



## Regular Commission Meeting and Public Hearing

### AGENDA

March 15, 2018

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. **Welcome New Commissioner Dr. Boo**

The Commission will welcome Dr. Tom Boo, the new Mono County Public Health Officer. Dr. Boo will serve under the membership category of County Public Health Officer, a county statute mandated member of the Commission.
3. **Minutes**

Consideration of minutes for the September 21, 2017 and December 21, 2017 Commission meetings. **(ACTION)**
4. **Commissioner Reports**

Commissioners 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)**
5. **Director Report**

This information may be reported elsewhere on agenda. **(INFORMATION)**
6. **Safe Kids Presentation**

Debie Schnadt, the Safe Kids Mono Partners Coordinator, will present program highlights from the past year. **(INFORMATION)**
7. **Raising A Reader Presentation**

Kacee Mahler, the Raising A Reader Coordinator, will present program highlights from the past year. **(INFORMATION)**
8. **Contractual Agreements**

Discussion and consideration of the following agreements. *The Commission shall first determine whether the subject matter of the proposed agreements are 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. **Stipend Agreement:** with US Marine Corps to provide stipends in return for completion of Childcare Quality System requirements for FY 2017-18 and FY 2018-19 not to exceed **\$3,000 for each program year for a total of \$6,000** including any County Counsel approved changes. Funding supported through the F5CA IMPACT agreement. **(ACTION)**
- b. **Infant Toddler Block Grant:** authorize staff to sign grant award notification from the California Department of Education in the amount of **\$6,587** for the period of July 1, 2017-September 30, 2018 to support quality in licensed infant and toddler child care sites as related to the regional (Alpine, Inyo, Mono) Quality Counts (formerly QRIS) System. **(ACTION)**
- c. **Coaching Contract:** with Jennifer Denzel for the provision of coaching to 4 child care sites in Mono & Alpine Counties. Authorize staff to sign agreement not to exceed **\$10,000** for the period of April 1, 2018-June 20, 2018. Funds

supported through the First 5 CA Hub Grant and the California Department of Education Infant Toddler Block Grant **(ACTION)**

9. **FY 2016-17 Five Year Fiscal Plan Drafts Presentation** The Commission will receive staff presentation of the Fiscal Year 2016-17 Five Year Fiscal Plan drafts. **(PUBLIC HEARING)**
  - a. Realistic Draft
  - b. Conservative Draft
10. **2014-19 Strategic Plan Review** Opportunity for the public to comment on the 2014-19 Strategic Plan. Staff will provide an overview of the current Strategic Plan. **(PUBLIC HEARING)**
11. **AB 11 Support Letter** Staff will share the letter of support sent to the legislature regarding AB 11 for Commission discussion. **(INFORMATION)**
12. **Children Now 2018 Report Card** Staff will share the Children Now 2018 Report Card for Commission discussion. **(INFORMATION)**
13. **Program Updates** Staff and Commissioners will report on the following programs. **(INFORMATION)**

**Commission-run Programs**

  - a. *Child Care Quality: IMPACT Program*
  - b. *Regional Child Care Quality: Quality Counts California*
  - c. *Home Visiting: Welcome Baby!, Parenting Partners (CAPIT Grant), and Child Care Provider Home Visitor*
  - d. *Breastfeeding Promotion and Outreach*
  - e. *Peapod Playgroups (Prop. 63 MHSA)*
  - f. *School Readiness Activities & CDBG Grant*

--public hearing ends--

14. **FY 2016-17 Five Year Fiscal Plan Adoption** The Commission will consider approval of a FY 2017-2018 Five Year Fiscal Plan. **(ACTION)**
15. **2014-19 Strategic Plan** The Commission will consider approval of the 2014-19 Strategic Plan. **(ACTION)**
16. **Budget Update** The Commission will consider approval of the 2017-2018 Budget Update. **(ACTION)**
17. **Year to Date Budget** Staff will report on the First 5 Mono Revenue and Expenditures-to-date. **(INFORMATION)**

**Next Commission Meeting:** **Thursday, June 21, 2018 from 2:30-4:30 pm** at the Mono County Office of Education Conference Room, Mammoth Lakes.

*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, September 21, 2017**

Mono County Office of Education Conference Room  
451 Sierra Park Rd., Mammoth Lakes, California  
Lee Vining High School  
51710 US-395, Lee Vining, CA

Commissioners Present: Stacey Adler, Chair  
Jeanne Sassin, Secretary  
Patricia Robertson  
Kristin Wilson

Staff Present: Molly DesBaillets, Executive Director  
Kaylan Johnson, Administrative Assistant

**Commission Chair Adler calls the meeting to order at 2:32 pm.**

**1. Public Comment**

No public comment

**2. Minutes (ACTION)**

**ACTION:** Commissioners will approve the Minutes for the June 22, 2017 Commission meeting.

**MOTION:** Commissioner Robertson

**SECOND:** Commissioner Sassin

**VOTE:** Unanimous

**ABSTENTIONS:** none

**3. Commissioner Reports (INFORMATION)**

Commissioner Wilson thanks Molly for her recent visit to Pediatrics regarding the ASQ implementation. Pediatrics has started administering ASQs at a child's 9 month and 18 month well checks.

Commissioner Sassin reports that she was able to experience Summer Bridge at Lee Vining Elementary this year and appreciated seeing the program. She reports the Lee Vining Headstart Preschool is now open and has a new teacher.

**4. Director Report (INFORMATION)**

Ms DesBaillets passes out the *Child Health, Education, & Care Summit* flyer which Commissioners are welcome to attend; travel is funded by First 5.

First 5 is still working with the county on submitting a CDBG application for continued funding of the Benton & Bridgeport preschools.

State Assembly Bill 1250 – This bill states that all county funds issued from the state must be allocated to staff time for all county employees. Mono County Board of Supervisors has sent a letter of non-support. Ms DesBaillets reports that AB 1250 did not pass but is likely to return in the next legislative session.

Prop 56 was passed last year and raised tobacco taxes to \$2.00 per pack. That additional funding is now allocated to county health departments for oral health programs. Mono County will receive around \$140,000 for 5 years. First 5 is looking forward to working with the Health Department to incorporate new oral health programs in the community.

At the federal level, the MIECHV (Maternal Infant Early Childhood Home Visiting) is due for reauthorization. CA has 17 counties that receive federal funding for Home Visiting (Mono County not included). Ms DesBaillets is considering how to get Mono County involved in the federal funding upon the reauthorization of MIECHV.

#### **5. Election of Officers (ACTION)**

Ms DesBaillets passes out a document from Commissioner Gardner stating his remarks to today's agenda and packet (since he was unable to attend the meeting today).

**ACTION:** Commissioners to elect Commissioner Gardner as Chair, Commissioner Johnson as Vice Chair, and Commissioner Adler as Secretary

**MOTION:** Commissioner Adler

**SECOND:** Commissioner Wilson

**VOTE:** Unanimous

**ABSTENTIONS:** None

#### **6. Childcare Initiative (INFORMATION)**

Commissioner Adler reports on the progress of the new childcare center in Mammoth. The square footage of the building has increased, allowing the center to serve 132 children ages 0-5, offices were added to the floor plan for First 5, and a multi-purpose room with an industrial kitchen was also added. The architect is meeting next week with the project collaborators and engineers. On November 4, Commissioner Adler and Ms DesBaillets will host a community information night to spread the news about the new childcare center. Commissioner Wilson shares that the hospital is on the verge of building a childcare center. Commissioner Adler responds that she, as acting Executive Director for the hospital's childcare center, has been in communication with the Hospital and will continue that effort as they are also a part of the Childcare Initiative team for the Mammoth center.

#### **7. Support Request for AB 1665 (ACTION)**

Ms DesBaillets would like to support AB 1665, the Internet for All Now act, which other First 5 Commissions are also supporting. First 5 Mono frequently encounters families where internet access is still an issue. Commissioner Gardner supports this bill but questions in his written notes if Mono County IT knows about the bill; Ms DesBaillets will follow up on this matter

**ACTION:** Commissioners to approve to support AB 1665 by sending a letter of support to the governor's office.

**MOTION:** Commissioner Sassin

**SECOND:** Commissioner Wilson

**VOTE:** Unanimous

**ABSTENTIONS:** None

#### **8. Consideration of First 5 Mono Support Protocol Development (INFORMATION)**

Ms DesBaillets presents a letter that shows the format that some First 5 Counties use to sign their support of an advocacy bill. She wishes to be able to use this format for First 5 Mono to support legislation, without the approval of the Commission for every bill. Other First 5 Counties use this format as long as the First 5 Association has already endorsed a bill. Commissioners discuss and think it is an acceptable idea, with the expectation that if there is a bill that Ms DesBaillets thinks questionable, it would be presented to the Commission before support is given, as well as keeping the Commission up to date on bills that First 5 Mono has chosen to support.

#### **9. Provision for one time fund allocation to Little Loopers (ACTION)**

Four years ago, First 5 received \$4000 by donation from a new preschool that did not actually open. First 5 has been holding the donation and would now like to donate the money to Little Loopers, a childcare home opening soon in June Lake, following the signed document drafted by First 5's county counsel.

**ACTION:** Commissioners to approve the one time fund allocation to Little Loopers

**MOTION:** Commissioner Wilson

**SECOND:** Commissioner Sassin

**VOTE:** Unanimous

**ABSTENTIONS:** None

#### **10. Contractual Agreements (ACTION)**

- a. CDBG Contract Amendments (ACTION):** This contract has previously been brought to the Commission; however, ESUSD and County Counsel have now made their changes to the contract. It includes an additional \$36,000 in the budget and amends the contract in areas regarding implementation of the program and simplifying the budget.

Commissioner Robertson asks Ms DesBaillets to explain the circular nature of the CDBG contracts. Ms DesBaillets explains that First 5, through the county, submitted the CDBG application for the intent of starting the preschools in Benton and Bridgeport. Although ESUSD is the sub recipient of the CDBG funds and provides the preschool services, the County preferred that First 5 remain as the interagency between the County and ESUSD.

**ACTION:** Commissioners approve item 10a

**MOTION:** Commissioner Sassin

**SECOND:** Commissioner Wilson

**VOTE:** Unanimous

**ABSTENTIONS:** none

**b. Small Population County Funding Agreement – Local Area Agreement (SPCFA LAA) (ACTION):**

First 5 Mono receives SPCFA from First 5 CA; and it provides a large monetary support to Mono's programs. The Local Area Agreement is renewing the SPCFA for an additional 4 years, for \$350,000 per year. Commissioner Wilson asks if the amount can increase if the births increase within the county. Ms DesBaillets says after the length of the contract, 4 years, it could be reassessed.

**ACTION:** Commissioners approve item 10b

**MOTION:** Commissioner Robertson

**SECOND:** Commissioner Sassin

**VOTE:** Unanimous

**ABSTENTIONS:** None

**c. CAPIT/CBCAP Assurance of Compliance (ACTION):**

According to the Commission approved CAPIT/CBCAP contract, Social Services also requires First 5 to comply with its Nondiscrimination Compliance requirements. Ms DesBaillets, with the help of County Counsel and MCOE HR, believes First 5 Mono is in compliance and would like the Commission to approve her signature on the compliance document.

**ACTION:** Commissioners approve item 10c

**MOTION:** Commissioner Robertson

**SECOND:** Commissioner Sassin

**VOTE:** Unanimous

**ABSTENTIONS:** None

**11. 5-Year Fiscal Plan Examples (INFORMATION)**

Following up on the last Commission meeting, Ms DesBaillets provides examples of other First 5 Counties' 5-Year Fiscal Plans. Ms DesBaillets discussed presentation options of the 5-year Fiscal Plan with the County Finance Officer. Commissioners discuss simplicity versus complexity of presentation and will discuss again at the next meeting.

**12. First 5 Mono Relationship with Mono County and the Mono County Office of Education (INFORMATION)**

County Counsel has created a document describing First 5 Mono's relationship to MCOE and to the County. The document includes the First 5 and MCOE contract for HR services and the original county ordinance describing the creation of the Children and Families Commission.

**13. FY 2017-18 Budget Amendment (ACTION)**

Ms DesBaillets presents the budget amendment. Some line items have been condensed or added, and salary and benefits have been adjusted based on actual 2017-18 YTD expenses. Total expenses are \$10,000 over revenues due to the Footsteps2Brilliance contribution; although, First 5 Mono has also contributed at least \$10,000 to their fund balance over the years.

**ACTION:** Commissioners approve the FY 2017-18 Budget Amendment

**MOTION:** Commissioner Wilson  
**SECOND:** Commissioner Sassin  
**VOTE:** Unanimous  
**ABSTENTIONS:** None

#### 14. Year-to-Date Budget (INFORMATION)

Ms Johnson presents the YTD budget. Expenses are on target, with Quarter 1 invoices soon to be completed.

#### 15. Program Updates (INFORMATION)

Ms DesBaillets passes out a few pictures from the First 5 CA Activity Bus that recently visited Bridgeport.

a. *Child Care Quality: IMPACT Program:* Childcare providers are meeting with their advisors, either Didi or Elvira from First 5, or Queenie from IMACA. Ms Adler will be doing a *Footsteps2Brilliance* training soon. A *Strengthening Families: the 5 Protective Factors*, training happened today for the providers. A *Provider Kick-Off Training* happened in August, specifically on the Environmental Rating Scale and the CLASS assessment tool. CPIN will also be providing a training in June Lake.

b. *Regional Child Care Quality Quality Rating Improvement System (QRIS): The Quality Rating Improvement System* is now *Quality Counts*, decided by a state-wide vote. Locally, this system is called the *Childcare Quality System*. Region 6 (Inyo, Mono, Alpine) held a meeting with their new coordinator, a positive move forward. Ms DesBaillets reports that the Executive Directors in both Inyo and Alpine Counties are changing, thus changing the regional relationship.

c. *Home Visiting: Welcome Baby! & Parenting Partners (CAPIT/CBCAP Grant), and Child Care Provider Home Visitor:* In the new contract with Social Services, funding now covers high needs families from ages 0-5 instead of ages 1-5, allowing First 5 to offer high needs families additional visits below the age of one. Also with the new contract, First 5 will act as advocates for Resource Families (Foster Families). First 5 Home Visitors attended a presentation by CPS' Michelle Raust on how a person can become a Resource Family. Ms DesBaillets has copies of Resource Family informational material from CPS.

Commissioner Wilson asks if the CAPIT/CBCAP Grant is a 'use it or lose it' type of funding. Ms DesBaillets says there are no target numbers listed in the contract, but she is unsure of what the limitations are regarding how Social Services continues to receive that funding. Ms DesBaillets suggests to Commissioner Wilson to refer all families to First 5 Home Visiting that she thinks would benefit from the programs, regardless of what other programs they are enrolled in.

d. *Breastfeeding Promotion and Outreach:* For two years in a row, Mono County ranks third in the state for in-hospital breastfeeding rates. The First 5 Welcome Baby! visits to new parents while in Labor & Delivery contribute to the high rate. First 5 has breastfeeding window decals and stickers available for any Commissioners.

e. *Oral Health:* First 5 will began working with Public Health on the Oral Needs Assessment. The Tooth Tutor visits to preschools and childcare sites will be scheduled for October or November. Sierra Park Clinic requested that the Tooth Tutor restart her home visits to children that need extra dental support.

f. *Peapod Playgroups (Prop. 63 MHSA)*: A new leader for Mammoth Peapod has been hired, Robin Howley, starting at the end of October.

g. *School Readiness Activities*: Ms DesBaillets passes out a document showing a yearly comparison of Summer Bridge attendance. It compares the 2016 and 2017 Summer Bridge classes throughout the county. Mammoth Elementary is funded by First 5 to serve around 60 children at Summer Bridge, which has not been met in several years. Ms DesBaillets has met with the MUSD Superintendent and MES Principal regarding increasing attendance – possibly having a lead teacher, providing transportation, the timing of Summer Bridge, and calling families to enroll kids into Summer Bridge beforehand. Bridgeport and Antelope have bigger class sizes this year, contributing to a higher Summer Bridge attendance. Commissioners request a percentage of Summer Bridge Attendance to Kindergarten class size at each school; this information can be provided at the next meeting.

**Meeting adjourned at 3:34 pm.**

**Next meeting scheduled for December 21, 2017 in the Mono County Office of Education, Mammoth Lakes, Conference Room.**





Regular Commission Meeting

Minutes

**Thursday, December 21, 2017**

Mono County Office of Education Conference Room  
451 Sierra Park Rd., Mammoth Lakes, California  
Lee Vining High School, 51710 US-395, Lee Vining, CA

Commissioners Present: Bob Gardner, Chair  
Jeanne Sassin, Secretary  
Patricia Robertson  
Bertha Jimenez

Staff Present: Molly DesBaillets, Executive Director  
Kaylan Johnson, Administrative Assistant  
Robin Howley, Peapod Leader  
Lara Walker, Peapod Leader

**Commission Chair Gardner calls the meeting to order at 2:35 pm.**

**1. Public Comment**

Robin Howley, the new First 5 Mammoth Peapod Leader introduces herself to the Commission. Commissioners welcome Robin to Mono County and her new position with First 5. Lara Walker, who is also present, is welcomed as the new Mammoth Spanish Peapod Leader.

**2. Minutes (ACTION)**

There is no quorum present to approve the September 21, 2017 minutes, tabled to next meeting.

**ACTION:** Commissioners will approve the Minutes for the June 22, 2017 Commission meeting.

**MOTION:** Commissioner Robertson

**SECOND:** Commissioner Jimenez

**VOTE:** Unanimous

**ABSTENTIONS:** Commissioner Gardner

**3. Commissioner Reports (INFORMATION)**

None

**4. Director Report (INFORMATION)**

Ms. DesBaillets informs the Commission that Dr. Rick Johnson has resigned as Public Health Officer, creating a vacancy on the Commission. Public Health Officer is a required category on the First 5 Commission, so the vacancy will not be filled until the County has hired for this position.

**Community Development Block Grant (CDBG):** The County, in partnership with First 5, submitted another CDBG application, to continue funding the preschools in Benton and Bridgeport. Application results are expected in March.

**Zero to Three Conference:** Ms. DesBaillets and three Home Visitors attended the conference, focusing on brain research in child development.

**First 5 Association Summit:** Ms. DesBaillets attended this Summit for First 5 Executive Directors. Topic focus was on network analysis, finding advocates within community, and Commissioners acting as advocates for First 5.

**Infant Toddler Block Grant from CA Dpt of Education:** This is the first time First 5 Mono has applied for the I/T Block Grant (Inyo has received funding in the past). It is another source of funding that could bring Coaching and personalized quality work to infant/toddler childcare sites.

## **5. Home Visitor Recognition of Service (INFORMATION)**

The Commission recognizes Debbie Riffel and Lara Walker for their seven years of Home Visiting service with First 5. Lara, who is present, is presented with an appreciation certificate.

## **6. Contractual Agreements (ACTION)**

**a) Assessment Contract:** with Progressive Early Assessments Inc. for the provision of child care site assessments in FY 2017-18 for three childcare sites not to exceed **\$6,685** including any County Counsel approved changes. Funding supported through the F5CA Hub agreement.

