUB and Early Quality Assessments	February 1, 2017	February 1, 2017	1 Day
EQA to set up and test Alpine, Inyo and Mono Counties iteration of iPinwheel	February 1, 2017	February 7, 2017	7 Days
EQA to Provide iPinwheel Overview to Alpine, Inyo and Mono Counties and Stakeholder Agency managers with focus on what the system can do and how it can be utilized to monitor QRIS activity and site tiering activities	February 9, 2017		3 Hours
<p>Alpine, Inyo and Mono Counties to identify key Staff to attend the following WebEx iPinwheel Trainings:</p> <ul style="list-style-type: none"> • Data Management, imports/exports and synchronization: These staff will be trained to set up and modify all high-level QRIS administrative settings in iPinwheel. These staff will carry the most responsibility for administrating the iPinwheel system for Mono County including granting access to all QRIS staff and preschool agency data administrators. They will be trained to use the iPinwheel Excel-based upload templates to import and/or modify data in the iPinwheel System on an ongoing basis. They will also be trained to use the synchronization scripts between iPinwheel and a wide variety of ECE SIS Systems (NoHo Care, Synergy, ChildPlus, etc.). These staff are typically data specialists and not program staff. EQA highly encourages this team to attend all other iPinwheel trainings detailed below in order to become proficient on all features and workflows of the system. • QRIS Workforce Registry: These staff will be trained on using the workforce registry features in iPinwheel: QIP Plans, Workforce Education Documentation (college degrees and permits), coaching logs, and professional development pathways and workshops/PLCs. • ERS and CLASS Assessors: These staff will be trained on using the features and workflows related to conducting an ERS or CLASS Assessment on participating QRIS sessions/classrooms. • QRIS Hybrid Matrix Raters: These staff will be 	TBD		Each Training is 2-3 hours. iPinwheel will schedule each training on a date and time that works for the Mono County Team applicable to each type of training.

<p>trained on understanding the automation features of the Hybrid matrix inside the data system as well as how to use the manual override features to rate preschool sites using the California Hybrid Matrix. Staff responsible for rating sites will want to participate in this training.</p> <ul style="list-style-type: none"> • Community Care Licensing: These staff will be trained is using the CCL features in the system. • QRIS Fiscal: These staff will be trained on using the fiscal “block grant” or funding features inside the system. • Statistical Analysis: These staff will be trained on how to use the statistical analysis features of iPinwheel. These are typically data specialists and project evaluator staff. • Preschool Site Trainers: These staff will be trained on all the student information features inside the system. By the end of this training, they will be equipped to train preschool site directors and classroom teachers/staff on using 100% of the SIS features. 			
<p>EQA to provide the initial Data Management, imports/exports and synchronization support to the identified Mono County and partner agency staff who will be the data managers in charge of the iPinwheel system for Alpine, Inyo and Mono Counties. During this time of support, the following activities will be completed that are required to launch:</p> <ul style="list-style-type: none"> - EQA to Support the Set-up of Alpine, Inyo and Mono Counties and Partner agency QRIS Administration Accounts: - Assign user accounts to Program Users - Assign Security Levels for Program Users <p>- EQA to Work with Alpine, Inyo and Mono Counties Key Data Staff to determine an ID nomenclature that will work for the county for ID numbers at the following levels of data: Agency, Site, Session, Staff, Households/parents, and child.</p> <p>-EQA to Support Alpine, Inyo and Mono Counties to Load the following existing data into the newly created iPinwheel system after validation tests are completed:</p> <ul style="list-style-type: none"> - QRIS Administration Staff and QRIS Information - Professional Development Pathways 	<p>Target: Week of February 13, 2017</p>		<p>1-2 Days</p> <p>Depending on availability of data and information for account set up</p>

<ul style="list-style-type: none"> - Professional Development Workshop Topics - Time Constraints for the Completion of the DRDP and ASQ - QRIS Administration “Flags” for Agencies, Sites, Sessions, Staff, Children (if any- i.e. RTT Site, or CSP 1 Classroom). - Coach/TA Information - Preschool Agencies - Preschool Staff including current education level and professional development - Preschool Sites - Preschool Sessions and any existing ERS and CLASS Scores - Preschool Children (if ready) - Households and parents (if ready) 			
<p>GO LIVE: Release iPinwheel for Mono County and begin using the system to conduct QRIS activities.</p>	<p>Target Date: October 14, 2017</p>		

Pricing

The following table details the pricing for delivery of the services outlined in this proposal. This pricing is valid for 90 days from the date of this proposal:

Software-As-A-Service Cost	Price
<p>The Annual Cost for Hosting and Managing the Alpine, Inyo and Mono County iteration of iPinwheel is as follows:</p> <p>\$150.00 per site per year for the Alpine, Inyo and Mono County IMPACT Program for up to 50 total sites</p> <p>\$225.00 per site per year if there are 51-124 total sites hosted in the system</p> <p>\$450.00 per site per year if there are more than 124 total sites hosted in the system</p> <p>All IMPACT staff and participating preschool agency users/accounts are included in this price. This is a reduced price unique to Alpine, Inyo and Mono County for the operation of the IMPACT program.</p>	<p>50 Sites x \$150.00 = \$7,500.00</p>
iPinwheel Training	
<p>QRIS Administration Training/All QRIS Roles. EQA staff will provide WebEx training to Alpine, Inyo and Mono County QRIS Administrators during the iPinwheel launch phase. Ongoing WebEx Trainings for all iPinwheel roles will be made available after that to ensure Alpine, Inyo and Mono iPinwheel users are supported in using the system.</p>	No Charge
<p>QRIS Train-the-Trainer for Preschool Agency and Site iPinwheel user Roles</p>	No Charge
Fees Associated with Proprietary Assessments	
<p>The fee the Teachstone organization charges for the use of their proprietary assessment tools (CLASSPreK/CLASSToddler/CLASSInfant) inside the iPinwheel Data System is \$5.00 per site that have at least one CLASS Assessment that was completed and approved during the 2016-17 program year. EQS will pay these fees on behalf of Alpine, Inyo and Mono Counties on a quarterly basis based upon usage. A CLASS Usage Report will be provided to Alpine, Inyo and Mono County each quarter before fees are paid to ensure clear communications and to make any necessary adjustments regarding data quality. EQS will invoice Alpine, Inyo and Mono Counties in June, 2017 for the total amount of the Teachstone fees.</p>	\$5.00/site
<p>The fee the Teacher's College Press organization charges for the use of their proprietary assessment tools (ECERS/FCCERS/ITERS) inside the iPinwheel Data System is \$16.22 per ERS Systems that are created and approved during the 2016-17 program year. EQS will pay these fees on behalf of Alpine, Inyo and Mono Counties on a quarterly basis based upon usage. An ERS Usage Report will be provided to Alpine, Inyo and Mono Counties each quarter before fees are paid to ensure clear communications and to make any necessary adjustments regarding data quality. EQA will invoice Alpine, Inyo and Mono Counties in June, 2017 for the total amount of the Teacher's College Press fees.</p>	\$16.22/ERS Assessment

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EXHIBIT B

ACCEPTANCE CRITERIA AND PROCEDURES

Acceptance Testing - Acceptance testing is intended to ensure that the Contractor's services for data software system design, development, and implementation of the Program provided for under the Agreement shall operate in substantial accord with the specifications, as set forth in Exhibit A, and that the Deliverables meet a satisfactory level of performance reliability, prior to their acceptance by FIRST 5 MONO CHILDREN AND FAMILIES COMMISSION. The following tests and/or verification procedures, to be conducted in accordance with in Exhibit A, are conditions to the FIRST 5 MONO CHILDREN AND FAMILIES COMMISSION's final acceptance of the Contractor's Program.