Commissioner Robertson asks how childcare sites are chosen for assessments. Ms. DesBaillets responds that a site can choose how far in the IMPACT matrix they would like to go, including the level of assessment. The sites participating this year are Alpine Early Learning Center and Mountain Warfare Training Center Child Development Center.

First 5 will also edit the contract document to match the dates listed, February through June, as five months (not three), pending County Counsel approval.

**b) Certification Grant Award Extension:** authorize staff to sign grant award extension notifications from the California Department of Education in the amount of **\$3,500 for 2 grants for a total of \$7,000** for the period of July 1, 2016-March 31, 2018 to support certifications related to the regional Quality Rating Improvement System.

**ACTION:** Commissioners to approve A and B of Contractual Agreements.

**MOTION:** Commissioner Sassin

**SECOND:** Commissioner Jimenez

**VOTE:** Unanimous

**ABSTENTIONS:** None

## **7. First 5 Mono Evaluation Report FY 2016-17 (ACTION)**

Ms. DesBaillets distributes an additional document with changes in the introduction of the evaluation. The introduction, research questions, and logic models are new this year due to a request from the First 5 Small Population County Augmentation.

1. The investment area Home Visiting indicates the continuation of the Home Visiting program. Home Visiting is accomplishing all indicators, except for inconclusive data on Home Visiting increasing School Readiness. The community and families react positively to the Home Visiting program.

2. The investment area School Readiness encompasses all First 5 programs. However, School Readiness assessment rates have changed over the years, making the evaluation data difficult to compare year to year. Commissioners discuss what School Readiness means, how a child falls behind if not starting school-ready in Kindergarten, and the return on investing in early education.

3. The investment area Childcare Quality increased providers' use of developmental screenings, catching delays or concerns early in a child. The percentage of available childcare slots continues to decline in the county, which is being addressed with the creation of a new childcare center in Mammoth.

4. The investment area Oral Health shows continuation of oral health visits to preschools across the county. The indicators within Oral Health need to be revised to capture the number of kids who saw a dentist, instead of number of kids who received a screening or saw a dentist, which is duplicate data. Data collection in this area needs to be coordinated with MCOE to get a better picture of kids' oral health needs.

5. The investment area Family Behavioral Health indicates the continuation of the Peapod Playgroup program. Funded by Mono County Behavioral Health, Peapod receives great reviews from participants. Peapod did have staff turnover in 16-17, and did not run Mammoth Spanish Peapod or Lee Vining/June Lake. Mammoth Spanish Peapod will be in session in FY 17-18, with a new leader. Recruiting for Peapod attendance is ongoing in all locations.

6. The investment area Child Safety continues with a new coordinator for Safe Kids. This funding focuses on providing free bike helmets and car seats for kids, other safety items, and the collaboration between local agencies in Safe Kids Mono Partners. After Mammoth Hospital provided data on the high number of dog bites and fish hook injuries for ages 0-5 three years ago, Commissioners ask for updated data to see if these numbers have decreased.

**ACTION:** Commissioners to approve First 5 Mono Evaluation Report FY 2016-17

**MOTION:** Commissioner Robertson

**SECOND:** Commissioner Jimenez

**VOTE:** Unanimous

**ABSTENTIONS:** None

## **8. First 5 Mono Annual Report FY 2016-17 (PUBLIC HEARING)**

No public comments. Commissioner Robertson questions the \$0 donation category. Ms. DesBaillets says First 5 Mono does not solicit donations, as the staff time itself costs and current funding is enough for

desired programs, but is open to receiving donations. Commissioners think donations are something to keep in mind in the future since they are tax deductible to the individual.

**9. First 5 Mono Independent Fiscal Audit FY 2016-17 (PUBLIC HEARING)**

No public comments. Audit reports no findings.

**10. Policy and Procedure Manual Amendments (ACTION)**

1. Meal per diem rate increased from \$56 to \$65 to align with MCOE Union contract.
2. First 5 Executive Director can sign letter of support on issues supported by First 5 Association.

**ACTION:** Commissioners to approve amendments to Policy & Procedure Manual

**MOTION:** Commissioner Jimenez

**SECOND:** Commissioner Sassin

**VOTE:** Unanimous

**ABSTENTIONS:** None

**11. 5-Year Fiscal Plan Examples (INFORMATION)**

Commissioner Gardner is in favor of preparing two versions of the 5-Year Fiscal Plan, conservative and most reasonable estimate, and including seven years: one previous year, current year, and five years out. Commissioners and staff agree.

**12. First 5 Association Marijuana Webinar (INFORMATION)**

Commissioner Gardner explains Mono County is currently under moratorium on cultivation and retail sales of marijuana. The County and the town are working together to develop regulations for recreational cannabis. Commissioner Gardner would like to approach regulations in terms of public health education for the community and how to get early childhood/First 5 into the revenue streams. Commissioners agree that communicating about the dangerous aspects of marijuana to the most at risk populations is important (ages 0-5, teen moms, breastfeeding mothers).

Ms. DesBaillets says other First 5s have funneled marijuana revenue into funding childcare, parent education, and home visiting. The Association webinar presents the state's revenue buckets and the fact that Prevention/Intervention has not been defined, providing an opportunity for First 5s to advocate for the revenue. First 5 Counties and the Association are using the *Thrive by Five* document, outlining research-based data on the effectiveness of strengthening families. The largest concerns for First 5 are kids accidentally ingesting edibles and the perception of marijuana intake by breastfeeding and/or teen moms.

**13. Program Updates (INFORMATION)**

- a. *Child Care Quality: IMPACT Program:* The IMPACT Coordinator, Didi Tergesen, has resigned from her position at First 5, and the job position is currently posted. All childcare sites recently had mid-year check-ins.
- b. *Regional Child Care Quality: Quality Counts California (formerly QRIS):* The Hub has had regional in-person meetings locally and meetings in Sacramento. The majority of

funding is going to a Coordinator, but the collaboration and coordination has been positive and helpful.

- c. *Home Visiting: Welcome Baby!, Parenting Partners (CAPIT Grant), and Child Care Provider Home Visitor:* Three Home Visitors attended the Zero to Three conference, returning with fresh ideas and information.
- d. *Breastfeeding Promotion and Outreach:* Home Visitor Welcome Baby! outreach in Mammoth Labor & Delivery continues. Ms. Johnson recently visited Northern Inyo Hospital Labor & Delivery to speak about home visiting services for Mono moms who may have had their baby in Inyo County.
- e. *Peapod Playgroups (Prop. 63 MHSA):* Spanish Peapod group will be back in session in January with a newly hired leader. English Mammoth Peapod has had great participation, with two new leaders hired last year. Home Visitor Annaliesa Calhoun is teaching a second *Becoming an Emotion Coaching* class starting in February.
- f. *School Readiness Activities & CDBG:* Kindergarten Round Up events at each elementary school have been scheduled for March. The results of the reapplication of CDBG are also due in March.

---public hearing closes 4:15 pm----

#### **14. First 5 Mono Independent Fiscal Audit FY 2016-17 (ACTION)**

**ACTION:** Commissioners to approve First 5 Mono Independent Fiscal Audit FY 2016-17  
**MOTION:** Commissioner Robertson  
**SECOND:** Commissioner Jimenez  
**VOTE:** Unanimous  
**ABSTENTIONS:** None

#### **15. First 5 Mono Annual Report FY 2016-17 (ACTION)**

**ACTION:** Commissioners to approve First 5 Mono Annual Report FY 2016-17  
**MOTION:** Commissioner Jimenez  
**SECOND:** Commissioner Sassin  
**VOTE:** Unanimous  
**ABSTENTIONS:** None

#### **16. Year to Date Budget (INFORMATION)**

Ms. Johnson reports on the Year to Date Budget. Biannual and Quarter 2 invoices are soon to be sent out after December 31. Quarter 1 revenue has been received from CAPIT/CBCAP and Peapod. Expenses are on budget at this time.

**Meeting adjourned at 4:19 pm.**

**Next meeting scheduled for March 15, 2018 in the Mono County Office of Education, Mammoth Lakes, Conference Room.**



April 1, 2018

Molly DesBaillets  
First 5 Mono County  
365 Sierra Park Road, Bldg. M  
PO Box 130  
Mammoth Lakes, CA 93546  
760-924-7626  
mdesbaillets@monocoe.org

## **MARINE CORPS COMMUNITY SERVICES SPONSORSHIP AGREEMENT**

**1. Parties in Agreement.** This Agreement is between Marine Corps Community Services, Marine Corps Base Twentynine Palms, CA hereinafter called “MCCS” and First 5 Mono County (an agency of Mono County charged with planning, developing, and implementing programs on behalf of the County that support early development of children up to five years of age within Mono County), located at 365 Sierra Park Road, Bldg. M, Mammoth Lakes, CA 93546 hereinafter referred to as “SPONSOR.”

**2. Authority and Legal Status.** MCCS Morale, Welfare and Recreation (MWR) activities are an integral part of the Department of Defense (DoD), and Non-Appropriated Fund (NAF) Instrumentalities of the United States Government. DoD Instruction 1015.10 and Marine Corps Order P1700.27B authorize MCCS to engage in commercial sponsorship. Commercial sponsorship is the act of providing assistance, funding, goods, equipment (including fixed assets), or services to MCCS MWR programs and events by an individual, agency, association, company or corporation, or other entity for a specific period of time in return for public recognition or advertising promotions. Governing law under this Agreement is that of the United States Government.

**3. Event or Program to be Sponsored.** SPONSOR agrees to support the First 5 California “Improve and Maximize Programs so All Children Thrive” (IMPACT) program for the 2017-2018 and 2018-2019 school years aboard the Marine Corps Mountain Warfare Training Center (MCMWTC) in Bridgeport, California beginning December 1, 2018 ending July 31, 2019.

4. **Scope of the Agreement.**

a. **SPONSOR** agrees to provide:

- 1) Sponsorship of up to three thousand dollars (\$3,000.00) for the continuing education of the staff and children at the Child Development Center in relation to the IMPACT program for the 2017-2018 and 2018-2019 school years.
- 2) All necessary information to produce the marketing materials for the IMPACT program.

b. **MCCS** agrees to provide the following recognition and promotion opportunities:

- 1) Name/Logo representation on all print and digital marketing elements.
- 2) Completion of all required trainings, surveys, and educational classes as outlined in the IMPACT program.
- 3) Distribution of 2017-2018 and 2018-2019 school years' Ages and Stages Questionnaire results to all installation families.
- 4) End of 2017-2018 and 2018-2019 school year documentation of completed trainings, education, and other activities as decided upon in the site plan at the beginning of the school year.
- 5) Allocation of all funding sponsorship to the Mountain Warfare Training Center Child Development Center.

5. **Payment Terms:** **SPONSOR** agrees to provide a maximum of three thousand dollars (\$3,000.00), as stated in Agreement Section 4.a., as follows:

- a. One payment not to exceed three thousand dollars (\$3,000.00) upon completion of IMPACT program requirements and determination by the First 5 IMPACT Program Coordinator that MCCS has met the requirements of the Childcare Quality Program for FY 2017-2018 and FY 2018-2019, which is, at a minimum: 21 hours of professional development per school year for a minimum of 50% of the teaching staff and providing all families an Ages and Stages Questionnaire in August-September of each school year. This payment will be made to MCCS, provided they have met the above-mentioned standards due on or before July 31 or the program year.
- b. The **SPONSOR** shall make all checks payable to MCCS and shall include **SP 16-093** on the Memo or Reference line of the check. Payment shall be mailed

to the address provided below:

MCCS Marketing – Bldg. 1024  
MCAGCC – Box 788150  
Twentynine Palms, CA 92278-8150  
Attention: Sponsorship & Advertising  
Manager

**SPONSOR is to make any and all checks payable to MCCS. Please include SP 16-093 on the Memo or Reference line of your check. Payment shall be mailed to:**

MCCS Marketing – Bldg. 1024 MCAGCC – Box 788150  
Twentynine Palms, CA 92278-8150 Attn: Sponsorship &  
Advertising Manager

6. **Cost of Sponsorship.** SPONSOR agrees that no amount of its cost of sponsoring the Event described in this Agreement will be charged to any entity or subdivision of the Federal Government under any circumstances. By entering into this Agreement, SPONSOR understands that there is no implication or promise on the part of MCCS or the United States Marine Corps to obligate or award appropriated funds for future business with SPONSOR.

7. **Disclaimer.** The United States Marine Corps and the Federal Government, including MCCS, are prohibited from officially endorsing or favoring sponsors. The parties agree that MCCS is required to disclaim official endorsement in any public recognition or media associated with a sponsored event.

8. **Insurance.** By affixing its signature to this agreement, SPONSOR certifies that it has a standard Comprehensive General Liability Policy. If requested, SPONSOR shall supply Organizer with such evidence of coverage. Organizer assumes no responsibility for loss or damage to SPONSOR's goods or products while aboard the installation. SPONSOR certifies that it has automobile bodily injury and property damage insurance in an amount sufficient to comply with state insurance requirements.

9. **Indemnity.** The parties agree to mutually indemnify, including the cost to defend each of the other, and their officers, employees, and volunteers from and against any and all claims, demands, costs, or liability that arise out of, or pertain to, or relate to the negligence, recklessness, or willful misconduct of each of the other, and its employees or agents in the performance of services under this Agreement, but this indemnity does not apply to liability for damages arising from the sole negligence, active negligence, or willful acts of either party; and does not apply to any passive negligence of one of the parties unless caused at least in part by the other party.

10. **Trademarks and Copyrights.** SPONSOR's trademarks, copyrights, label designs,



identifying marks, artwork, images, and other symbols and devices (hereinafter referred to as “intellectual property”) associated with **SPONSOR**’s products or services are and shall remain **SPONSOR**’s property. **SPONSOR** hereby authorizes **MCCS** to use **SPONSOR**’s intellectual property in advertising during the term of this Agreement. The right to use **SPONSOR**’s intellectual property is non-exclusive, not assignable, and non-transferrable. All uses by **MCCS** of **SPONSOR**’s intellectual property shall inure solely to the benefit of the **SPONSOR**. **SPONSOR** avers that it is the rightful legal owner of the intellectual property and, as such, possesses authority to grant **MCCS** permission to use the intellectual property. **SPONSOR** agrees to indemnify **MCCS** against any and all claims against **MCCS** regarding the use of **SPONSOR**’s intellectual property.

**11. Independent Contractor.** **SPONSOR** agrees to perform this Agreement as an independent contractor. This Agreement shall not be construed as creating an agency, partnership, joint venture or employment relationship between the parties.

**12. Non-Exclusivity.** This Agreement does not confer to **SPONSOR** an exclusive right to promote its products in the **MCCS** Commercial Sponsorship Program. **MCCS** reserves the right to accept sponsorships from entities competitive to **SPONSOR**.

**13. Assignment.** This Agreement is not assignable in whole or in part by any party hereto in the absence of prior written consent by the other party.

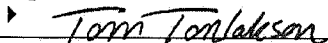

**14. Termination.** Either party may immediately terminate the Agreement as follows:

- a. Upon a material breach of Agreement terms.
- b. If the Event must be cancelled due to circumstances beyond reasonable control of either party such as an act of God, weather delays, Government restrictions and mission requirements, or unforeseen commercial delays. If the event is cancelled in whole or in part due to such reasons, **MCCS** may either refund sponsorship fees and in-kind items provided or reschedule the Event and provide all of the advertising and sponsorship rights set forth in this Agreement at no additional charge to **SPONSOR**.
- c. Upon twenty-one (21) days written notice to the other party for any reason. If **MCCS** terminates this Agreement by written notice, it shall be without penalty. Should **SPONSOR** terminate this Agreement by written notice, **SPONSOR** agrees to compensate **MCCS** for reasonable costs incurred.

**15. Disputes.** This Agreement is not subject to the Contract Disputes Act of 1978 (41 U.S.C. §§601-613). All disputes arising under or relating to this Agreement shall be resolved under this clause. All disputes relating to this agreement will be decided by the **MCCS** Contracting Officer, who will issue a written Final Decision and mail or otherwise furnish a copy thereof to **SPONSOR**. The Contracting Officer’s decision will be final and conclusive unless within 90 (ninety) days from the date of **SPONSOR**’s receipt of the



**Grant Award Notification**

<b>GRANTEE NAME AND ADDRESS</b> Mono County Children and Families Commission 365 Sierra Park Road, Building M Mammoth Lakes, CA 93546				<b>CDE GRANT NUMBER</b>			
				<b>FY</b>	<b>PCA</b>	<b>Vendor Number</b>	<b>Suffix</b>
				17	14092	2680	00
<b>Attention</b> Molly DesBaillets, Executive Director				<b>STANDARDIZED ACCOUNT CODE STRUCTURE</b>			<b>COUNTY</b>
<b>Program Office</b>				<b>Resource Code</b>	<b>Revenue Object Code</b>		26
<b>Telephone</b> 760-924-7626				5035	8290		<b>INDEX</b>
<b>Name of Grant Program</b> Infant/Toddler Quality Rating and Improvement System Block Grant							0656
<b>GRANT DETAILS</b>	<b>Original/Prior Amendments</b>	<b>Amendment Amount</b>	<b>Total</b>	<b>Amend. No.</b>	<b>Award Starting Date</b>	<b>Award Ending Date</b>	
	\$6,587		\$6,587		7/1/2017	9/30/2018	
<b>CFDA Number</b>	<b>Federal Grant Number</b>	<b>Federal Grant Name</b>			<b>Federal Agency</b>		
93.575	G1701CACCDF G1801CACCDF	Child Care and Development Fund			USDHHS		
I am pleased to inform you that you have been funded for the fiscal year 2017–18 Infant/Toddler (I/T) Quality Rating Improvement System (QRIS) Block Grant.  This award is made contingent upon the availability of funds. If the Legislature takes action to reduce or defer the funding upon which this award is based, then this award will be amended accordingly.  Please return the original, signed Grant Award Notification (AO-400) within 10 days to:  <div style="text-align: center;">           Kim Taniguchi, Child Development Consultant            Quality Improvement Office            California Department of Education            1430 N Street, Suite 3410            Sacramento, CA 95814-5901         </div>							
<b>California Department of Education Contact</b> Kim Taniguchi				<b>Job Title</b> Child Development Consultant			
<b>E-mail Address</b> <a href="mailto:ktaniguchi@cde.ca.gov">ktaniguchi@cde.ca.gov</a>					<b>Telephone</b> 916-323-1301		
<b>Signature of the State Superintendent of Public Instruction or Designee</b> 					<b>Date</b> February 7, 2018		
<b>CERTIFICATION OF ACCEPTANCE OF GRANT REQUIREMENTS</b>							
<i>On behalf of the grantee named above, I accept this grant award. I have read the applicable certifications, assurances, terms, and conditions identified on the grant application (for grants with an application process) or in this document or both; and I agree to comply with all requirements as a condition of funding.</i>							
<b>Printed Name of Authorized Agent</b>				<b>Title</b>			
<b>E-mail Address</b>					<b>Telephone</b>		
<b>Signature</b> 					<b>Date</b>		

CDE Grant Number: 17-14092-2680-00  
February 7, 2018  
Page 2

### Grant Award Notification (Continued)

1. All grantees are required to comply with the data and reporting requirements of this grant. Grantees are required to submit an annual site-level common data report for their county or regional consortia. For the Common Data File, refer to the California Department of Education (CDE) Quality Rating and Improvement System Web page at <https://www.cde.ca.gov/sp/cd/rt/>.
2. All grantees are required to retain a copy of the General Assurances for their records and audit purposes, which can be obtained at the CDE Funding Forms Web page at <http://www.cde.ca.gov/fq/fo/fm/ff.asp>. Signing the Form B: Lead Signature Page of the QRIS Block Grant application also confirms that the Consortium/applicant has read and agreed to the assurances.
3. All grantees are required to maintain a good standing status in order to be an eligible grantee for the subsequent year. Good standing is defined within the Key Terms of Appendix A on page 54 of the fiscal year 2017–18 I/T QRIS Block Grant Request for Applications.

### Fiscal Issues:

- Applicants agree to follow any applicable federal or state law relating to this grant and will meet all fiscal and auditing standards required by the CDE.
- Any consortium receiving Infant/Toddler QRIS Block Grant funds is required to use the funds only for the intended purposes of this grant.
- Twenty-five percent of the grantee's allocation will be disbursed upon CDE receipt of their signed grant award notification. Sixty-five percent will be disbursed once the final funding results are posted.
- Upon receipt and review of the close-out expenditure report, which should reflect expenditures of the entire grant award amount, the final 10 percent will be paid. If there are expenditures that do not equal the remaining 10 percent, the grantee will be reimbursed for only those new expenditures reflected on the final report. The total amount of all expenditures cannot exceed the grant award amount. If the reports reflect any unspent funds of the original 90 percent advanced, the CDE may invoice for any remaining unspent balance.

### Reports:

- Semi-annual expenditure reports are required. The reporting period due dates are as follows:

Reporting Period	Due to the CDE by:
July 1, 2017–February 28, 2018	March 28, 2018
March 1, 2018–September 30, 2018	December 31, 2018

Fiscal reporting for local block grants given to Tier 4 and 5 sites must be reported in at least one of the reporting periods.

- All grantees are required to complete the Quality Counts California Consortium Annual Performance Report which reflects all QRIS activities within their respective county or region.

**AGREEMENT BETWEEN COUNTY OF MONO, ON BEHALF OF THE MONO COUNTY  
CHILDREN AND FAMILIES COMMISSION, AND JENNIFER DENZEL  
FOR THE PROVISION OF CHILDCARE PROVIDER  
ASSESSMENT COACHING SERVICES**

**INTRODUCTION**

WHEREAS, the **Mono County Children and Families Commission** (an agency of Mono County charged with planning, developing, and implementing programs on behalf of the County that support early development of children up to five years of age within Mono County), hereinafter referred to as the "Commission" may have the need for the services of **Jennifer Denzel, of Elk Grove, 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 the Commission, upon its request, those services and work set forth in Attachment A, attached hereto and by reference incorporated herein. Requests by the Commission to the Contractor to perform under this Agreement will be made by the Executive Director, or an authorized representative thereof. Requests to the Contractor for work or services to be performed under this Agreement will be based upon the Commission's need for such services. The Commission make no guarantee or warranty, of any nature, that any minimum level or amount of services or work will be requested of the Contractor by the Commission under this Agreement. By this Agreement the Commission incurs no obligation or requirement to request from Contractor the performance of any services or work at all, even if the Commission should have some need for such services or work during the term of this Agreement.

Services and work provided by the Contractor at the Commission's request under this Agreement will be performed in a manner consistent with the requirements and standards established by applicable federal, state, and county 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, 2018, to June 30, 2018, unless sooner terminated as provided below. The Agreement shall renew automatically beginning July 1, 2018, and continue in effect from fiscal year to fiscal year thereafter, under the same terms and conditions, unless modified, in writing, and agreed upon by both parties pursuant to paragraph 23 below.

**3. CONSIDERATION**

A. Compensation. Commission 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 Commission'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 the Commission 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 Commission, 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 the Commission to Contractor for services and work performed under this Agreement shall not exceed ten thousand dollars (\$10,000) in the first fiscal year that this Agreement remains in effect or any subsequent fiscal year thereafter - (hereinafter referred to as "Contract Limit"). Commission 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 the Commission, once a month, an itemized statement of all services and work described in Attachment A, which were done at the Commission's request. This statement will be submitted to the Commission not later than the fifth (5th) day of the month. 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. This statement will identify the date on which the services and work were performed and describe the nature of the services and work that were performed on each day. Upon timely receipt of the statement by the fifth (5<sup>th</sup>) day of the month, the Commission shall make payment to Contractor on the last day of the month.

F. Federal and State Taxes.

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

(2) Commission 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, Commission has no obligation to withhold any taxes or payments from sums paid by Commission to Contractor under this Agreement. Payment of all taxes and other assessments on such sums is the sole responsibility of Contractor. Commission has no responsibility or liability for payment of Contractor's taxes or assessments.

(4) The total amounts paid by Commission 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 the Commission. 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 Commission to ensure that all services and work requested by County under this Agreement will be performed within the time frame set forth by the Commission.

#### **5. REQUIRED LICENSES, CERTIFICATES, AND PERMITS**

Any licenses, certificates, or permits required by the federal, state, county, or municipal governments, 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 the Commission. Contractor will provide County, 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 Commission as to what licenses, certificates, and permits are required to perform the services identified in Attachment A, Commission 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 and except as otherwise specified in Attachment A. Commission 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. COUNTY PROPERTY**

A. Personal Property of Commission. 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 Commission pursuant to this Agreement is, and at the termination of this Agreement remains, the sole and exclusive property of the Commission. 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.

C. 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 the Commission. At the termination of the Agreement, Contractor will convey possession and title to all such properties to Commission.

## 8. WORKERS' COMPENSATION

Where required by law, 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 the County of Mono as an additional insured. The Workers' Compensation policy shall be endorsed with a waiver of subrogation in favor of 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 the Mono County 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 \$1,000,000.00 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 polic(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 County: (1) a certificate of insurance evidencing the coverage required; (2) an additional insured endorsement for general liability applying to the County of Mono, 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 the County.

D. Deductible, Self-Insured Retentions, and Excess Coverage. Any deductibles or self-insured retentions must be declared and approved by Mono County. If possible, the Insurer shall reduce or eliminate such deductibles or self-insured retentions with respect to Mono County, its officials, officers, employees, and volunteers; or the Contractor shall provide evidence satisfactory to Mono County 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 County as an additional insured.

E. Subcontractors. Contractor shall require and verify that all subcontractors maintain insurance (including Workers' Compensation) meeting all the requirements stated herein and that County 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 the Commission. 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, the Commission, except as expressly provided by law or set forth in Attachment A. No agent, officer, or employee of the Commission is to be considered an employee of Contractor. It is understood by both Contractor and Commission 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 Commission only for the requirements and results specified in this Agreement, and except as expressly provided in this Agreement, shall not be subjected to Commission'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 Commission.

## **11. DEFENSE AND INDEMNIFICATION**

Contractor shall defend with counsel acceptable to the County of Mono, indemnify, and hold harmless the Commission and the County of Mono, 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 the Commission and the County of Mono, 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 the Commission and the County of Mono, 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, county, 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 the Commission of the County of Mono, shall have access to any books, documents, papers, records, including, but not limited to, financial records of Contractor, that the Commission or the County of Mono 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, the Commission or the County of Mono 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 the Commission 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 the Commission 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. Commission 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 the Commission. Further, Contractor shall not assign any moneys due or to become due under this Agreement without the prior written consent of the Commission.

## **16. DEFAULT**

If the Contractor abandons the work, or fails to proceed with the work and services requested by the Commission in a timely manner, or fails in any way as required to conduct the work and services as required by the Commission, the Commission may declare the Contractor in default and terminate this Agreement upon five (5) days written notice to Contractor. Upon such termination by default, Commission 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, and county laws, 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 the Commission.

## **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 the Commission 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 Commission, or who has

been an adverse party in litigation with the Commission, and concerning such, Contractor by virtue of this Agreement has gained access to the Commission'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 county 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 the Commission 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, Commission has the option to terminate, reduce, or modify this Agreement, or 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 Commission 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:

**Commission:** Molly DesBaillets, Executive Director  
Mono County Children and Families Commission  
PO Box 130  
Mammoth Lakes, California 93514

**Contractor:**  
Jennifer Denzel  
9630 Bruceville Road  
Suite 106 #299  
Elk Grove, CA 95757

## **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, THE PARTIES HERETO HAVE SET THEIR HANDS AND SEALS THIS \_\_\_\_ DAY OF \_\_\_\_\_, \_\_\_\_\_.**

**COMMISSION**

By: \_\_\_\_\_

Dated: \_\_\_\_\_

**CONTRACTOR**

By: \_\_\_\_\_

Dated: \_\_\_\_\_

Taxpayer's Identification or Social Security  
Number: \_\_\_\_\_

APPROVED AS TO FORM:

\_\_\_\_\_  
Legal Counsel for Commission

APPROVED BY RISK MANAGEMENT:

\_\_\_\_\_  
Risk Manager, County of Mono

## **ATTACHMENT A**

### **AGREEMENT BETWEEN COUNTY OF MONO, ON BEHALF OF THE MONO COUNTY CHILDREN AND FAMILIES COMMISSION, AND JENNIFER DENZEL FOR THE PROVISION OF CHILDCARE PROVIDER ASSESSMENT COACHING SERVICES**

#### **TERM:**

**FROM: April 1, 2018**

**TO: June 30, 2018**

#### **SCOPE OF WORK:**

- 1) Contractor shall conduct four (4) CLASS assessments doing 4 – 6 cycles in each classroom at Kids Corner and Kindred Spirits child care centers between April and May of 2018. This shall be compensated at the rate of three hundred dollars (\$300.00) per assessment for a total amount not to exceed one thousand two hundred dollars (\$1,200.00).**
- 2) The CLASS assessments shall include a write up of individual narratives for each observation of each classroom observed describing the presence and absence of behaviors sought by the CLASS observation tool to be used by coaches and teachers to guide teaching practice improvement. This shall be compensated at the rate of one hundred dollars (\$100.00) per narrative for a total amount not to exceed four hundred dollars (\$400.00).**
- 3) Contractor shall conduct coaching doing 4 – 6 cycles with staff at Kids Corner (3 classrooms) and Kindred Spirits (1 classroom) between April and May 2018. This shall be compensated at the rate of one hundred twenty dollars (\$120.00) per hour, for a maximum of 20 hours, for a total amount not to exceed two thousand four hundred dollars (\$2,400.00).**
- 4) Contractor shall review existing CLASS assessments and conduct coaching doing 4 – 6 cycles with staff at Mountain Warfare Training Center Child Development Center (3 classrooms) and Alpine Early Learning Center (2 classrooms) between April and May 2018. This shall be compensated at the rate of one hundred twenty dollars (\$120.00) per hour, for a maximum of 25 hours, for a total amount not to exceed three thousand dollars (\$3,000.00).**
- 5) Travel shall be compensated at a rate of \$.57 per mile, with a \$50.00 stipend per visit to the site for a maximum of five (5) visits to each site (and for a total amount of all travel expenses not to exceed three thousand dollars (\$3,000.00)).**
- 6) A protocol for the narrative shall be followed per the example below.**
- 7) Contractor shall schedule dates for CLASS assessments with the site supervisor using the contact information provided by the Commission. In order to avoid scheduling conflicts or misunderstandings, an email confirming the date and time of the assessment shall be sent by**

**Contractor to the site supervisor as well as to Didi Tergesen, Program Coordinator for Commission at: dtergesen@monocoe.org.**

- 8) In the event that the Contractor is not able to provide the assessment on the agreed-upon date, the site supervisor and lead teacher will be notified at the earliest possible time, and the assessment will be rescheduled at no cost to the Commission. The Project Coordinator, shall be informed of any changes to the assessment schedule at the earliest possible time via email.**
- 9) All CLASS data is to be kept confidential and provided to the Project Coordinator upon completion of the observation and narrative. This data is collected for the purposes of measuring and improving teacher practices for the Childcare Quality System implemented by First 5 Mono.**
- 10) Score sheets shall be purchased by the Contractor who shall invoice for the actual costs of the materials.**
- 11) Completed score sheets shall be returned to the Project Coordinator along with a typed narrative report (see template below).**
- 12) Upon completion of the assigned CLASS assessments and narrative reports, the Contractor will submit a detailed invoice for payment of services that includes the dates and classrooms/sites assessed.**
- 13) Upon completion of the assigned coaching, the Contractor shall submit a detailed invoice and a narrative from each visit for payment of services that includes the dates and classrooms/sites assessed.**

**Pre-K CLASS Narrative Template**

Site: \_\_\_\_\_ Lead Classroom: \_\_\_\_\_  
Teacher: \_\_\_\_\_ Date Assistant Teachers \_\_\_\_\_ or  
of Observation: \_\_\_\_\_ Aides: \_\_\_\_\_  
Time Frame: \_\_\_\_\_

**Emotional Support**

*Positive Climate:* Score \_\_\_\_\_

*Negative Climate:* Score \_\_\_\_\_

*Teacher Sensitivity:* Score \_\_\_\_\_

*Regard for Student Perspectives:* Score \_\_\_\_\_

**Classroom Organization**

*Behavior Management:* Score \_\_\_\_\_

*Productivity:* Score \_\_\_\_\_

Denzel, Jennifer Early Childhood Education Consultant/ CLASS Observer and Coach  
Page 12 of 15



Instructional Support

*Concept Development:* Score \_\_\_\_\_

*Quality of Feedback:* Score \_\_\_\_\_

*Language Modeling:* \_\_\_\_\_

**ATTACHMENT B**

**AGREEMENT BETWEEN COUNTY OF MONO, ON BEHALF OF THE MONO COUNTY  
CHILDREN AND FAMILIES COMMISSION, AND JENNIFER DENZEL  
FOR THE PROVISION OF CHILDCARE PROVIDER  
ASSESSMENT COACHING SERVICES**

**TERM:**

**FROM: April 1, 2018**

**TO: June 30, 2018**

**SCHEDULE OF FEES:**

**FY 2016-17 PROJECT BUDGET**

<b>Professional Fees</b>	<b>\$7,000</b>
CLASS Assessment @ \$300 per classroom	
▪ <i>Four 20-minute cycle observations and score sheet in 4 classrooms</i>	<i>\$1,200</i>
Narrative @ \$100 per classroom	
▪ <i>Written observation narrative and feedback meetings</i>	<i>\$400</i>
Coaching @ \$120 per hour not to exceed 8 hours per day	
▪ <i>Up to 5 hours per classroom Content: environment, classroom relationship building, scheduling, curriculum</i>	<i>\$5,400</i>
<b>Travel</b>	<b>\$3,000</b>
• <i>\$.57 per mile and \$50 per trip stipend to visit the classroom, not to exceed 5 trips per classrooms</i>	

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**Total project FY 2016-17 Not-to-Exceed**

**\$10,000**

**MONO COUNTY CHILDREN AND FAMILIES COMMISSION 5 Year Fiscal Plan FY 2017-18 Realistic Draft**

 Item# 9 & 14  
 Mtg Date 3.15.18

Revenue	Current 2017-18	Forecast 2018-19	Forecast 2019-20	Forecast 2020-21	Forecast 2021-22
Prop 10 tax revenue	85,586	84,425	81,800	81,826	77,783
Small County Augmentation	264,414	265,575	268,200	268,174	222,217
Surplus Money Investment Income (SMIF) estimate	51	65	58	61	59
<b>Home Visiting Services:</b> CAPIT Grant (Child Abuse Prevention)	33,000	33,000	33,000	33,000	33,000
Peapod Program (Partnership of F5M & Mono Behavioral Health)	40,000	40,000	40,000	40,000	40,000
<b>Child Care Quaility:</b> IMPACT	68,788	72,168	74,227	72,000	73,000
<b>Child Care Quaility:</b> IMPACT Region 6 Hub & Certification Grant	132,672	122,663	121,372	125,000	125,000
Community Development Block Grant: Childcare	269,399	269,399	269,399		
Raising a Reader	2,170	2,170	2,170	2,170	2,170
Miscellaneous Income	140	140	140	140	140
Interest on First 5 Mono Fund Balance	8,567	6,130	5,997	5,767	5,147
<b>Total Revenues</b>	<b>904,787</b>	<b>895,734</b>	<b>896,362</b>	<b>628,138</b>	<b>578,516</b>
Expense	Current 2017-18	Forecast 2018-19	Forecast 2018-19	Forecast 2020-21	Forecast 2021-22
<b>Home Visiting Services:</b> (WBI; B/F Promotion; CAPIT Grant)	163,507	155,500	160,500	165,500	170,000
<b>School Readiness:</b> ESUSD;MUSD;RAR;F5M Coordination	102,292	86,000	87,000	88,000	89,000
Peapod Program (Partnership of F5M & Mono Mental Health)	40,000	40,000	40,000	40,000	40,000
<b>Child Care Quality:</b> IMPACT, Hub & Certification Grant	213,925	211,095	212,206	209,000	210,167
Community Development Block Grant: Childcare	269,399	269,399	269,399		
Oral Health Services	4,024	4,000	3,500	3,000	3,000
Safe Kids Partners	7,000	7,000	7,000	7,000	7,000
Evaluation/Assessments to identify gaps in services	1,320	10,000	1,350	500	500
<i>Commission Operations/Support -- Administration</i>	58,172	65,632	72,284	95,705	99,533
<i>Commission Operations/Support -- Program</i>	30,586	34,316	37,642	47,852	49,766
<i>Commission Operations/Support -- Evaluation</i>	10,195	11,439	12,547	15,951	16,589
Commission Operations/Support -- Total	101,954	114,386	125,473	159,508	165,888
Misc. Program Exp. including County Counsel, & Audit	12,113	10,050	10,050	10,050	10,050
<b>Total Expenditures</b>	<b>915,534</b>	<b>907,430</b>	<b>916,478</b>	<b>682,558</b>	<b>695,605</b>
Fiscal Year	2017-18	2018-19	2019-20	2020-21	2021-22
Revenues less Expenses	-10,747	-11,696	-20,115	-54,420	-117,089
<b>Total Fund Balance (actual, estimated, &amp; forecasted)</b>	<b>537,708</b>	<b>526,012</b>	<b>505,897</b>	<b>451,477</b>	<b>334,389</b>

Assumptions: DOF 1/2018 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 in FY 2021-22.

#### First 5 Mono 5 Year Fiscal Plan FY 2017-18 Realistic Narrative Draft

In the First 5 Mono 2017-18 Five Year Fiscal plan, Commission funds will be maintained at the Commission established baseline of at least one year's base revenue through FY 2021-22. Thus the Commission will be able to fund programs as outlined in the 5 year fiscal plan to at least the end of 2022. It is likely that funding through Mono County for our home visiting and peapod playgroups will continue beyond the current contract periods, and this projection is included the fiscal plan at a rate similar to what is currently funded—around \$70,000 a year. Should this projection hold true, the playgroups and home visiting programs will be able to continue at the current level beyond the 2022 threshold. Continued CDBG funding is also included in the 5 year projection, although the grant for 2018-2020 has not yet been awarded. CDBG funds are not projected to continue after 2020 as continued federal support of the program is tenuous. Should the aforementioned projections hold true, there will be enough funding to continue to fund Safe Kids and Oral Health to through the 5 year projection.