1. Verification Step One: Contractor shall provide FIRST 5 MONO CHILDREN AND FAMILIES COMMISSION with access to a Pilot Test Version of the Program in accordance with Exhibit A.
2. FIRST 5 MONO CHILDREN AND FAMILIES COMMISSION shall perform acceptance testing on the Pilot Test Version within two (2) weeks of being provided with access to the Pilot Test Version and provide Contractor with any modifications, revisions or repairs to the Program in writing.
3. Contractor shall make FIRST 5 MONO CHILDREN AND FAMILIES COMMISSION-requested modifications, revisions or repairs to the Program within two (2) weeks of receipt of FIRST 5 MONO CHILDREN AND FAMILIES COMMISSION's written request.
4. Verification Step Two: Contractor shall provide FIRST 5 MONO CHILDREN AND FAMILIES COMMISSION with access to the Final Version of the Program in accordance with Exhibit A.
5. FIRST 5 MONO CHILDREN AND FAMILIES COMMISSION shall perform acceptance testing on the Final Version in order to verify that all requested modifications, revisions and repairs (paragraph 2 above) have been made to the satisfaction of FIRST 5 MONO CHILDREN AND FAMILIES COMMISSION and that the Program is complete and in operative deployment.
6. Verification Step Three: FIRST 5 MONO CHILDREN AND FAMILIES COMMISSION shall acknowledge its final acceptance of the Final Version of the Program with (a) the approval of payment for the deliverable; and (b) a written letter to Contractor memorializing this acknowledge and acceptance.

Exhibit C

Data Transfer Upon Expiration Or Termination Of Agreement

The Parties acknowledge and accept the fact that they both have an interest in the orderly transfer of FIRST 5 MONO CHILDREN AND FAMILIES COMMISSION data upon the termination of this Agreement, either as a result of one party's exercise of its termination rights under Paragraph 9 of this Agreement, or upon the expiration of the contract term. Therefore, the Parties hereby agree to the following:

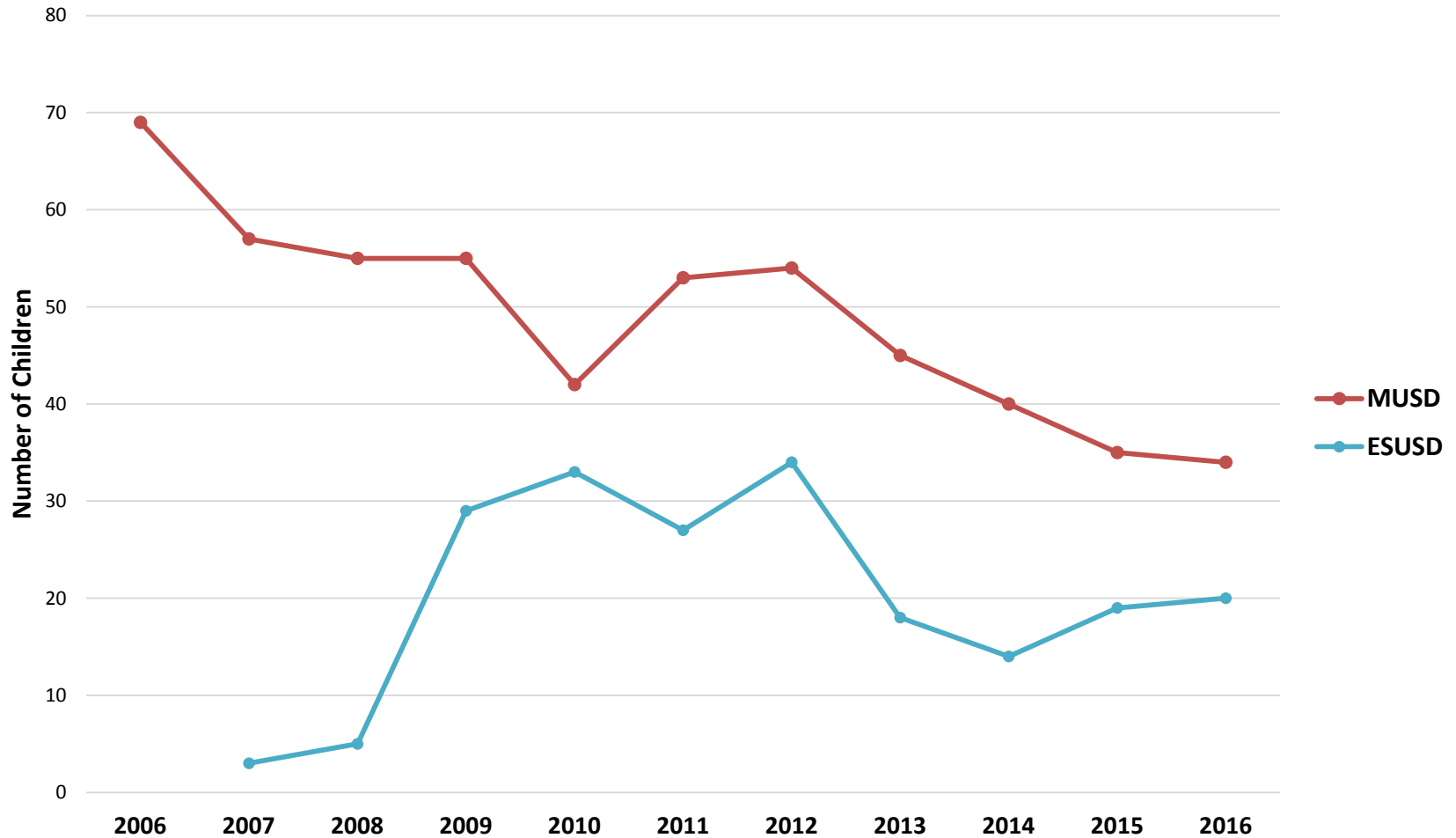
1. **Data Transition Plan.** Upon notification of termination as set forth in Paragraph 9, Contractor will develop and deliver a transition plan to FIRST 5 MONO CHILDREN AND FAMILIES COMMISSION within fifteen (15) days. The transition plan shall include a timeline listing key transition events and activities, including the tasks described below.
2. **Data Transfer.**
 - 2.1. Contractor shall assign key personnel and provide information to manage the contract close-out process and data transfer. Contractor shall respond to FIRST 5 MONO CHILDREN AND FAMILIES COMMISSION inquiries within 24 hours.
 - 2.2. Contractor shall post a notice to end-users on the Pinwheel Website regarding the cut-off date for end-users to access the Pinwheel system. This message and the posting date shall be mutually agreed upon between FIRST 5 MONO CHILDREN AND FAMILIES COMMISSION and Contractor.
 - 2.3. FIRST 5 MONO CHILDREN AND FAMILIES COMMISSION shall have access to FIRST 5 MONO CHILDREN AND FAMILIES COMMISSION data for purposes of downloads, exports, and to run reports for sixty (60) days after end-user access has been terminated.
 - 2.4. Contractor shall provide a detailed data directory, including, but not limited to: the names and descriptions of various tables and their contents/fields; relationship between fields; and additional details such as the type of length of each data element.

Within seven (7) days of the end user cut-off date approved by FIRST 5 MONO CHILDREN AND FAMILIES COMMISSION, Contractor shall provide FIRST 5 MONO CHILDREN AND FAMILIES COMMISSION with a complete export of all FIRST 5 MONO CHILDREN AND FAMILIES COMMISSION data in the Pinwheel system. Contractor shall provide an export of all data as a CSV or Excel flat file or SQL, or other mutually agreed upon format.

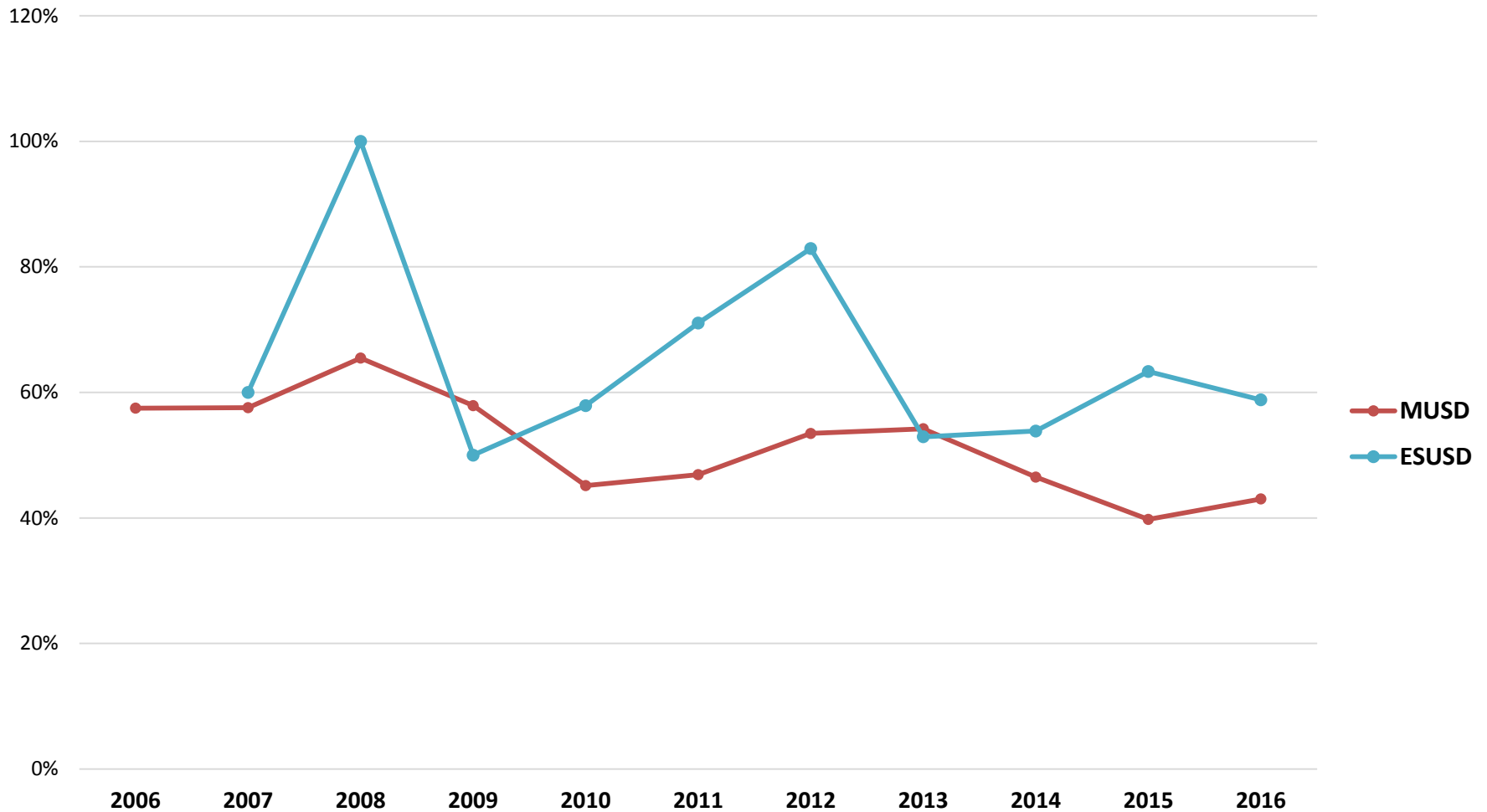
Summer Bridge Analysis

First 5 Mono Commission Meeting
April 20, 2017

10 Year Review of Summer Bridge Attendance



Percent of Kindergarten Class who attended Summer Bridge



*ESUSD 2007 & 2008 only include EBES Bridge; ESUSD 2014 includes EBES, LVES, & AES.

Summer Bridge Parent Survey

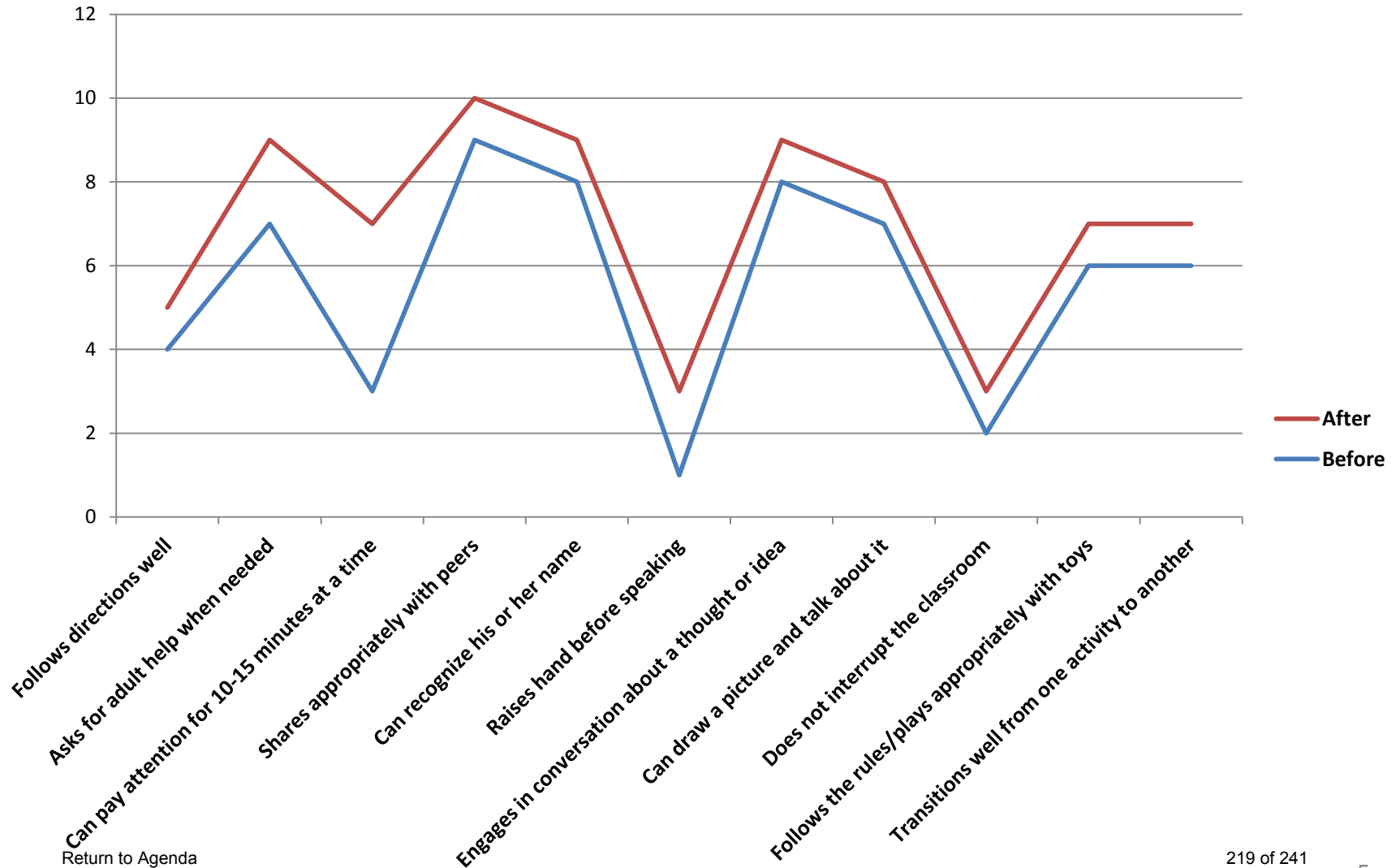
Percents averaged over 2013, 2014, & 2015