**MONO COUNTY CHILDREN AND FAMILIES COMMISSION 5 Year Fiscal Plan FY 2017-18 Conservative Draft**

 Item# 9 & 14  
 Mtg Date 3.15.18

Revenue	Current 2017-18	Forecast 2018-19	Forecast 2019-20	Forecast 2020-21	Forecast 2021-22
Prop 10 tax revenue	85,586	84,425	81,800	81,826	77,783
Small County Augmentation	264,414	265,575	268,200	268,174	222,217
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<b>Child Care Quality:</b> IMPACT Region 6 Hub & Certification Grant	132,672	122,663	121,372		
Community Development Block Grant: Childcare	269,399				
Raising a Reader	2,170	2,170	2,170	2,170	2,170
Miscellaneous Income	140	140	140	140	140
Interest on First 5 Mono Fund Balance	8,567	6,130	6,054	5,483	4,358
<b>Total Revenues</b>	<b>904,787</b>	<b>626,335</b>	<b>587,020</b>	<b>357,854</b>	<b>306,727</b>
Expense	Current 2017-18	Forecast 2018-19	Forecast 2018-19	Forecast 2020-21	Forecast 2021-22
<b>Home Visiting Services:</b> (WBI; B/F Promotion; CAPIT Grant)	163,507	155,500	160,500	165,500	170,000
<b>School Readiness:</b> ESUSD;MUSD;RAR;F5M Coordination	102,292	86,000	87,000	88,000	89,000
Peapod Program (Partnership of F5M & Mono Mental Health)	40,000	35,000	30,000	30,000	30,000
<b>Child Care Quality:</b> IMPACT, Hub & Certification Grant	213,925	211,095	212,206		
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<i>Commission Operations/Support -- Evaluation</i>	10,195	11,439	12,547	15,951	
Commission Operations/Support -- Total	101,954	114,386	125,473	159,508	165,888
Misc. Program Exp. including County Counsel, & Audit	12,113	10,050	10,050	10,050	10,050
<b>Total Expenditures</b>	<b>915,534</b>	<b>633,031</b>	<b>637,079</b>	<b>456,558</b>	<b>468,438</b>
Fiscal Year	2017-18	2018-19	2019-20	2020-21	2021-22
Revenues less Expenses	-10,747	-6,696	-50,058	-98,704	-161,711
<b>Total Fund Balance (actual, estimated, &amp; forecasted)</b>	<b>537,708</b>	<b>531,012</b>	<b>480,954</b>	<b>382,250</b>	<b>220,539</b>

Assumptions: DOF 1/2018 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 in FY 2021-22.

#### First 5 Mono Five Year Fiscal Plan FY 2017-18 Conservative Narrative Draft

In the First 5 Mono 2017-18 Five Year Fiscal plan, Commission funds will be maintained at the Commission established baseline of at least one year's base revenue through FY 2021-22. Thus the Commission will be able to fund programs as outlined in the 5 year fiscal plan to at least the end of 2022. It is likely that funding through Mono County for home visiting and peapod playgroups will continue beyond the contract periods included in the fiscal plan at a rate similar to what is currently funded—around \$70,000 a year. Should this projection hold true, the playgroups and home visiting programs will be able to continue at the current level beyond the 2022 threshold. It is also possible that CDBG funding will continue beyond what is included in the 5 year projection, in which case the childcare program will also continue. Should the aforementioned projections hold true, there will be enough funding to continue to fund Safe Kids and Oral health which, in the 5 year Fiscal Plan are planned to end at the end of the 2019-20 fiscal year.

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# **First 5 Mono Strategic Plan 2014-2019**

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**Revised April, 2014**

Updated February, 2015

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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 19<sup>th</sup> 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 16<sup>th</sup>, 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 3<sup>rd</sup> 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"> <li>Administrative costs – not to exceed 20% of total operations budget</li> <li>Program – varies, approximately 7% annually</li> <li>Evaluation varies, approximately 3% annually</li> <li>Misc.(county counsel and audit)</li> </ul>	\$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.		
<b>Total</b>	<b>\$2016,455</b>	

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



January 3, 2018

The Honorable Jim Wood  
Assembly Health Committee, Chair  
State Capitol, Room 6005  
Sacramento, CA 95814

**RE: Support - AB 11 (McCarty): Early and Periodic Screening, Diagnosis, and Treatment Program: screening services, As Proposed To Be Amended**

**Hearing Date: January 9, 2018**

Dear Assemblymember Wood:

On behalf of First 5 Mono County I'm writing in support of AB 11 (McCarty), as proposed to be amended, which will clarify that providers are required to adhere to the Bright Future's screening periodicity for children 0-3 and must use a validated screening tool for services made available under the EPSDT benefit.

Currently, pediatricians are relying on surveillance rather than using a validated screening tool to identify children at-risk for developmental delays. When they do screen, pediatricians are not consistent in their use of validated tools. For example, many do not use the entire tool or follow its intended directions. Subsequently, pediatricians believe they are properly implementing developmental screening and following the AAP recommendations, when in fact they are not.

Because there is no explicit language *requiring* how and when pediatricians conduct developmental screening and since California does not have a recommended list of validated screening tools or require the use of one, there is confusion in the medical field about developmental screening practices. As a result, 70% of children with delays go undetected until kindergarten, putting additional demands on California's special education system and putting our children at a serious disadvantage.

We believe AB 11 is necessary to clarify that developmental screenings are, in fact, mandatory and must adhere to a specific periodicity, with a validated screening tool, to be most effective. AB 11 is the first critical step to ensuring that every California child, especially those who are low-income, has the opportunity to achieve their greatest potential. For these reasons, we strongly urge your "aye" vote.

Sincerely,

Molly DesBaillets, Executive Director First 5 Mono County

cc: Members and Staff of the Assembly Health Committee  
Assemblymember Kevin McCarty

# 2018 CALIFORNIA CHILDREN'S REPORT CARD

A review of  
kids' well-being  
& roadmap  
for the future

**CH1LDREN NOW**







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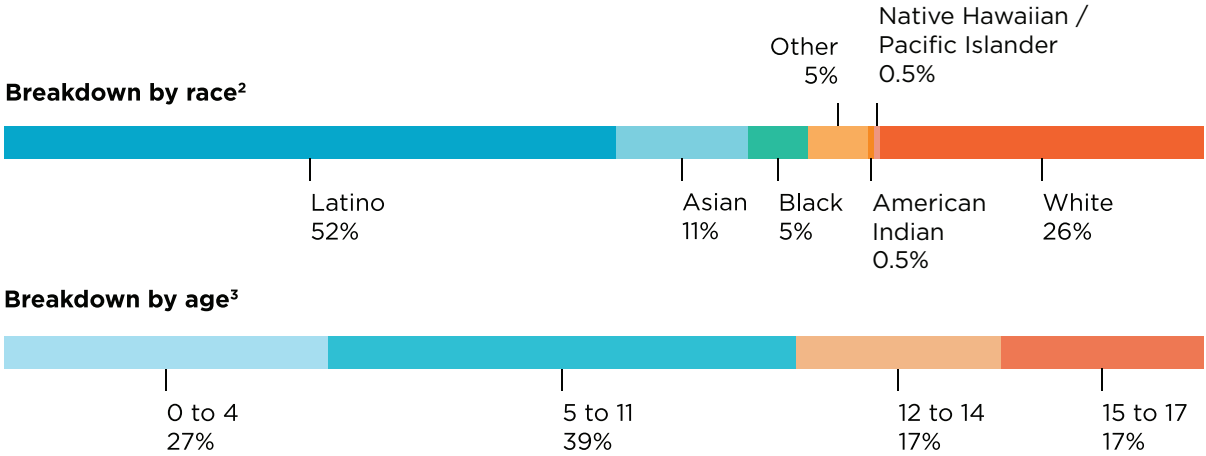
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Demographics

California is home to 9,092,863 children.<sup>1</sup>



**43%**  
are low-income.<sup>4</sup>

**20%**  
are in poverty.<sup>5</sup>

**21%**  
are food insecure.<sup>6</sup>

**4,367,000**  
are children from immigrant families.<sup>7</sup>

**1,332,405**  
are English learners in TK-12 schools.<sup>8</sup>

**5,217,677**  
are in Medi-Cal.<sup>9</sup>

**55,983**  
are in foster care.<sup>10</sup>

**9,092,863 need support.**

Letter from the President

Over the last year, our country and state have faced a number of challenges and tragedies. While the rhetoric of many leaders focuses on the importance of children to a better future, the reality is the rhetoric is too often just that.

Lack of progress for improving the lives of kids is unacceptable. All children need stability and a path to opportunity. This is true for nearly half of California's children who live in low-income families, where caregivers struggle to afford the quality support and services they need for their kids. This is also true for the approximately three-fourths of kids of color and just under half of kids growing up in immigrant families who face significant structural barriers to their stability and often highly stressful experiences that disrupt their healthy development.

As the *2018 California Children's Report Card* shows, the vast majority of our state's children face extraordinary challenges to reaching their full potential. Yet, the success of California's economy and civil society ultimately depends on policies that tear down these barriers and give all kids access to the quality support they need to succeed—from quality, affordable child care to a rigorous education to health coverage to safety. Public policy change is the fastest and most efficient way to scale innovative, high-impact programs, and secure the needed resources and reforms.

It's time to take action to improve the lives of California's kids. By connecting the thousands of organizations, businesses, and individuals who care about kids, we have the ability to be stronger than any other interest group, pushing kids to the top of the public policymaking agenda. So if you're



the leader of an organization or a business or a faith leader or a concerned resident, we're asking you and your group to join The Children's Movement ([www.childrennow.org/themovement](http://www.childrennow.org/themovement)) to learn about and support children's needs. And if you're a policymaker, we're asking you to commit to prioritizing the Pro-Kid Agenda detailed in this report.

Together, we can do better to provide for our most vulnerable kids, and in turn, our state's economic and democratic future.

Sincerely,

Ted Lempert  
President

# Infant & Toddler Care

GRADE: D +

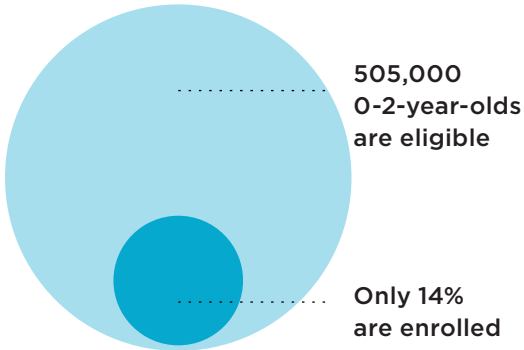
More than 1.5 million infants and toddlers live in California families. Most families struggle to find affordable, stable, quality child care. Healthy brain development and growth in the earliest years is fueled by responsive caregivers, consistent everyday interactions, and safe, enriching experiences.



## California low-income families with young kids need better access to quality child care programs.

Of California’s infants and toddlers, 62% are born into low-income households,<sup>5</sup> yet only 14% of income-eligible infants and toddlers are enrolled in a publicly-supported child care program.

Low-Income 0- to 2-year-olds Served in Publically-Funded Early Learning Programs<sup>6</sup>



## Licensed child care is limited throughout the state.

There are currently only enough licensed child care spaces on average in California for

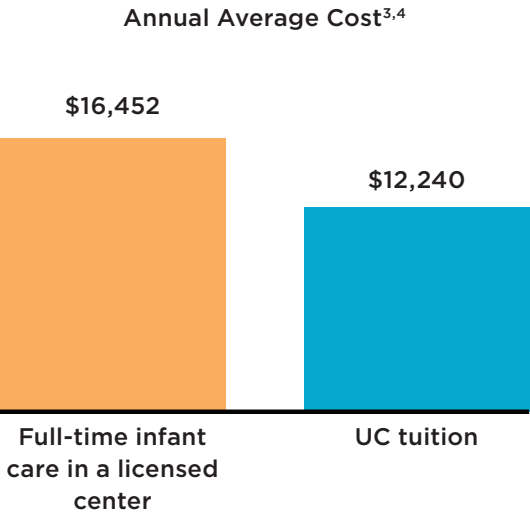
25% of children<sup>1</sup>

Only 1 county

has enough licensed child care spaces for the majority of its children.<sup>2</sup>

## The cost of child care is out of reach for many families.

The average annual cost of child care for an infant in a licensed center is more than a year of UC tuition.



## Progress Report

The state has been slow to expand child care assistance for struggling families. However, recent incremental increases to rates paid to child care providers, which is important to ensure a quality workforce, may contribute to further decline in available spaces. Updated eligibility guidelines will prevent low-income families from losing their subsidy because of a wage increase, and parental leave protection was recently expanded to include small businesses so that more parents can spend time with their newborns and look for child care with greater ease.

## Pro-Kid® Agenda

California policymakers must ensure all families with infants and toddlers have access to enriching, stable, and affordable child care, including sufficient subsidies for low-income families, kids in foster care, and families experiencing circumstances of need or risk. In the near-term, investments in state-funded child care programs should be expanded so that more families with babies and toddlers have equitable opportunities from the very start.



# Preschool & Transitional Kindergarten

GRADE: B


Quality early learning programs, such as preschool or transitional kindergarten, are critical to school readiness and to the long-term success of all children, especially children who may face systemic or structural inequities such as kids of color, kids from low-income families, kids in foster care, and dual language learners.




## Early learning programs help kids get ready to succeed in school.

Transitional kindergarten, a publically-funded early learning option for those four-year-olds not old enough to enter kindergarten in the fall, has been found to boost language, literacy, and math skills for children.


Benefits of transitional kindergarten for participating students include:<sup>4</sup>




letter+word identification




phonological awareness




expressive vocabulary



math problem solving



math concepts and symbols



class engagement

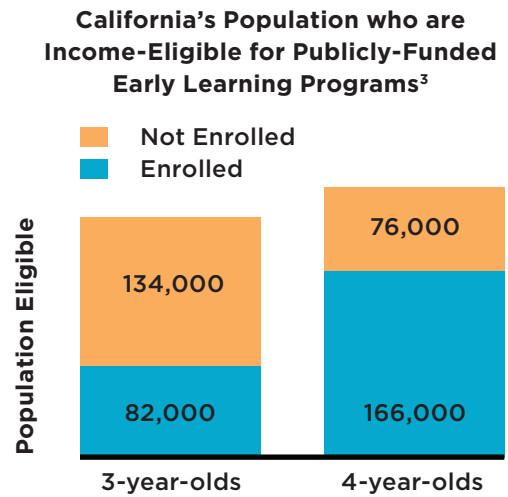
## Too few California 3- and 4-year-olds have access to preschool.

High-quality early learning programs can yield positive, long-lasting effects, yet fewer than half of California's young children attend preschool.

**Only 49%**  
of all 3- and 4-year-olds in California attend preschool.<sup>1</sup>

## Many of California's poorest kids do not have access to publicly-funded programs, despite being eligible.

High-quality early learning programs have been shown to narrow the achievement gap and can be especially beneficial to low-income children.<sup>2</sup>



## Progress Report

California has shown increased commitment to early learning by expanding investments in its State Preschool Program and establishing a transitional kindergarten program. However, transitional kindergarten is not designed to serve all four-year-olds or target services to the state's most vulnerable kids. Without significant additional resources, State Preschool and Head Start cannot fill this gap in access. Many working families and professionals seek to ensure they can provide developmentally-appropriate full-day options for their three- and four-year-olds.

## Pro-Kid® Agenda

California policymakers must provide children with access to high-quality early learning programs and educators. In the near-term, the Governor and the Legislature must keep their commitment to continue to expand state-funded preschool and transitional kindergarten to four-year-olds, but must also begin to address the huge unmet need in early education services for three-year-olds.

# Early Learning Workforce Compensation & Training

GRADE: C -

Teachers and caregivers are foundational to high-quality early care and education because young children develop and learn through enriching relationships and interactions. Still, California’s workforce is highly underpaid, stretched thin, and lacks consistent professional development support.<sup>1</sup>



## Early childhood educators are expected to be competent in a wide range of skills.

An effective early childhood educator must be knowledgeable about child development, skillful at observing and assessing learning, and intentional in planning experiences and environments to support children’s learning, among other skills. **Yet, professional development requirements are inconsistent across early learning settings, and compensation is far too low for the expertise required.**<sup>2</sup>

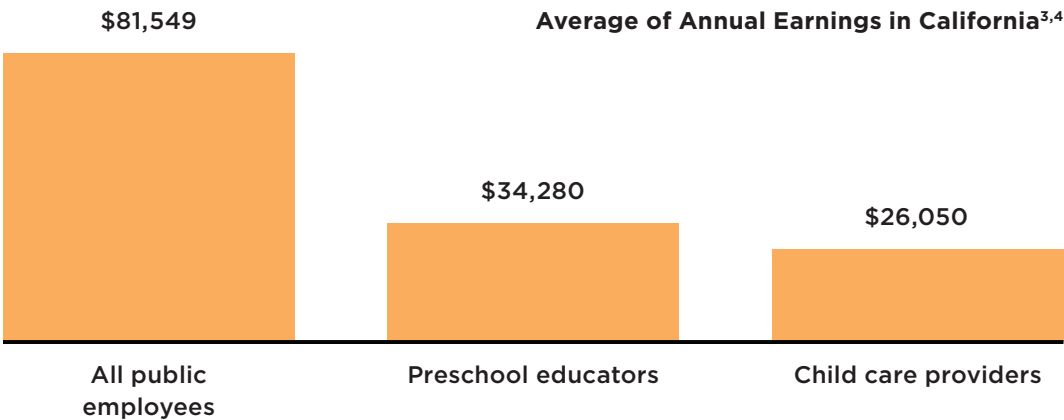
### Areas of Expertise:



RETURN TO AGENDA

## Early child care providers are responsible for kids during the period of their lives with the most rapid brain development, yet they are poorly compensated.

Preschool educators and child care providers get paid well below the average salary of other public employees.



## Progress Report

Recent increases to provider reimbursement rates may translate to some higher wages, however, the state has yet to address the endemic economic insecurity facing the workforce. There have been sporadic steps to improve training and education levels, including recent recommendations to the Commission on Teacher Credentialing to revise the child development permit needed for those that provide service in the care, development, and instruction of children in a child care and early learning programs. The Department of Education, state leaders, and experts also recently completed an extensive state-level plan to strengthen the state’s workforce system.

## Pro-Kid® Agenda

California must fully scale its quality improvement and workforce development initiatives that support the knowledge, skills, professional opportunities, and economic well-being of the workforce. In the short-term, policymakers should proactively support the initial implementation of the state’s ambitious plan to transform the early childhood workforce over time. This includes expanding the Early Care and Education (ECE) Workforce Registry, a system designed to verify and securely store and track the employment, training, and education accomplishments of ECE teachers and providers, to gain a meaningful assessment of current challenges.