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

Classroom Skill	ESUSD	MUSD	COUNTY AVERAGE
Getting used to the classrooms	93%	88%	90%
Meeting the teachers	80%	87%	83%
Learning how to follow directions	82%	73%	78%
Adjusting to a group learning environment	81%	71%	76%
Increased self-confidence	59%	70%	64%
Development of social skills	64%	64%	64%
Increased attention span	57%	63%	60%

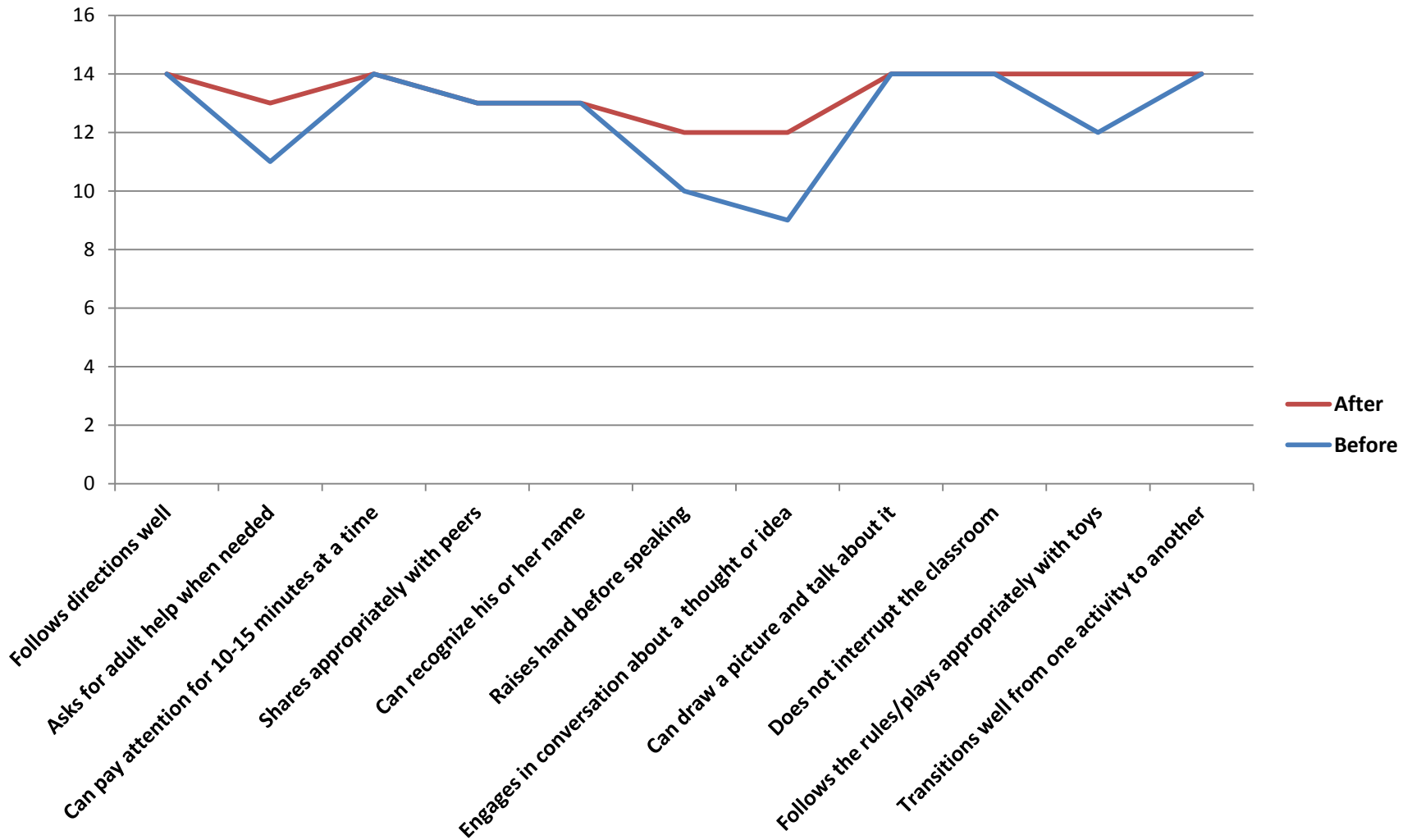
ESUSD Summer Bridge Teacher Survey

2016, N=10, EBES, LIVES, BES



MES Summer Bridge Teacher Survey

2016, N=15, English class only



Summer Bridge Teacher Comments

Item #7
mtg. Date 4/20/17

Countywide

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

2016

- For me it is the beginning steps to establish the routines we will be using during the school year and socializing with peers
- Familiarity with the classroom/school
- Getting to know me and how to follow directions
- exposure to the school campus
- exposure to the way class runs and rules

2015

- Students were introduced to the routine of the classroom and began to see the behaviors expected in class.
- Basic classroom rules, awareness of school, socialization to other kids, and familiarization with me.
- The kids started speaking in more complete thoughts and ideas.
- School readiness, transitioning, and circle time.
- The layout of the school and knowledge of basic rules.

2014

- 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.

2013

- Children got used to the classroom and school routine
- Learning to work with others
- Getting to know me and the school routine and rules
- I think it was important to see the routine in school and see what was appropriate school behavior
- Following a routine
- Positive social interaction with peers
- Routine & structure

Item #7
mtg. Date: 7/2/2017

Summer Bridge

Parent Comments

Countywide

2016

- She wasn't nervous, but it helped increase her confidence
- She loves to learn new things and couldn't wait to start new things and people.
- She's ready to be in school, was very sad that it's short.
- She understands the system now and knows more kids.
- He is now comfortable with the school campus and has friends he will know on the first day of school.
- He is now more familiar with the school and what is expected of him there.
- He feels more confident with the physical settings and the expectations.
- Yes, because he spent time with other children and also loves school (translated).

2015

- She loved the summer program and can't wait to start in the fall.
- [My child sees] lots of friends going through the same stuff.
- I feel like she is more confident and comfortable around other children
- Now he likes to come to school and he always says, "and tomorrow I'm going again, right Mom?"
- Yes, because she has more confidence.
- He has met the teachers and been in a classroom.
- He now knows some of the things expected of him.
- She has spent more time with other children and has had more conversations.

2014

- He knows what to expect, can say goodbye to us without tears
- Gets her in the routine; lets her know what to expect
- 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

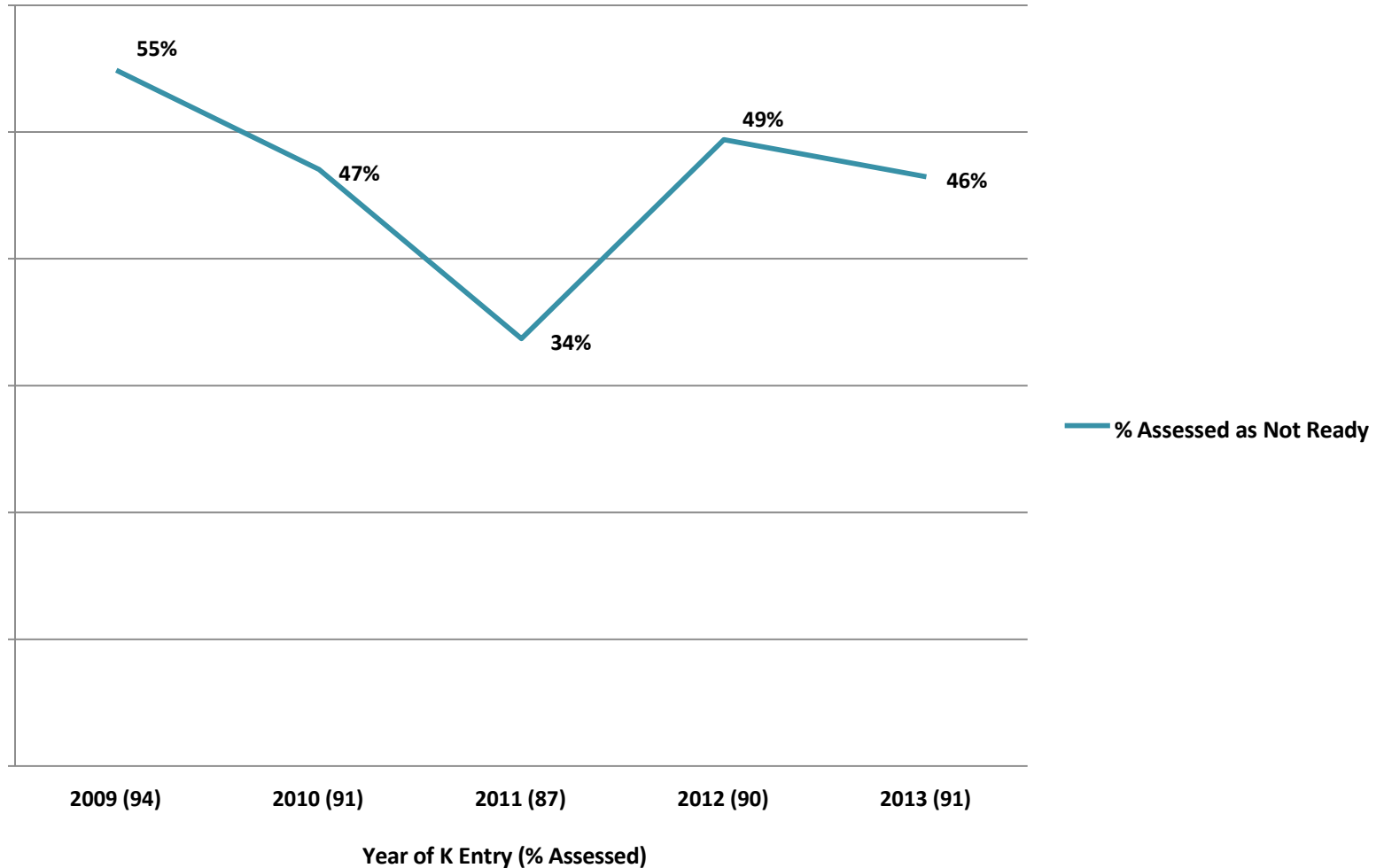
2013

- Yes. On his first day he would not stop crying, now I can walk him in and walk out without being pulled by my son.
- Yes, she did not want to go to school before Summer Bridge and now she is asking when she can go back to school.
- She's eager to learn and start school.
- He seems more excited & less nervous. He has made more friends. He is comfortable in the classroom.
- She was a bit anxious about going to a "big" school. She has learned that is not scary like she imagined.
- He has been excited to start school for a while, but now he knows what to expect.

School Readiness

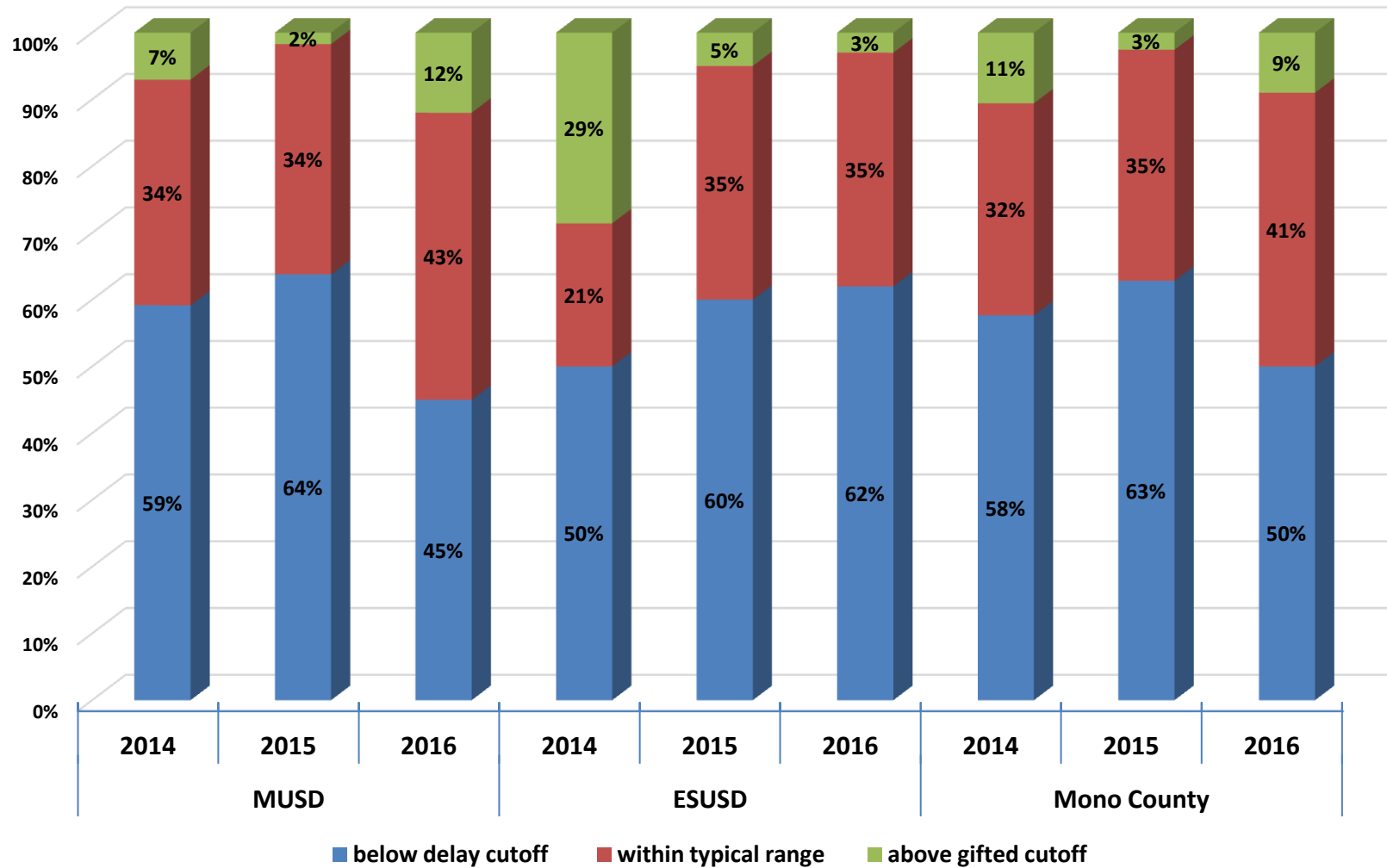
MES students assessed as “Not Ready” for Kindergarten