# Education for Dual Language & English Learners

GRADE: D +

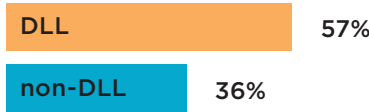
Children learning English in addition to their home language are considered dual language learners (DLL) before entering school, and designated English learners (EL) in TK-12 in California. California has the highest number of kids who are DLL (60%)<sup>1</sup> and EL (21%) in the country.<sup>2</sup>



## Language learners are the growing majority of California's kids.

Language development is critical to overall educational success. Children who are dual language learners are more likely to be living in low-income families than children who are non-dual language learners, and consequently are less likely to have access to early learning opportunities that help with language development before school.

Percent living in low-income families by language learning status<sup>3</sup>



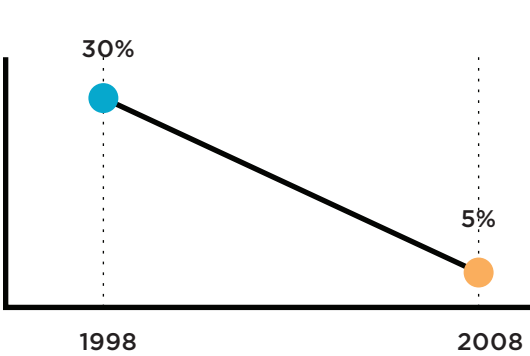
Percent enrolled in Pre-K by language learning status<sup>4</sup>



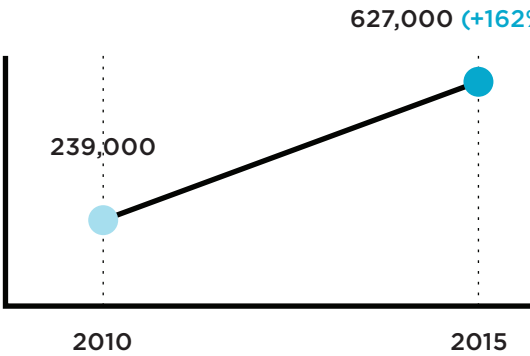
## Demand for a bilingual workforce is increasing.

Students who are bilingual have an advantage in the workforce, yet fewer students are being served by bilingual programs in California.

Percent of English Learners Served by Bilingual Programs in California<sup>5</sup>



Number of Online Job Listings for Workers with Bilingual Skills in the US<sup>6</sup>



## Progress Report

With the passage of Proposition 58 last year, California reversed harmful restrictions on bilingual education put in place via Proposition 227 in 1998. The state's recent adoption of the TK-12 English Learner Roadmap and the English Language Arts/English Language Development Framework provide a good start for the state—in addition to \$5 million in the budget to support the Bilingual Professional Development Program through 2019-20 - but much more needs to be done.

## Pro-Kid® Agenda

California policymakers should ensure children who are dual language and English learners have the support needed to eliminate achievement gaps. The state should adopt a plan to ensure DLL and EL students graduate ready for college, career, and civic life. The state should also adopt a plan to promote bilingualism for all students.



# TK-12 Funding

GRADE: C -

California has been underfunding its schools and shortchanging its students for decades. Without adequate funding, many districts struggle to hire qualified teachers and other trained adults and to keep class sizes small—two factors that contribute to student success.



The ratio of teachers and other trained adults to students is a prominent factor in education quality.

Yet California ranks near the bottom among the 50 states on the most important trained-staff-to-student ratios.

	CA's Staff to Student Ratios <sup>3</sup>		
	National average	CA	CA rank
Total staff	1:8	1:11	48
Teacher	1:16	1:24	50
Librarian	1:1,128	1:7,783	50
Guidance counselor	1:482	1:760	49
Administrator	1:207	1:300	47

Despite California's high per capita income, the state lags behind the national average in school funding.

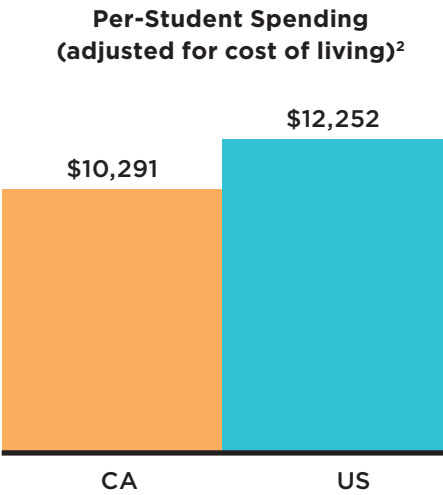
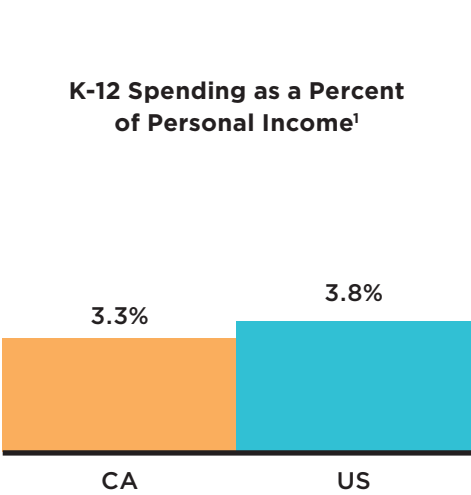
Among all states, California ranks 37th for percentage of personal income spent on education, and 41st in per-student spending.

## Progress Report

The Local Control Funding Formula (LCFF), California's new school finance system, is approaching its initial funding targets which guarantee that all districts will finally receive their pre-recession level of funding. But, this doesn't account for growing cost pressures such as pension obligations, health care, and special education. Funding remains inadequate to meet schools' needs, and as a result schools have fewer teachers and other caring adults to support students, especially students who need language development support, live in poverty, or face other risk factors.

## Pro-Kid® Agenda

California policymakers must create a long-term funding solution for TK-12 education to effectively address gaps in student achievement and provide every student with a high-quality education. In the near-term, policymakers should complete the initial LCFF implementation, and then grow the formula to reflect new cost pressures. Policymakers must also ensure that resources are used to improve education for low-income students, students of color, English learners, and kids in foster care, as the law intends.



# Academic Outcomes

## GRADE: D

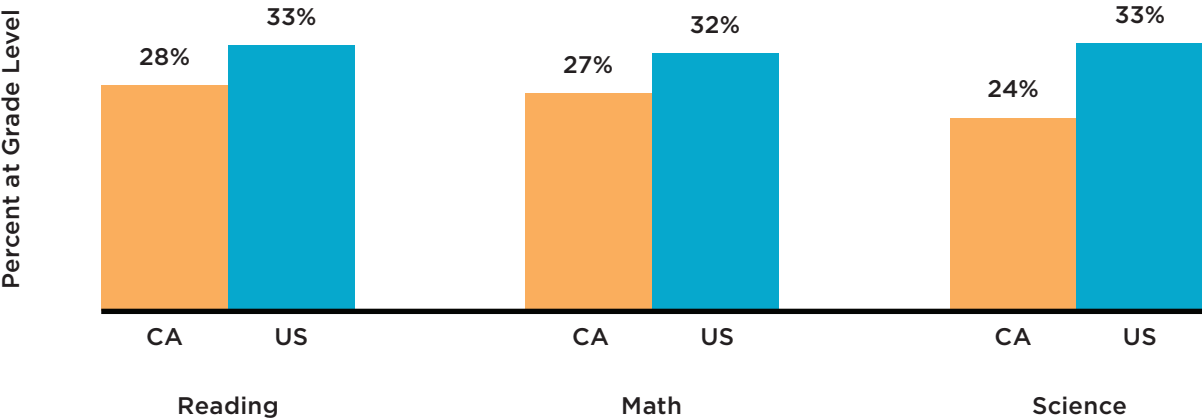
Every student needs a high-quality education, yet California lags behind the nation on academic measures. The State is accountable for ensuring that all of California's TK-12 students are graduating from high school ready for college, career, and civic life.



California ranks near the bottom nationally for performance in reading (40th), math (40th), and science (42nd).

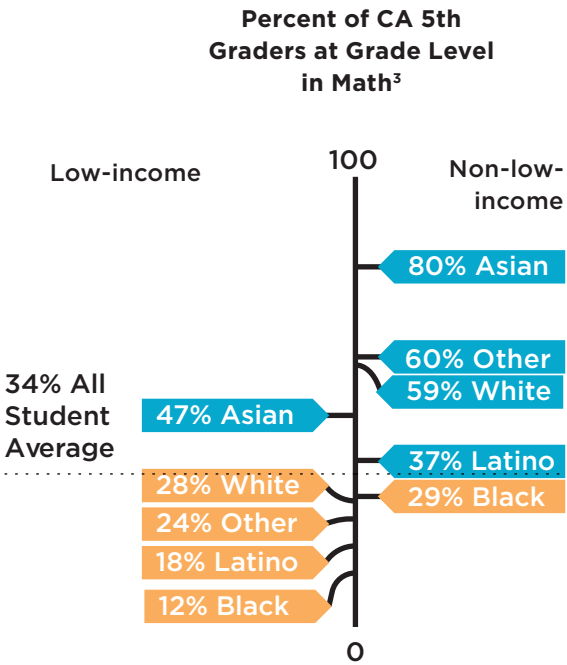
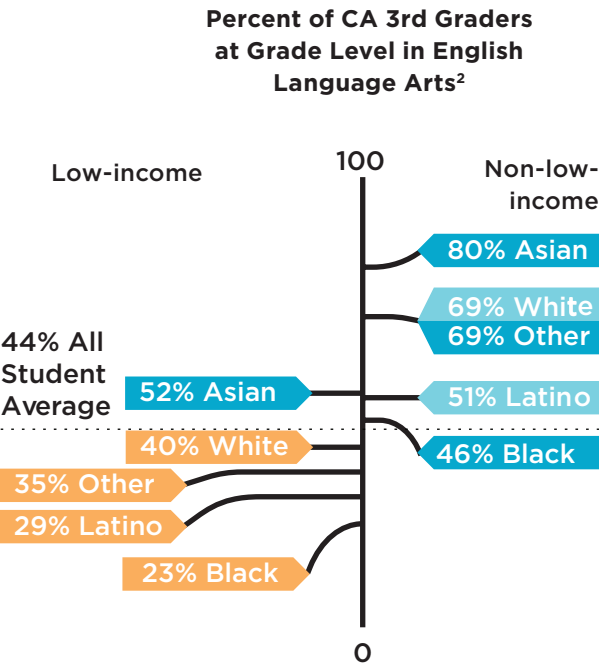
Fewer than one-third of California students tested proficient in reading, math, and science, putting the state well below national performance.

8th Grade Performance on the National Assessment of Educational Progress<sup>1</sup>



# California has large disparities in academic achievement.

Achievement varies by income, and performance for children who are Black and Latino trails that of their peers who are Asian and White.



## Progress Report

California has created a foundation to support the success of all students. This includes adopting college- and career-aligned standards, implementing a finance system that invests in our most vulnerable kids, and launching a fledgling accountability system. While these structural pieces are important, there needs to be continued urgency to use these tools and others as intended, to ensure every California student has a high-quality education that helps close our achievement gaps.

## Pro-Kid® Agenda

California policymakers must ensure that all K-12 students, especially the most vulnerable, graduate ready for college, career, and civic life. Our leaders should continue to use multiple measures in our state accountability system, not just achievement. This system must provide greater transparency on whether gaps in student achievement are closing or not. When improvement is needed, all schools, districts, charters, and county offices should have access to timely support to meet their unique needs.

# STEM Education

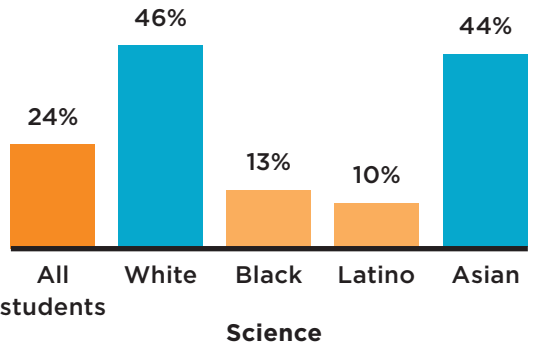
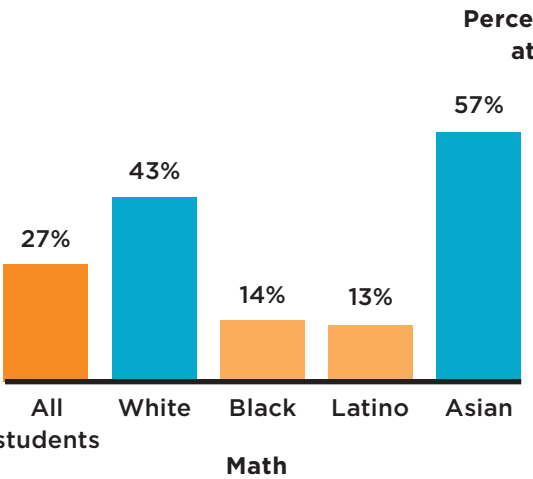
GRADE: C

STEM (science, technology, engineering and math) education equips students with the knowledge and skills to succeed in a world that’s becoming increasingly complex—from the hard skills needed to succeed in STEM-related jobs, to soft skills like asking important questions and testing multiple solutions.

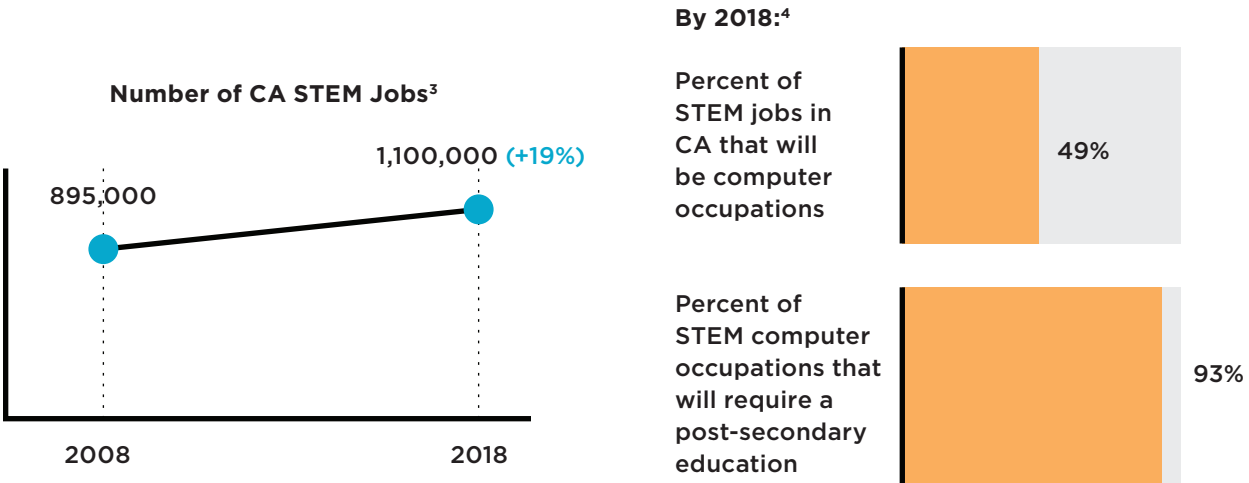


California students are not meeting grade-level expectations in math and science, and the performance gap is most pronounced for students who are Black and Latino.

Due to multiple factors, including systemic barriers and significant educational disparities, students who are Black and Latino perform well below the statewide average and below their peers who are White and Asian in math and science on the National Assessment of Educational Progress (NAEP).



As demand for STEM jobs continues to grow, California ranks 40th in student performance in math,<sup>1</sup> and 42nd in student performance in science.<sup>2</sup>



## Progress Report

California’s adoption of the Common Core State Standards and Next Generation Science Standards (NGSS) raised expectations in science and math to be consistent with the evolving world. The state is developing computer science education standards and has invested in the training and recruiting of new STEM teachers. While these developments are important, California isn’t doing nearly enough. The state needs to address a severe STEM teacher shortage, and uneven and inequitable access to quality STEM learning.

## Pro-Kid® Agenda

California policymakers should make high-quality STEM instruction a core element of every child’s education, especially for kids of color and girls. In the near-term, policymakers must build the capacity to prepare and support teaching to the new math and science standards, and expedite an assessment that is aligned to the NGSS; meanwhile, district leaders must plan for, and increase, their investments in multi-year implementation of NGSS-based teaching and learning.



# Teacher Pipeline, Preparation, & Placement

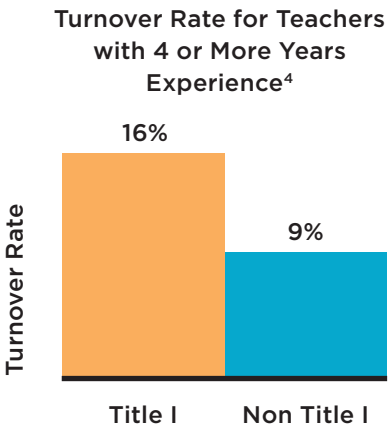
GRADE: D+

Students deserve to be taught by high-quality and well-prepared teachers. Yet recent research shows significant declines in the number of teachers entering the profession, and growing disparities in teacher preparedness, retention, and faculty diversity, negatively affecting low-income schools.<sup>1,2,3</sup>

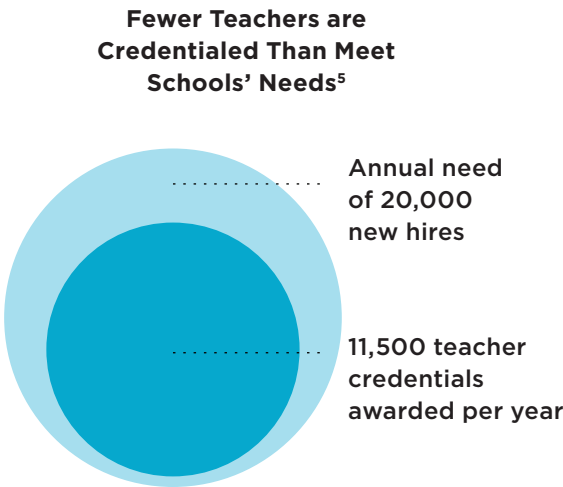


## Students who are low-income are more likely to have under-prepared teachers.

Experienced teachers are nearly two times more likely to leave Title I schools, which have higher percentages of students who are low-income, than non-Title I schools.