2009-2013



School Readiness

2014-2016



FOOTSTEPS2BRILLIANCE

PRESENTATION BY DR. STACEY ADLER
MONO COUNTY SUPERINTENDENT OF SCHOOLS



**FOOTSTEPS2BRILLIANCE IS A FUN AND ENGAGING WAY TO BRING
EARLY LITERACY TO ALL MONO COUNTY RESIDENTS.**

[HTTPS://WWW.YOUTUBE.COM/WATCH?V=S-MWMONZQOG](https://www.youtube.com/watch?v=S-MWMONZQOG)

EASY TO USE...

- **THIS PROGRAM CAN BE ACCESSED ON ANY MOBILE PHONE, IPAD, KINDLE, OR COMPUTER. ONCE THE APP IS DOWNLOADED, YOU DO NOT EVEN NEED WIFI TO ACCESS IT. IT IS SIMPLE TO USE.**

LET'S CHECK OUT THE APP...

<HTTPS://WWW.MYF2B.COM>

RESULTS – N.CAROLINA AFTER 8 WEEKS

1ST GRADE WORD RECOGNITION INCREASED BY 40%

2ND GRADE FLUENCY INCREASED BY 39%

**2ND GRADERS WHOSE READING LEVEL INCREASED BY AT LEAST ONE
LEVEL = 65%**

RESULTS – MANASSAS PUBLIC SCHOOLS 2015 - 2016

- **STUDENTS WHO USED F2B FOR 20 MINUTES/WEEK, EXCEEDED KINDERGARTEN PROFICIENCY LEVELS BY:**
 - **KINDER READY AT BEGINNING OF YEAR – 78.8%**
 - **ECONOMICALLY DISADVANTAGED – 72.4%**
 - **ENGLISH LANGUAGE LEARNERS – 79.4%**

NAPA COUNTY – 2011 (1ST YEAR OF USE)

- **ALL STUDENTS' COMPREHENSION SCORES INCREASED FROM 11% - 76.4%**
- **BY END OF 1ST GRADE STUDENTS PERFORMED 17 – 20% BETTER ON READING FLUENCY TESTS, 11 – 19% BETTER ON SPELLING TESTS AND 2 -7% BETTER ON WRITING TESTS – COMPARED TO CONTROL GROUP**

OTHER PARTICIPATING COUNTIES:

- **NAPA**
- **COLUSA**
- **SAN BERNARDINO**
- **SANTA CLARA**
- **SAN BENITO**

TRAININGS THAT HAVE OCCURRED THUS FAR:

- **MAMMOTH ELEMENTARY SCHOOL – 2 KINDERGARTEN; 1 – 1ST GRADE; 1 – 2ND GRADE; 1 – RESOURCE; 1 - TK**
- **BRIDGEPORT ELEMENTARY SCHOOL – TK – 3RD GRADE TEACHERS**
- **LEE VINING ELEMENTARY SCHOOL - K – 3RD GRADE TEACHERS**
- **ANTELOPE ELEMENTARY SCHOOL – K – 3RD GRADE TEACHERS**

USAGE OF PROGRAM AFTER INITIAL TRAINING:

- [HTTPS://MYF2B.COM/DISTRICT OVERVIEW REPORT?DISTRICT ID=287](https://myf2b.com/district_overview_report?district_id=287)

THE BOTTOM LINE...

- **THIS PROGRAM IS A GAME CHANGER AND AS THE OFFICE OF EDUCATION I FEEL IT IS VERY IMPORTANT THAT WE LEAD THE CHARGE TO DO WHATEVER WE CAN TO SEE TO IT THAT OUR YOUNGEST COMMUNITY MEMBERS AND OUR FUTURE STUDENTS GET ACCESS TO EARLY LITERACY PROGRAMS.**

TO GET STARTED...

- **GO TO: WWW.MYF2B.COM/REGISTER/MONOCOE**
- **CLICK ENGLISH OR SPANISH**
- **TYPE YOUR INFORMATION**
- **CHILD'S NAME – EX. CHARLIE BROWN/ DOB: 08-22-2011**
- **CLICK NOT IN SCHOOL YET**
- **AGREE TO CONDITIONS**

ANY QUESTIONS???

- **THANK YOU!**



MONO COUNTY CHILDREN AND FAMILIES COMMISSION									Item #11
5 Year Fiscal Plan FY 2016-17									Mtg. Date 4/20/17
Revenue	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 Current	Forecast 2017-18	Forecast 2018-19	Forecast 2019-20	Forecast 2020-21	Total 5 year
Prop 10 tax revenue	\$108,077	\$89,002	\$98,286	\$99,621	\$92,333	\$88,828	\$85,583	\$85,583	\$451,948
Small County Augmentation	\$184,604	\$260,998	\$251,714	\$250,379	\$267,458	\$267,458	\$267,458	\$267,458	\$1,320,211
Surplus Money Investment Income (SMIF) estimate	\$29	\$28	\$47	\$25	\$36	\$31	\$33	\$32	\$157
Home Visiting Services: CAPIT Grant (Child Abuse Prevention)	\$29,006	\$29,902	\$30,000	\$30,000	\$30,000	\$30,000	\$30,000		\$120,000
Peapod Program (Partnership of F5M & Mono Mental Health)	\$30,529	\$34,817	\$35,000	\$35,000	\$40,000				\$75,000
Child Care Quality: CARES Plus	\$40,000	\$40,000	\$37,356						\$0
Child Care Quality: IMPACT			\$22,213	\$57,145	\$68,788	\$72,168	\$74,227		\$272,328
Child Care Quality: IMPACT Region 6 Hub				\$42,414	\$122,663	\$122,663	\$121,372		\$409,112
Community Development Block Grant: Childcare			\$4,063	\$233,989	\$233,989				\$467,978
Raising a Reader		\$3,802	\$1,361	\$2,049	\$2,049	\$2,049	\$2,049	\$2,049	\$10,245
Miscellaneous Income	\$7,313	\$5,570	\$2,382	\$1,100	\$140	\$140	\$140	\$140	\$1,660
Interest on First 5 Mono Fund Balance	\$5,973	\$5,909	\$6,174	\$6,200	\$6,259	\$6,330	\$5,827	\$5,034	\$29,651
Total Revenues	\$471,216	\$532,939	\$488,596	\$757,922	\$863,715	\$589,667	\$586,689	\$360,296	\$3,158,289
Expense	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 Current	Forecast 2017-18	Forecast 2018-19	Forecast 2018-19	Forecast 2020-21	Total 5 year
Home Visiting Services: (WBI; B/F Promotion; CAPIT Grant)	\$118,591	\$140,643	\$145,358	\$148,168	\$157,329	\$169,239	\$182,220	\$196,370	\$853,326
School Readiness: ESUSD;MUSD;RAR;F5M Coordination	\$69,919	\$85,235	\$91,977	\$85,350	\$87,081	\$88,968	\$91,025	\$93,266	\$445,690
Peapod Program (Partnership of F5M & Mono Mental Health)	\$31,410	\$39,919	\$35,000	\$35,000	\$40,000	\$35,000	\$30,000	\$30,000	\$170,000
Child Care Quality: CARES Plus, Preschool Availability	\$60,162	\$66,436	\$56,505						
Child Care Quality: IMPACT			\$24,650	\$71,312	\$75,271	\$79,214	\$81,616		\$307,413
Child Care Quality: IMPACT Hub				\$42,414	\$111,975	\$111,976	\$110,802		\$377,167
Community Development Block Grant: Childcare				\$233,989	\$233,989				\$467,978
Oral Health Services	\$6,050	\$5,618	\$6,612	\$5,546	\$6,000	\$6,000	\$6,000		\$23,546
Safe Kids Partners	\$13,302	\$7,050	\$8,113	\$7,000	\$7,000	\$7,000	\$7,000		\$28,000
Evaluation/Assessments to identify gaps in services	\$1,062	\$1,375	\$1,099	\$1,319	\$13,463	\$1,000	\$1,000	\$500	\$17,282
<i>Commission Operations/Support -- Administration</i>	\$56,563	\$62,751	\$59,703	\$70,374	\$69,194	\$75,232	\$81,884	\$95,705	\$392,388
<i>Commission Operations/Support -- Program</i>	\$28,281	\$31,375	\$29,852	\$35,187	\$34,597	\$37,616	\$40,942	\$47,852	\$196,194
<i>Commission Operations/Support -- Evaluation</i>	\$9,427	\$10,458	\$9,951	\$11,729	\$11,532	\$12,539	\$13,647	\$15,951	\$65,398
Commission Operations/Support -- Total	\$94,272	\$104,585	\$99,505	\$117,290	\$115,324	\$125,386	\$136,473	\$159,508	\$653,981
Misc. Program Exp. including County Counsel, & Audit	\$13,618	\$13,015	\$13,571	\$12,113	\$10,050	\$10,050	\$10,050	\$10,050	\$52,313
Total Expenditures	\$474,073	\$526,786	\$482,390	\$759,501	\$857,482	\$633,833	\$656,186	\$489,694	\$3,396,696
Fiscal Year	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	
Revenues less Expenses	-\$2,856	\$6,153	\$6,206	-\$1,579	\$6,234	-\$44,167	-\$69,497	-\$129,398	
Total Fund Balance (actual, estimated, & forecasted)	\$538,269	\$544,422	\$550,628	\$549,049	\$555,283	\$511,116	\$441,619	\$312,221	

Assumptions: DOF 6/2015 projected Prop 10 revenues and birth rate through FY 2018-19; 9% annual salary and benefit increases

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.

First 5 Mono County
Profit Loss Year to Date
July 2016 through April 6, 2017

	Jul '16 - Jun 17	Budget	\$ Over Budget	% of Budget
Ordinary Income/Expense				
Income				
Prop 10 Tax Revenue	41,323.73	90,397.00	-49,073.27	45.71%
Small County Augmentation	16,487.34	259,603.00	-243,115.66	6.35%
SMIF (Surplus Money Inv Fund)	0.00	25.00	-25.00	0.0%
CAPIT (Parenting Partners)	16,327.00	30,000.00	-13,673.00	54.42%
IMPACT	15,786.00	57,145.00	-41,359.00	27.62%
Region 6 T&TA Hub	0.00	42,414.00	-42,414.00	0.0%
ICSOS Coaching	0.00	1,000.00	-1,000.00	0.0%
CDBG Administration	4,518.46	9,887.28	-5,368.82	45.7%
CDBG	118,374.49	224,102.00	-105,727.51	52.82%
Peapod Program (Prop 63 Funds)	17,011.69	35,000.00	-17,988.31	48.61%
Raising a Reader	749.52	2,048.82	-1,299.30	36.58%
Misc Inc				
Breast Pump Attachments	0.00	100.00	-100.00	0.0%
Total Misc Inc	0.00	100.00	-100.00	0.0%
Interest on F5 Mono Fund Bal	2,922.46	6,200.00	-3,277.54	47.14%
Total Income	233,500.69	757,922.10	-524,421.41	30.81%
Expense				
Home Visiting (Resource 9037)				
Welcome Baby! Home Visiting				
Home Visitors Salary	38,587.41	56,229.25	-17,641.84	68.63%
Home Visitors Benefits	4,515.37	4,672.92	-157.55	96.63%
Admin Assistant Salary	5,033.61	6,711.48	-1,677.87	75.0%
Admin Assistant Benefits	860.14	1,142.76	-282.62	75.27%
Office Supplies	1,010.59	1,500.00	-489.41	67.37%
Postage	128.97	200.00	-71.03	64.49%
Mileage Reimbursement Personal	6,100.00	6,100.00	0.00	100.0%
Educational Support Materials	1,155.33	2,200.00	-1,044.67	52.52%
MCOE Indirect	0.00	6,811.93	-6,811.93	0.0%
Total Welcome Baby! Home Visiting	57,391.42	85,568.34	-28,176.92	67.07%
CAPIT Grant Parenting Partners				
Home Visiting Staff	27,714.38	37,000.00	-9,285.62	74.9%
Home Visiting Supervision	3,701.97	4,610.00	-908.03	80.3%
Office Supplies	833.16	1,545.00	-711.84	53.93%
Counseling	800.00	2,000.00	-1,200.00	40.0%
Grant Administration	100.00	850.00	-750.00	11.77%
Training & Travel	7,547.94	9,000.00	-1,452.06	83.87%
Educational Materials	126.91	1,000.00	-873.09	12.69%
MCOE Indirect	0.00	4,495.00	-4,495.00	0.0%
Total CAPIT Grant Parenting Partners	40,824.36	60,500.00	-19,675.64	67.48%
Lactation Counseling/Childbirth				
Breast Pump Attachments	0.00	100.00	-100.00	0.0%
Lactation Counseling/Childbirth - Other	197.29	2,000.00	-1,802.71	9.87%
Total Lactation Counseling/Childbirth	197.29	2,100.00	-1,902.71	9.4%
Total Home Visiting (Resource 9037)	98,413.07	148,168.34	-49,755.27	66.42%
School Readiness				
Director Salary	4,759.74	6,346.32	-1,586.58	75.0%
Director Benefits	2,486.26	3,284.34	-798.08	75.7%
Admin Assistant Salary	5,033.70	6,711.60	-1,677.90	75.0%
Admin Assistant Benefits	859.24	1,142.94	-283.70	75.18%
Advertising	0.00	250.00	-250.00	0.0%
Office Supplies/Postage	501.76	1,000.00	-498.24	50.18%
Motorpool	0.00	300.00	-300.00	0.0%
MCOE Indirect	0.00	1,591.15	-1,591.15	0.0%