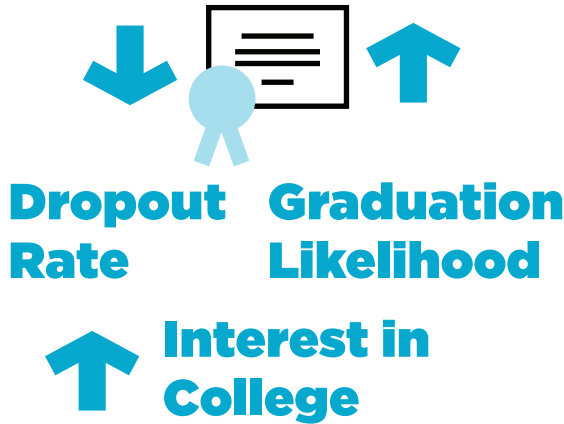


## California is experiencing a severe shortage of teachers.

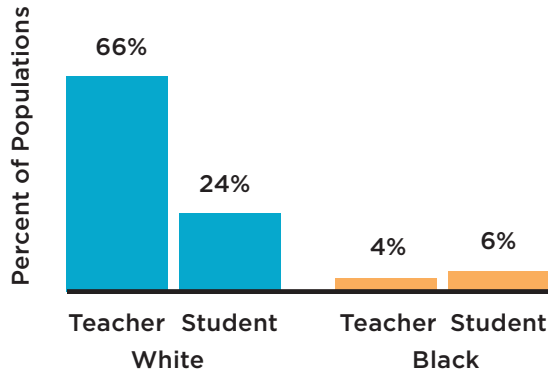


## Teacher diversity matters.

Research has shown that male students who are low-income and Black who have at least one teacher who is Black in grades 3-5 have a 39% lower chance of dropping out of school and a 29% increased interest in pursuing college.<sup>6</sup>



Comparison of White Teachers and Student Populations and Black Teachers and Student Populations in CA Schools<sup>7</sup>



## Progress Report

California students deserve qualified and effective teachers in every classroom, but this is not the reality for many students. Shortages continue to inequitably impact student groups based on race and income and must be addressed—which is also required by the federal Every Student Succeeds Act provisions to ensure equitable distribution of effective, experienced and qualified educators. We must do a better job of recruiting, training, and supporting effective educators, including recruiting from a more diverse pool of candidates, as well as conducting a deep review of the laws yielding inequitable access to effective educators.

## Pro-Kid<sup>®</sup> Agenda

California policymakers must address the diminishing pipeline of new educators, improve preparation, training, and support—including providing new teachers with meaningful and objective feedback that helps improve their teaching—and ultimately ensure that kids of color and low-income kids are not disproportionately served by ineffective, out-of-field, or inexperienced teachers. In the near-term, policymakers should increase investments in improving the pipeline and quality of new teachers, make improvements in evaluation, tenure and support, and monitor the equitable distribution of educators.

# School Climate & Discipline

GRADE: B -

Students should feel safe at school, connected to peers and supported by caring adults. Unfair, punitive discipline policies negatively impact school climate and disproportionately affect students of color. Inclusive, student-centered, and restorative practices promote positive school climate.



86% of teachers report needing more training on positive discipline practices.<sup>5</sup>

Teachers need more support to incorporate alternatives to punitive discipline policies in the classroom. These alternatives help to encourage respect, strengthen relationships, and hold students accountable.

Practices that promote positive school climate:



dismantling racism and bias



trauma-informed practices



social-emotional learning



restorative justice



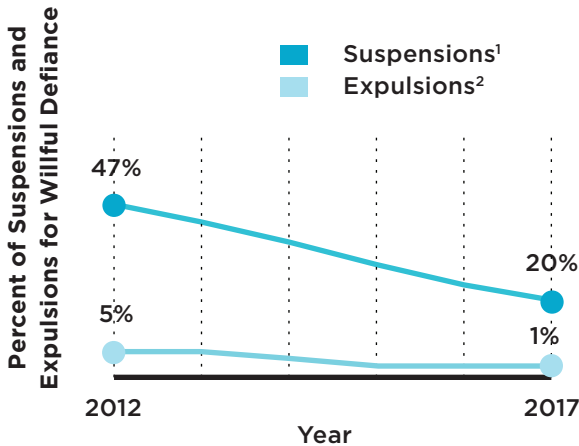
positive behavior supports



culturally-responsive practices

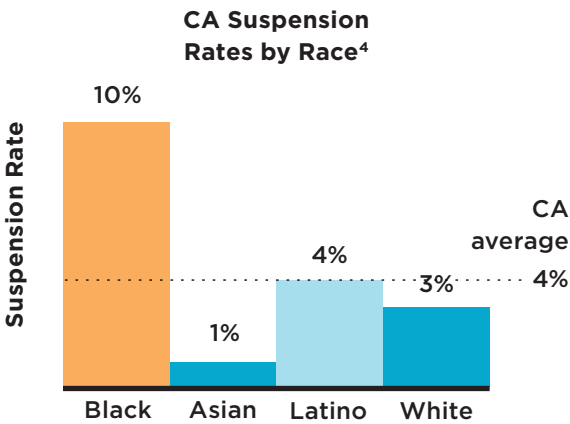
## Student suspensions and expulsions in California are declining.

The decline is due in part to state law banning suspensions for willful defiance (a subjective category of overly broad and minor offenses) for kindergarteners through third-graders and expulsions for willful defiance for all students.



## Suspensions disproportionately affect kids of color.

Research on implicit bias shows that teachers are more likely to associate challenging behavior with boys who are Black relative to their peers who are not Black.<sup>3</sup> As a result, suspension rates are highest among students who are Black.



## Progress Report

State law currently bans suspensions for defiance/disruption in transitional kindergarten through third grade, and prohibits defiance/disruption expulsions in all grades. While some districts have banned willful defiance suspensions for all grades, to ensure California kids don't miss out on valuable class time for minor offenses, more training and stronger efforts to eliminate defiance/disruption suspensions in the upper grades is still needed, and surveys must monitor progress on school climate and engagement.

## Pro-Kid® Agenda

California policymakers must make sure that preparation, training, and ongoing professional development activities for all teachers and administrators are based on restorative, trauma-informed, and culturally-responsive practices. Suspensions and expulsions for defiance/disruption should be eliminated for all students. Policymakers should also develop and require common surveys to measure school climate and student engagement, and continue to make substantial investments in research-based practices through the Multi-Tiered System of Support framework and the Proposition 47 grant program.



# Chronic Absence

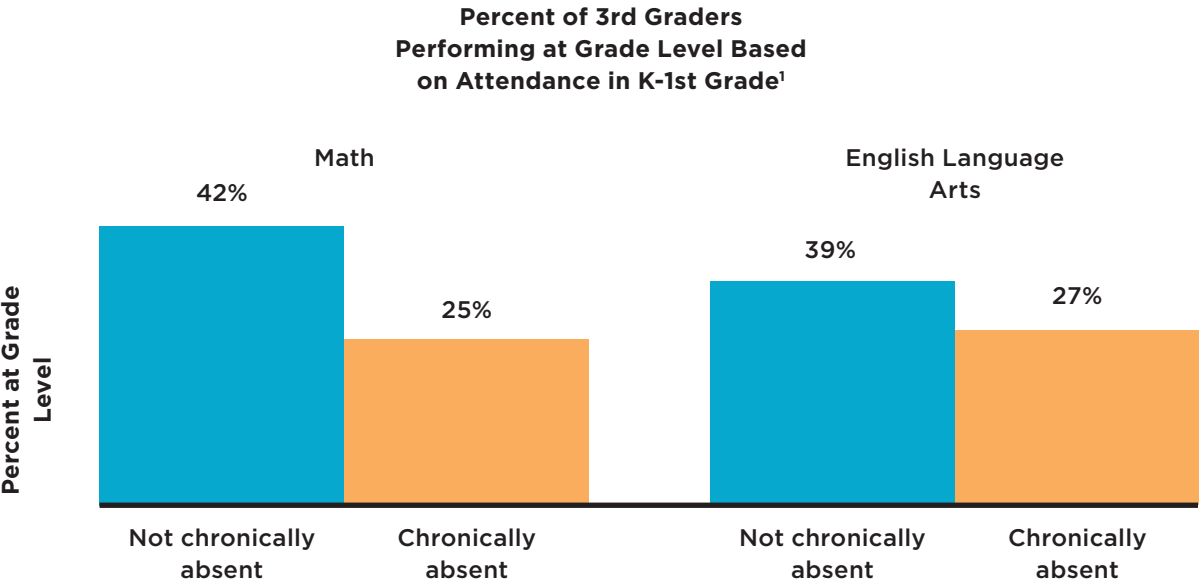
GRADE: B -

School attendance is a key predictor of students' future academic performance. When students miss ten percent or more of the school year, they are considered chronically absent. Students who are chronically absent are more likely to fall behind in school and drop out.



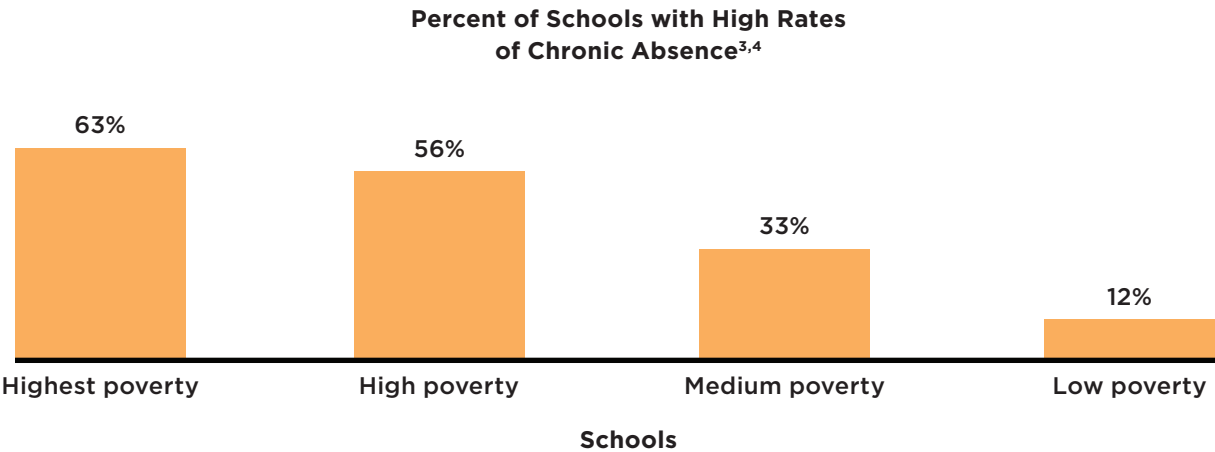
## Students who are chronically absent have a hard time catching up.

For example, only one-fourth of students who were chronically absent in kindergarten and first-grade met or exceeded state standards in third grade.



## Low-income schools have higher rates of chronic absence.

Barriers such as unstable housing, lack of transportation, poor health, and greater exposure to environmental hazards can disproportionately affect low-income communities and contribute to higher rates of students who are chronically absent in high-poverty schools.<sup>2</sup>



### Progress Report

Seven years after the passage of SB 1357 (Steinberg), student attendance data was finally collected and released to the public for the first time in California in 2017. This was an important first step in addressing chronic absence. However, more needs to be done to help students who are chronically absent. Districts need to enable early warning systems to keep students on course for success, and the state must fully integrate chronic absence as a meaningful measure of school performance into the new state accountability system and dashboard.

### Pro-Kid<sup>®</sup> Agenda

California policymakers and district leaders should monitor chronic absence closely at the state and local levels. Chronic absence data should be counted for accountability purposes and used by schools as an early warning sign for systemic and individual student needs. The Governor and Legislature should fund the California Department of Education's data collection, reporting, and system development to provide districts, researchers, and the public with useful, timely, transparent, and actionable information.

# Afterschool & Summer Learning Programs

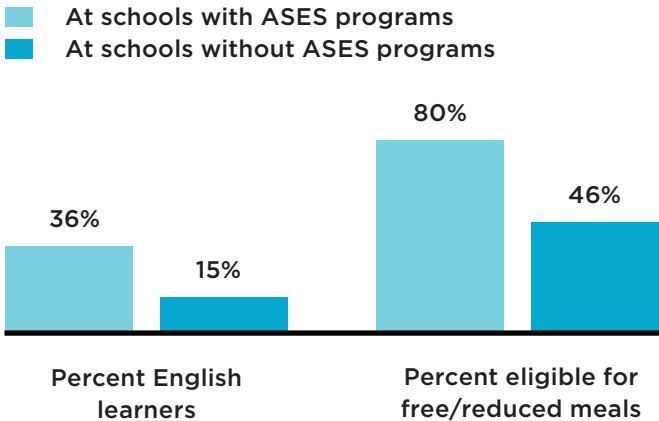
GRADE: B -

Afterschool and summer learning programs have been proven to help prevent the achievement gap from growing between students who are low-income and non-low-income.<sup>1</sup> There is a high need for these programs, yet the necessary funding to meet this need remains inadequate.



## ASES funding is essential to supporting high-needs kids.

ASES funding, which funds California’s afterschool programs, is targeted to schools with a higher number of English learners and low-income students.<sup>4</sup>



## Despite recent investments, afterschool funding remains insufficient.

In the 2017 budget, Afterschool Education and Safety Programs (ASES) benefitted from an increased investment of \$50M dollars from the state. With increasing cost of living in California, this investment is welcomed but far below what is needed.

## Summer learning programs stop the loss of academic gains.

Each summer, students who are low-income and lack access to quality summer learning programs have been shown to fall behind by nearly two months in reading by the time they start school in the fall.<sup>3</sup>

## Progress Report

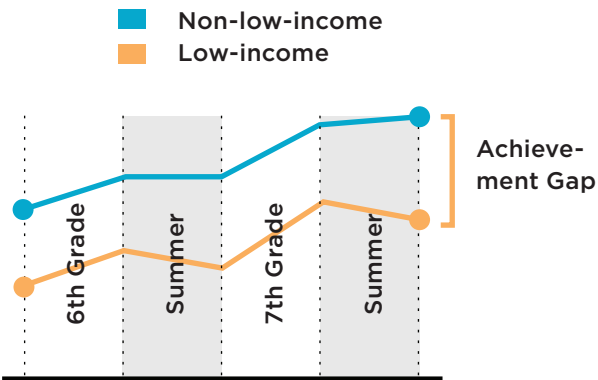
In 2017, afterschool reimbursement rates which had been stagnant for nearly a decade were increased. This increased investment was required because the already-existing gap between programs’ needs and funding would only widen as a result of the rising minimum wage and cost of living pressures. California must find ways to increase investments further to ensure quality, access, and preparedness to face threats of federal cuts to funding.

## Pro-Kid® Agenda

California policymakers should sustain and build on proven afterschool and summer programs so all kids, particularly those who face poverty, racism, or other systemic barriers, have access to safe environments that allow them to be active and engaged in afterschool and during the summer. In the near-term, policymakers should support quality improvement efforts to increase investments in afterschool and summer programs, and to ensure students continue to have access.

49%

of students who would benefit continue to lack access to state funded afterschool programs.<sup>2</sup>



# Access to Higher Education

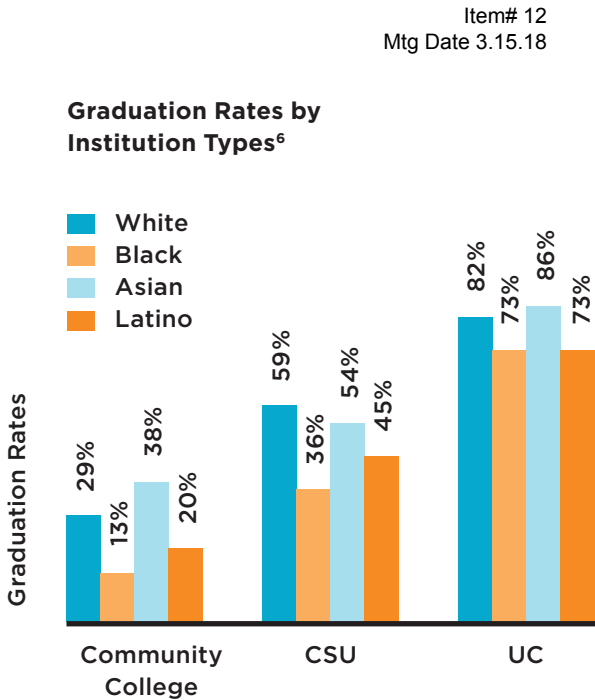
GRADE: C

While more California high school graduates are prepared for college, enrollment at the University of California and California State University has not kept pace with demand. A shortfall of 1.1 million college graduates is predicted by 2030.<sup>1</sup>



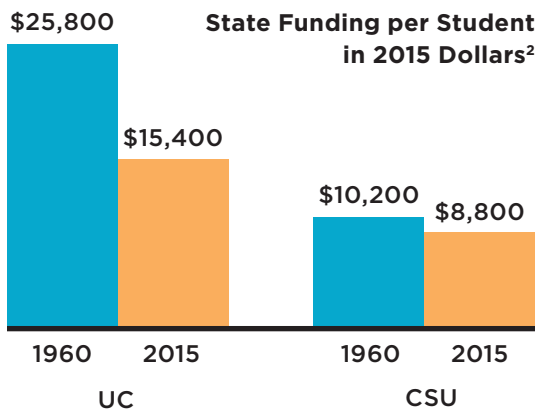
## Racial disparities in postsecondary graduation rates persist.

Due to educational and other inequities, students who are White and Asian are more likely than their peers who are Black and Latino to graduate from all types of public higher education institutions.



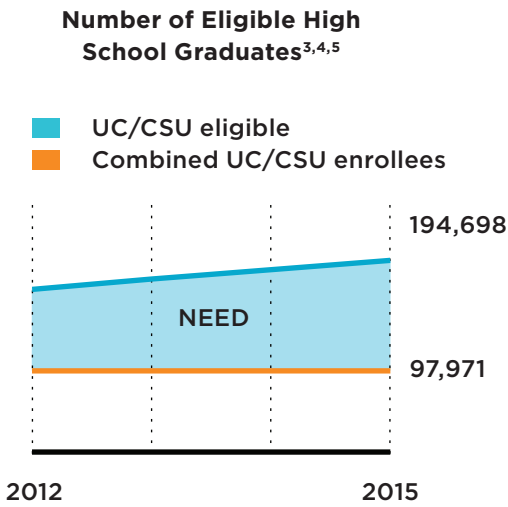
## State investment in public higher education has dropped.

The lack of state support means students are paying more out-of-pocket for attending school. This burden discourages students from attending college and makes it less likely they will graduate.



## California needs to expand college access for high school graduates.

California has succeeded in preparing more high school graduates for higher education, but the gap between those prepared for UC/CSU and those actually enrolled is growing.



## Progress Report

While overall state funding for higher education has been declining, in recent years California has begun to reinvest in public higher education to help students defray the rising costs of attending college, and to further the expectation that higher education leaders will make their institutions accessible to all who are eligible. The transition between K-12 and higher education has improved, and more students are moving into college-level courses faster. Technology is being integrated in new ways to improve learning, and curriculums have been redesigned to create seamless pathways to degrees and credentials. Although these are significant steps forward, the state must do more to address college affordability, diversity, student readiness, and student success and completion.

## Pro-Kid<sup>®</sup> Agenda

California policymakers must make good on the promise of an accessible and affordable system of public higher education. Our leaders need to reinvest in the UC, CSU, and community colleges, and remove the, often insurmountable, barriers of attending college, such as the high cost of tuition and housing, food insecurity, and limited access to childcare for students with children. Our state leaders should also develop long-term plans to accommodate more students, close the attainment gap, stabilize funding, increase graduation rates, and create accountability through transparency and measuring performance.