First 5 Mono County
Profit Loss Year to Date
July 2016 through April 6, 2017

	Jul '16 - Jun 17	Budget	\$ Over Budget	% of Budget
Preschool to K Transition	3,685.87	3,500.00	185.87	105.31%
Promotional Messaging	320.77	500.00	-179.23	64.15%
Early Literacy				
First Book	1,968.82			
Early Literacy - Other	87.33	3,000.00	-2,912.67	2.91%
Total Early Literacy	2,056.15	3,000.00	-943.85	68.54%
ESUSD Transition to School	0.00	8,675.00	-8,675.00	0.0%
MUSD Transition to School	0.00	10,000.00	-10,000.00	0.0%
Preschool Support	0.00	4,000.00	-4,000.00	0.0%
Raising a Reader Mo Co Library				
Story Time				
Leader Salary	952.76	1,366.13	-413.37	69.74%
Leader Benefits	142.17	215.45	-73.28	65.99%
Supplies	0.00	200.00	-200.00	0.0%
First 5 Indirect	0.00	123.31	-123.31	0.0%
MCOE Indirect	0.00	143.92	-143.92	0.0%
Total Story Time	1,094.93	2,048.81	-953.88	53.44%
Raising a Reader Mo Co Library - Other	19,000.00	33,000.00	-14,000.00	57.58%
Total Raising a Reader Mo Co Library	20,094.93	35,048.81	-14,953.88	57.33%
Total School Readiness	39,798.42	85,350.16	-45,551.74	46.63%
Peapod (Resource 9039)				
Director Salary	1,057.69	1,410.24	-352.55	75.0%
Director Benefits	552.49	731.00	-178.51	75.58%
Admin Assistant Salary	5,033.70	6,711.60	-1,677.90	75.0%
Admin Assistant Benefits	860.25	1,142.94	-282.69	75.27%
Peapod Leaders Salary	15,211.48	18,584.00	-3,372.52	81.85%
Peapod Leaders Benefits	1,460.35	1,490.54	-30.19	97.98%
Office Supplies	4.85	200.00	-195.15	2.43%
Advertising	826.82	300.00	526.82	275.61%
Training	1,000.00	1,000.00	0.00	100.0%
Playgoup Materials	314.73	200.00	114.73	157.37%
Mileage Reimbursement Personal	622.56	200.00	422.56	311.28%
MCOE Indirect	0.00	2,754.60	-2,754.60	0.0%
First 5 Indirect	214.25	275.08	-60.83	77.89%
Total Peapod (Resource 9039)	27,159.17	35,000.00	-7,840.83	77.6%
Child Care Quality				
IMPACT				
Director Salary	3,701.97	4,935.96	-1,233.99	75.0%
Director Benefits	1,933.76	2,554.50	-620.74	75.7%
Coordinator Salary	21,108.96	28,145.28	-7,036.32	75.0%
Coordinator Benefits	4,395.19	4,778.34	-383.15	91.98%
Materials & Supplies	739.68	900.00	-160.32	82.19%
Travel	885.19	2,000.00	-1,114.81	44.26%
Equipment	128.16	1,000.00	-871.84	12.82%
Incentives	620.00	15,000.00	-14,380.00	4.13%
Contractual	1,734.24	2,827.00	-1,092.76	61.35%
Indirect				
MCOE Indirect	0.00	681.63	-681.63	0.0%
First 5 Indirect	5,508.50	8,489.53	-2,981.03	64.89%
Total Indirect	5,508.50	9,171.16	-3,662.66	60.06%
Total IMPACT	40,755.65	71,312.24	-30,556.59	57.15%
Region 6 T&TA Hub				
Materials & Supplies	0.00	1,250.00	-1,250.00	0.0%
Travel	995.89	9,625.00	-8,629.11	10.35%
Contractual	0.00	19,847.00	-19,847.00	0.0%

First 5 Mono County
Profit Loss Year to Date
July 2016 through April 6, 2017

	Jul '16 - Jun 17	Budget	\$ Over Budget	% of Budget
ELNAT	3,200.00	3,200.00	0.00	100.0%
Other	0.00	5,100.00	-5,100.00	0.0%
First 5 Indirect	38.97	3,392.00	-3,353.03	1.15%
Total Region 6 T&TA Hub	4,234.86	42,414.00	-38,179.14	9.99%
Total Child Care Quality	44,990.51	113,726.24	-68,735.73	39.56%
Oral Health (Resource 9038)				
Director Salary	1,057.69	1,410.24	-352.55	75.0%
Director Benefits	552.67	729.84	-177.17	75.73%
Tooth Tutor Part-time Emp	536.90	1,900.00	-1,363.10	28.26%
Tooth Tutor Benefits	40.92	126.96	-86.04	32.23%
Educational Support Materials	940.37	1,000.00	-59.63	94.04%
MCOE Indirect	0.00	379.20	-379.20	0.0%
Total Oral Health (Resource 9038)	3,128.55	5,546.24	-2,417.69	56.41%
Safe Kids Coalition	0.00	7,000.00	-7,000.00	0.0%
CDBG Admin Expense	4,180.87	9,887.28	-5,706.41	42.29%
CDBG-ESUSD	118,891.05	224,102.00	-105,210.95	53.05%
Evaluation	0.00	1,319.00	-1,319.00	0.0%
F5 Operations				
F5 Operations (Resource 9300)				
Director Salary	36,326.27	46,539.60	-10,213.33	78.06%
Director Benefits	20,921.96	26,639.70	-5,717.74	78.54%
Admin Assistant Salary	12,611.68	17,151.72	-4,540.04	73.53%
Admin Assistant Benefits	2,052.93	2,920.44	-867.51	70.3%
Office Supplies/Postage	2,234.93	2,500.00	-265.07	89.4%
Advertising	471.22	500.00	-28.78	94.24%
Rent	5,500.00	6,000.00	-500.00	91.67%
Phones	292.90	200.00	92.90	146.45%
Commissioner Travel	827.84	1,000.00	-172.16	82.78%
Staff Travel	1,759.29	4,000.00	-2,240.71	43.98%
MCOE Indirect	0.08	9,838.08	-9,838.00	0.0%
Total F5 Operations (Resource 9300)	82,999.10	117,289.54	-34,290.44	70.76%
Total F5 Operations	82,999.10	117,289.54	-34,290.44	70.76%
Miscellaneous				
F5 Association Dues	3,163.00	3,163.00	0.00	100.0%
Fiscal Audit	5,950.00	5,950.00	0.00	100.0%
Mono County Counsel	0.00	3,000.00	-3,000.00	0.0%
Total Miscellaneous	9,113.00	12,113.00	-3,000.00	75.23%
Total Expense	428,673.74	759,501.80	-330,828.06	56.44%
Net Ordinary Income	-195,173.05	-1,579.70	-193,593.35	12,355.07%
Net Income	-195,173.05	-1,579.70	-193,593.35	12,355.07%