# Developmental Screenings

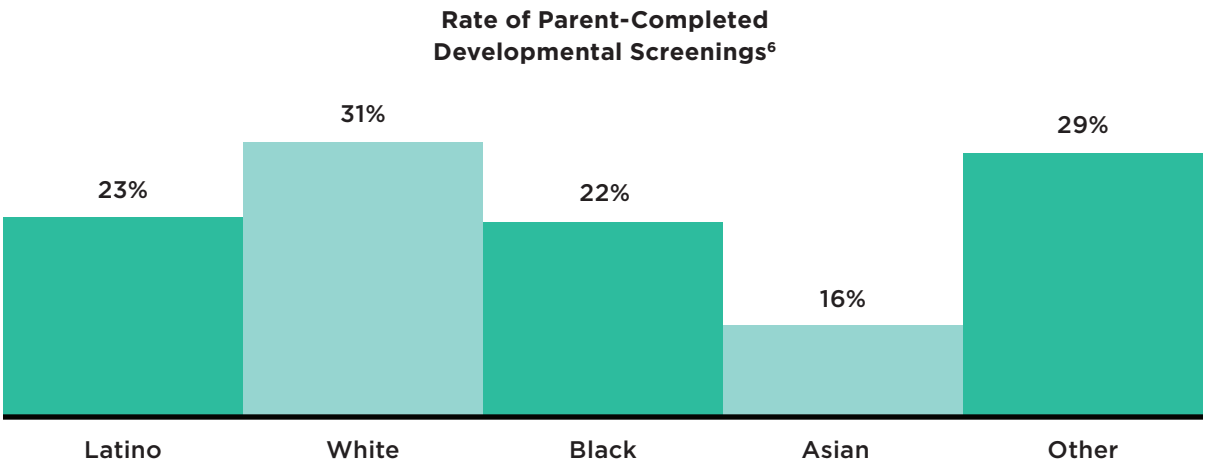
GRADE: C -

The American Academy of Pediatrics recommends that all children under the age of three be screened routinely to monitor their development and identify potential delays. Screening is the first step to connecting children with the supports they need for healthy development.



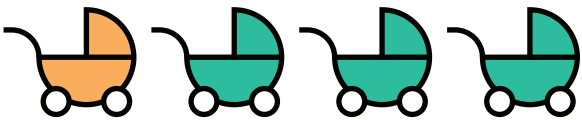
## Screening rates are even worse for kids of color.

Children of color are less likely to receive developmental screenings, largely because fewer providers ask families of color about their child’s development.<sup>5</sup>



## Of California’s 2.5 million young kids,<sup>1</sup> 1 in 4 are at risk for developmental, behavioral, or social delays.<sup>2</sup>

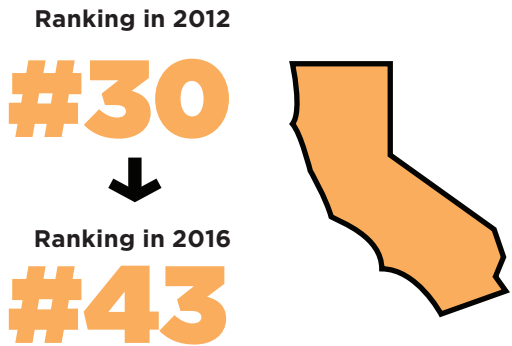
Developmental, behavioral, or social delays can impact a child’s school readiness and affect their overall well-being. The earlier children begin receiving support, the better.



## Too few California kids are receiving the health screenings they need.

Screenings can help detect delays earlier, which is essential for initiating interventions that help prevent or mitigate future challenges. Yet, California ranks near the bottom among states for the rate of young kids who receive screenings (21%), falling 13 places in recent years.

CA’s rank has dropped 13 places for the rate of young children who received screenings:<sup>3,4</sup>



## Progress Report

Due to the unacceptably low rates of developmental screenings for young California kids, the California Department of Health Care Services has begun to investigate how to increase screening rates. There are inconsistent, and often insufficient, levels of cross-sector health and early childhood collaboration, shared data, and parent and provider education and outreach to ensure that kids receive screenings and get connected to needed early intervention services.

## Pro-Kid® Agenda

California policymakers should ensure that kids under age three receive routine developmental, behavioral, and other health screenings at the intervals recommended by the American Academy of Pediatrics, and invest in robust referral and early intervention systems to connect kids with services they may need for supporting their healthy growth and development. In the near-term, the California Department of Health Care Services should leverage all available data to improve the rate of kids receiving developmental screenings.

# Home Visiting

GRADE: D +

Voluntary home visiting programs match new and expectant parents with trained professionals who provide one-on-one support and education during the critical early years. Home visiting programs reinforce parent-child relationships, equip parents to nurture children’s health and learning, and can have a positive impact on families.



## Home Visiting programs reach fewer than 3% of California families.<sup>5,6</sup>

Despite research proving the benefits of voluntary home visiting programs, and data indicating two-thirds of families with babies and toddlers could potentially benefit from them,<sup>7</sup> home visiting is not reaching enough California families with infants and toddlers.

Home visiting programs:



support health of mom & baby



help parents understand child development



promote positive parenting



help families set future goals

Many California families with very young kids face challenges that have the potential to undermine their well-being in the short- and long-term.

62%

of babies are born into low-income households.<sup>1</sup>

Over 1 in 6

women report prolonged depression while pregnant or after their baby is born.<sup>2</sup>

41%

of parents report having one or more concerns about their young child’s physical, behavioral or social development.<sup>3</sup>

Over 40,000

infants are born preterm, making them susceptible to health and learning difficulties throughout childhood.<sup>4</sup>

## Progress Report

Home visiting works for families, communities, and taxpayers by boosting the health and well-being of both parents and children, and also preventing downstream costs related to unaddressed learning delays, child maltreatment and involvement with the juvenile justice system. Yet California is not one of the 30-plus states dedicating general funds to home visiting, nor one of the many states directing Medicaid and Temporary Assistance for Needy Families funds to home visiting. Current federal and local funding for home visiting through county First 5 Commissions, Early Head Start, and the Maternal, Infant, and Early Childhood Home Visiting (MIECHV) grant is fragmented and falls far short of meeting the need.

## Pro-Kid® Agenda

Policymakers should expand voluntary home visiting programs for new and expectant parents in California. The state must identify sustainable funding, prioritize families most in need of support, and ensure that programs are effective, high-quality and responsive to the diverse needs of families.

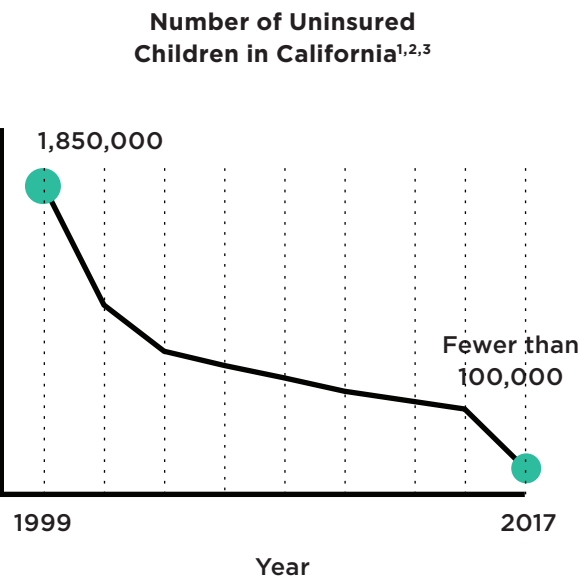
# Health Insurance

GRADE: A

Quality affordable health insurance helps kids access timely, comprehensive health care, and supports their overall well-being. All California kids are now eligible for affordable health coverage through private insurance, or through Medi-Cal, a program which is the cornerstone of kids' health coverage and must be protected against federal cuts. Medi-Cal provides health coverage to 5.2 million California kids.



California is making steady progress toward ensuring all kids have health insurance.



Kids covered by Medicaid experience a host of benefits.



do better in school and miss fewer days<sup>4</sup>



are more likely to graduate from high school and go to college<sup>5</sup>



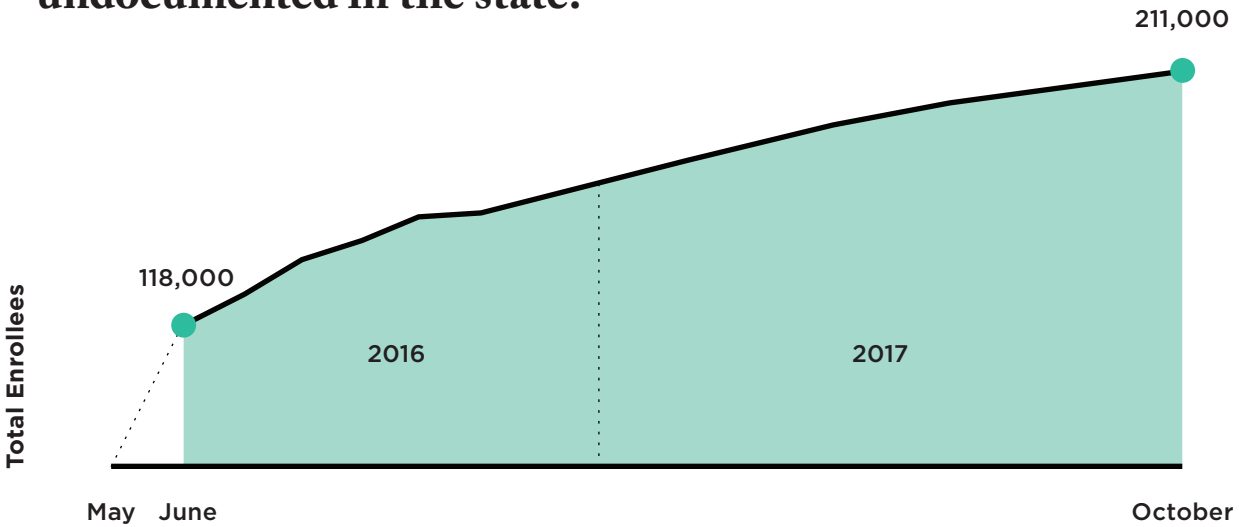
have fewer emergency room & hospital visits as adults<sup>6</sup>



earn more money as adults<sup>7</sup>

Health4AllKids expanded Medi-Cal to kids who are income-eligible and undocumented in the state.

Health4AllKids implementation has been a huge success. More than 200,000 children have enrolled since May 2016, when the law took effect.<sup>8</sup>



## Progress Report

California has made incredible progress toward ensuring affordable health coverage for every child, with nearly all California kids covered today. The successful implementation of Health4AllKids extended Medi-Cal to more than 200,000 kids who are undocumented. However, threats to federal funding for Medicaid, the Children's Health Insurance Program (CHIP), and the Covered California marketplace established by the Affordable Care Act may jeopardize the health coverage that the majority of California's kids depend upon.

## Pro-Kid® Agenda

California policymakers should ensure that every single kid is enrolled in health coverage and is receiving comprehensive and consistent benefits across public and private insurance carriers, so that all families can access high-quality, affordable care for their kids. In the near-term, the California Department of Health Care Services should work to enroll all 100,000 eligible-but-currently-uninsured California kids in Medi-Cal. It is also critical to California kids' well-being that federal investments in Medicaid, the CHIP, and Covered California remain strong.



# Health Care Access & Coordination

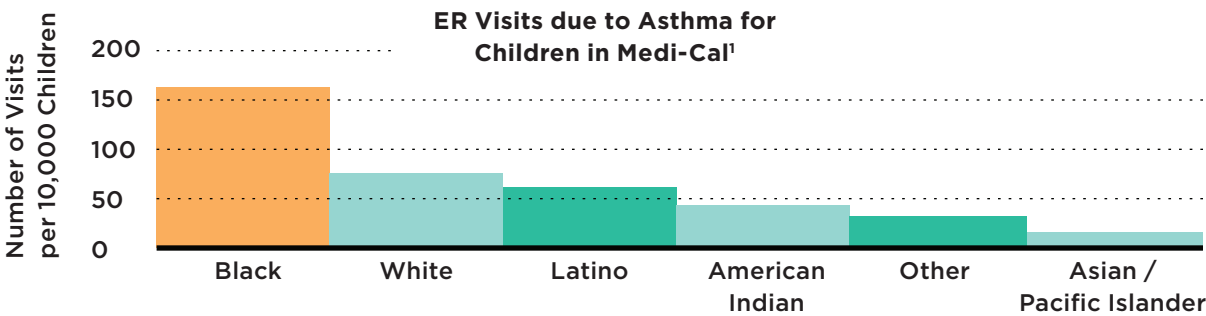
GRADE: C -

Accessible, quality health care and seamless care coordination are critical to achieving positive health outcomes for children and to promoting efficient care through prevention, early detection and disease management. Care coordination is especially critical for children with special health care needs.



Due to poor access, more kids end up in the ER for chronic health conditions, like asthma.

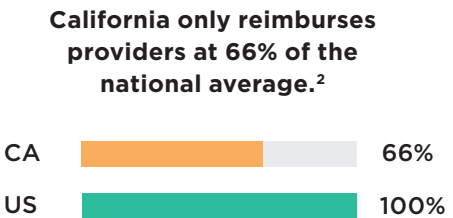
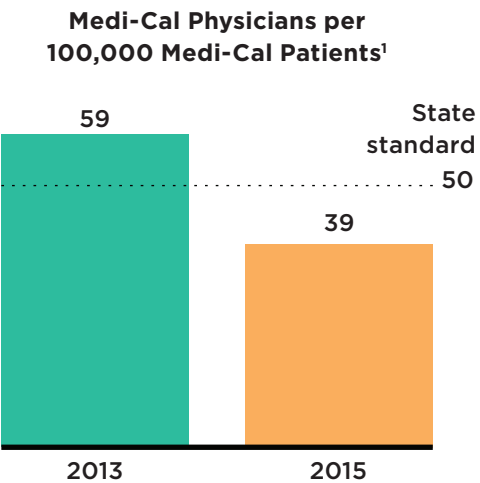
Children who lack access to quality preventive care resort to using emergency services. Large racial disparities exist in accessing healthcare.<sup>3</sup> For example, children who are Black were eight times more likely than children who are Asian/Pacific Islander to visit the ER for asthma-related complications.



Nearly half of California kids are covered by Medi-Cal, but there aren't enough doctors to ensure everyone is getting quality preventive care, and the problem is getting worse.

There are only 39 doctors who accept Medi-Cal for every 100,000 patients, which is well below the standards set by the state.

California provider reimbursement rates are well below the national average. **California ranks among the bottom 2 states for Medicaid provider rates.**



## Progress Report

Though most California kids have health insurance, access to timely and coordinated care continues to be a challenge. While the California Department of Health Care Services has elevated concerns about kids' access to health care, more must be done to ensure that kids can access appointments in a timely way, preventive care and services are readily available, and health plans and providers are held accountable for delivering quality care.

## Pro-Kid<sup>®</sup> Agenda

California policymakers must collect and report data on kids' access to care; increase public insurance program funding; establish robust provider network standards on serving kids; promote quality improvement of health care services delivery; and address language access, transportation, and regional provider shortages that exacerbate racial and socioeconomic disparities. In the near-term, the California Department of Health Care Services should implement state and federal regulations to increase transparency and accountability in Medicaid managed care services.

# Mental Health & Building Resilience

GRADE: D+

Children need access to quality, affordable mental health care and supports that monitor and treat mental illness, help kids build positive relationships, assist kids who have experienced trauma, and give kids the ability to face typical stressors with resilience.



## Traumatic events can lead to a lifetime of mental and physical health consequences.

Adverse Childhood Experiences (ACEs) are physical, emotional, or social events that are stressful or traumatic. **Of California children, 42% experience one or more ACE.**<sup>3</sup> Proper treatment and support for these children can help build resilience.

Examples of Adverse Childhood Experiences include:



abuse



neglect



incarcerated relative

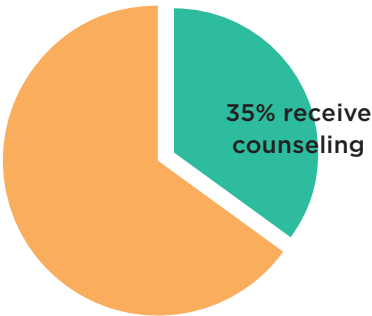


household dysfunction

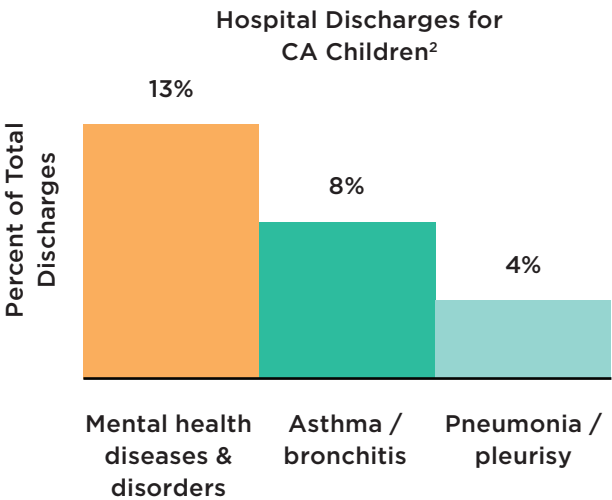
## California kids aren't getting the mental health services they need.

Only 35% of California children who reported needing help for emotional or mental health problems received counseling.

All Children Who Report Needing Mental Health Care<sup>1</sup>



## Mental illness is the #1 reason California kids are hospitalized.



## Progress Report

California's current patchworks of kids' mental health and trauma services are deficit-based, often built for adults, and under-resourced to address the level of need. Efforts to build awareness of childhood trauma, improve school climate and teacher training to support student wellness, and increase screening and referral for mental health and trauma services are moving California in the right direction, but more must be done to develop a system of care that meets kids' needs.

## Pro-Kid® Agenda

California policymakers should increase access to mental and behavioral health services for all kids that need them, especially for those who have experienced trauma. Additionally, policymakers should reform the Medi-Cal mental health system, improve coordination between physical and mental health care, and expand the reach of school-based mental health services so that mental health screenings and basic services are provided at all early education and TK-12 sites.



# Oral Health Care

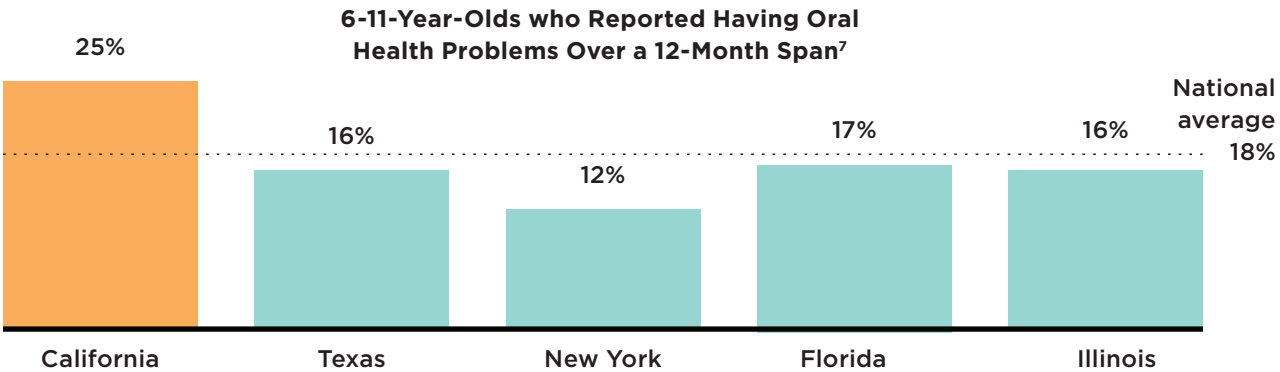
GRADE: C -

Tooth decay is the most common chronic illness among children.<sup>1</sup> Timely preventive dental services and treatment are essential to pregnant women’s and children’s overall health. Denti-Cal provides coverage for 5.2 million California children,<sup>2</sup> yet few of these children receive the services they need.



While cavities, tooth decay, and associated tooth pain are nearly 100% preventable, poor oral health is one of the leading causes of school absences.<sup>6</sup>

California has the second worst rate in the nation when it comes to oral health problems in elementary aged children.

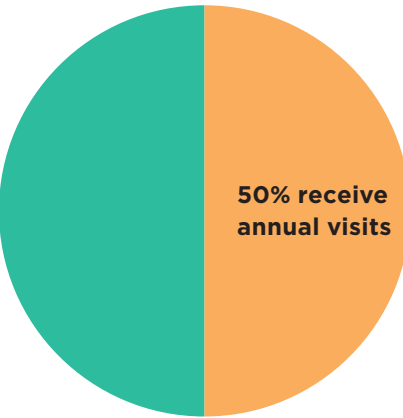



Kids are not receiving the recommended annual dental visits.

Oral health affects kids’ overall health and academic success.


When oral health problems go untreated, children are at risk for experiencing negative academic, physical, and social-emotional consequences.<sup>5</sup>

All Children 0-20 on Denti-Cal<sup>3,4</sup>







increased absences




lower grades




low self-esteem



trouble sleeping



difficulty eating



weakened immune system

## Progress Report

Little progress has been made to improve oral health outcomes for kids enrolled in Medi-Cal, who make up more than half of California’s kids. The Dental Transformation Initiative, an effort by the California Department of Health Care Services, supports local pilot projects aimed at increasing access to preventive services and creating sustainable systems of care for kids in their communities. Also, a state oral health plan being implemented by local health departments includes the collection and reporting of kindergarteners’ oral health status, which could help improve outcomes.

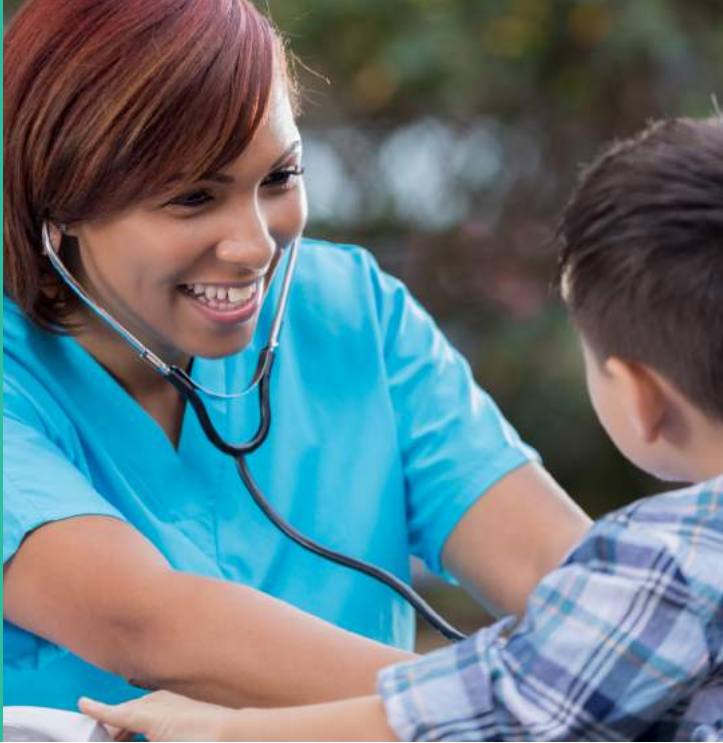
## Pro-Kid® Agenda

California policymakers should ensure all kids have access to timely dental care and should invest in preventive services to treat kids where they are, including screenings in schools and early learning programs that can identify problems and refer kids to dental providers for treatment. Policymakers should also monitor promising local models like data-sharing agreements between a kid’s doctor and dentist, using community health workers to help parents and caregivers make and keep appointments, and using virtual dental homes to bring care to areas where there is limited access.

# School-Based Health Services

GRADE: D +

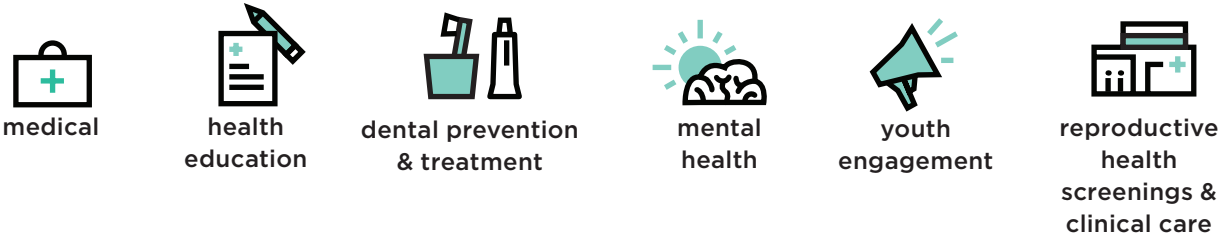
Children with access to school-based health services are more likely to receive health care and do better in school.<sup>1</sup> Services range from primary care and mental health, oral and vision screenings, to full-scale school-based health centers.



## Only 2% of California schools have school-based health centers (SBHCs).<sup>5,6</sup>

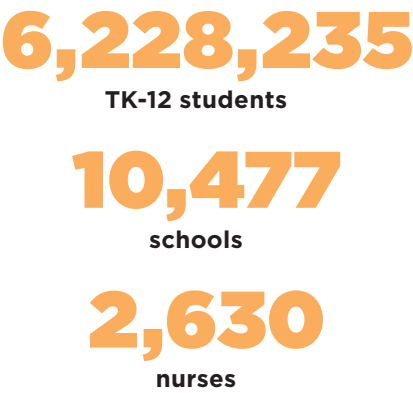
Children with access to SBHCs are more likely to receive critical physical and mental health services.

SBHCs offer the following services:



The American Academy of Pediatrics recommends one nurse per school, but California is far from hitting that goal.

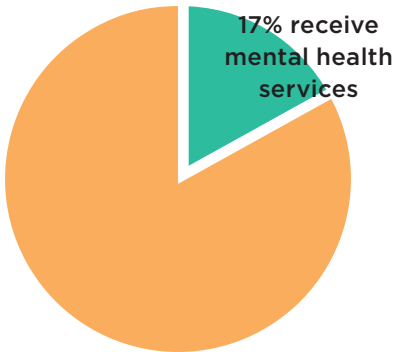
CA Needs More Nurses for its Students<sup>2,3</sup>



Kids are not receiving the mental health care they need as part of their Individualized Education Plans (IEPs).

About 700,000 California children have a serious mental or behavioral health need, but only approximately 17% receive therapy or counseling as part of their IEPs.

Children with Serious Mental or Behavioral Health Needs<sup>4</sup>



## Progress Report

California has seen slow growth in school-based health services, and the state as a whole has failed to invest sufficient public resources in prioritizing care for students. Bright spots include passage of SB 379 (Atkins), which will strengthen the kindergarten oral health assessment process, and a limited (\$30 million) state budget investment in the Scale-Up Multi-Tiered System of Support Statewide Initiative, which helps local educational agencies implement comprehensive tiered systems of support to address students' mental health, academic, behavioral, and social-emotional needs. A state-funded Los Angeles County pilot program to provide Medi-Cal-enrolled students with mobile vision services at their school site is also showing promising results.

## Pro-Kid® Agenda

California policymakers should provide more school-based health services and increase the number of school-based health centers so that more kids are able to access physical, mental, vision, and dental health services at their schools. This will improve kids' well-being, increase their access to preventive care and lighten the load for families. In the near-term, the California Departments of Education and Health Care Services should work together to streamline financing for school districts that want to provide health care services to their students.

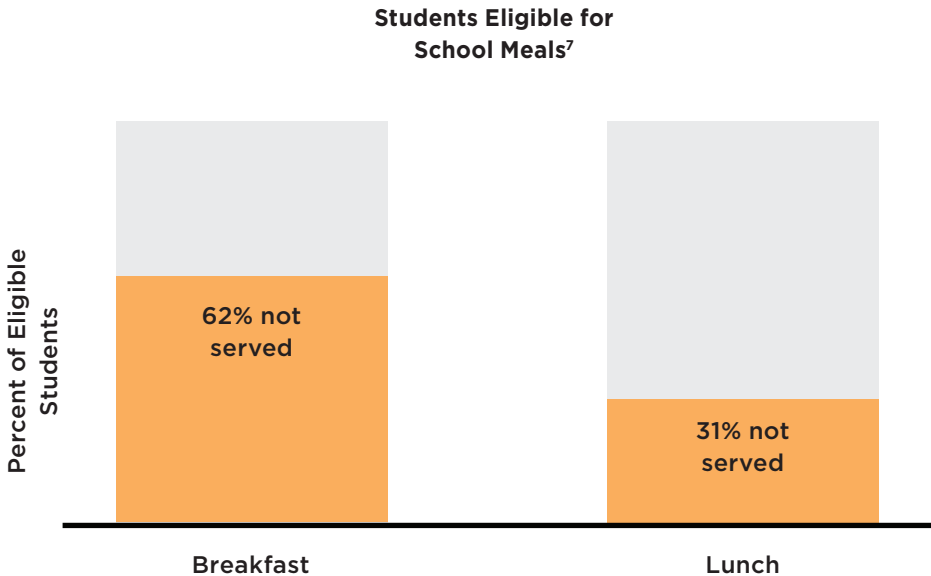
# Food Security

GRADE: C -

Children who are food insecure may go to bed hungry. Food insecurity is paradoxically related to both hunger and obesity.<sup>1</sup> Children who are food insecure are more likely to develop serious and costly health conditions.<sup>2,3</sup>



For many kids, free and reduced-price school meals provide them with the food they need to make it through each day, yet these meals aren't reaching all eligible kids.



More than 20% of California's kids are food insecure.<sup>4</sup>

Children who are food insecure are more likely to:<sup>5</sup>

repeat a grade in elementary school



experience developmental delays

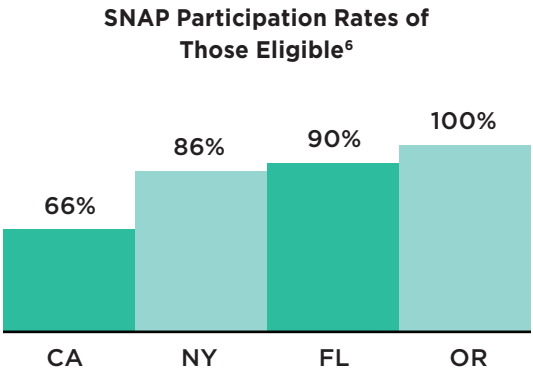


have more social and behavioral problems



California ranks among the bottom of the 50 states in federal Supplemental Nutrition Assistance Program (SNAP) participation.

CalFresh, California's SNAP, helps families afford the food they need, yet many eligible families are not enrolled.



## Progress Report

California is not doing enough to ensure that kids have access to healthy food. The state has demonstrated the importance of improving school meal and CalFresh participation rates by reaching out to Medi-Cal participants and streamlining their enrollment in nutrition programs. However, participation rates are still very low, with too few kids and families served by nutrition assistance programs, federal funding left on the table, and missed opportunities to bolster kids' well-being.

## Pro-Kid<sup>®</sup> Agenda

California's policymakers should do whatever it takes to increase our state's low participation rates in child and family nutrition support programs. Policymakers should also focus on increasing access to healthy food choices for kids in and out of school, and supporting kids' physical activity. In the near-term, policymakers should reduce the consumption of sugar-sweetened beverages by implementing a statewide soda tax.



# Child Abuse & Neglect Prevention

GRADE: D

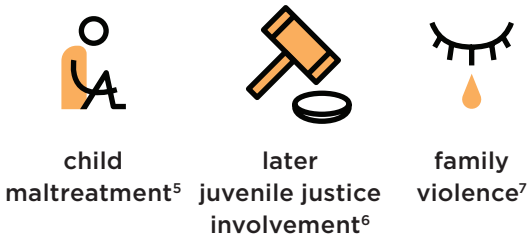
Child abuse and neglect present serious threats to children’s well-being. Providing prevention services, such as home visiting, can help prevent child maltreatment.<sup>1</sup>



## Programs that support parents and caregivers can help prevent child abuse and neglect.

For example, voluntary home visiting programs match new and expectant parents with trained staff who provide one-on-one support and education during the critical early years. Home visiting programs reinforce parent-child relationships, equip parents to nurture children’s health and learning, and can have a positive impact on children.

### Home visiting reduces:



### Home visiting improves:



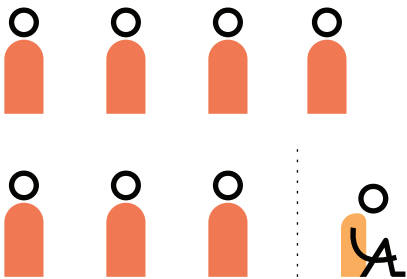
## Too many kids are victims of maltreatment.

In the US, 1 in 100 children are confirmed victims of child abuse and neglect each year.<sup>2</sup>

## Kids who die from abuse and neglect are overwhelmingly very young.

Child abuse and neglect can be fatal, especially for young children<sup>4</sup>

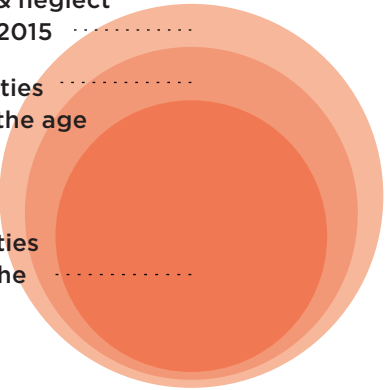
1 in 8 U.S. children will be a victim of maltreatment by age 18<sup>3</sup>



1,585 child fatalities from abuse & neglect in the US in 2015

75% of fatalities were under the age of 3

50% of fatalities were under the age of 1



## Progress Report

The kids and youth of California deserve a more robust system of abuse and neglect prevention, including targeted support services for kids and families at risk of abuse and neglect. For example, home visiting programs have shown to reduce the occurrence of child maltreatment, yet fewer than three percent of kids receive home visiting services.<sup>11,12</sup>

## Pro-Kid® Agenda

California policymakers must support a statewide prevention program for kids at risk of abuse and neglect. The program should support families, promote prevention services, keep kids safe from maltreatment, expand early identification and intervention services and, when possible, work to keep kids and families together.

# Placement Stability & Permanent Connections

GRADE: C

A child that has a stable placement or finds a permanent home, through reunification with parents, guardianship or adoption, is more likely to receive the services and supports they need to heal and thrive.



## Placement instability has adverse consequences for kids in foster care.

Different factors can contribute to the stability or instability of a placement, including how prepared foster families are to care for children in foster care and the effectiveness of matching foster families with children and youth.<sup>3</sup>

Multiple placement changes can negatively impact:<sup>4</sup>



ability to form healthy relationships



mental health and brain development



academic achievement

## Too many kids in foster care experience frequent placement changes, adding to their trauma.

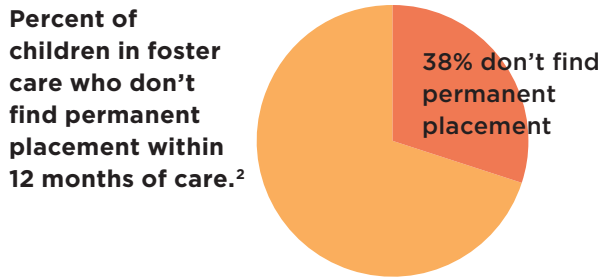
Providing more training and supports for foster parents as well as improving children in foster care’s access to services in home-based settings can improve placement stability for children.

**3+** Nearly 28% of children in foster care for 12 months or longer experience 3 or more placement moves.<sup>1</sup>



## Too few kids in foster care exit to a permanent home.

Caregivers need services such as child care, social support, and ongoing therapeutic assistance to make permanency possible and successful.



## Progress Report

The state is implementing Continuum of Care Reform (CCR) to reduce the number of youth in institutional care and to ensure stable family placements for kids in foster care. To this end, the state is initiating many new efforts like the Emergency Child Care Bridge Program for Foster Children and Parenting Foster Youth. Included in the 2017-18 state budget, this innovative program addresses a huge barrier to stability: access to affordable child care. The state must promote more creative, targeted approaches like this in order to stabilize placements for kids in foster care, particularly for older kids, who have a more difficult time securing stable placement.

## Pro-Kid® Agenda

California policymakers must ensure caregivers receive support and kids in foster care receive the services they need to thrive in a family setting, and should develop and implement policies to minimize both placement instability and youth institutionalization. The California Department of Social Services must carefully implement CCR to develop an improved system of supports and services and monitor outcomes for our state’s kids in foster care.

# Health Care for Kids in Foster Care

GRADE: C -

Children in foster care have experienced abuse, neglect, and other traumas, which can cause serious, ongoing physical and mental health difficulties.<sup>1</sup> Yet, there are barriers to accessing needed services, including lack of trauma-informed providers and limited availability.

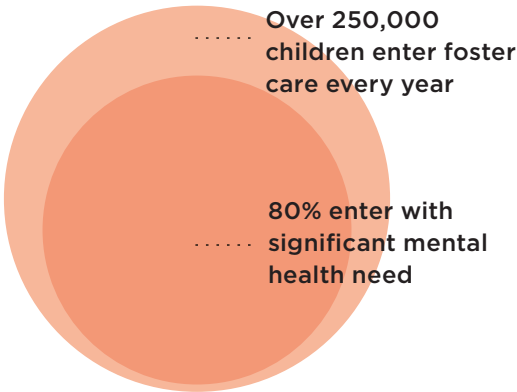


Many kids in foster care need mental health services to heal from trauma.

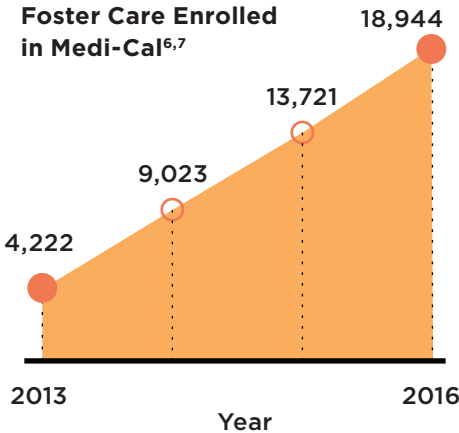
Health coverage helps ensure critical supports for kids aging out of care.

The number of children formerly in foster care covered by Medi-Cal until age 26 has more than quadrupled since the Affordable Care Act took effect.

Percent of Children in Foster Care With a Significant Mental Health Need<sup>4,5</sup>



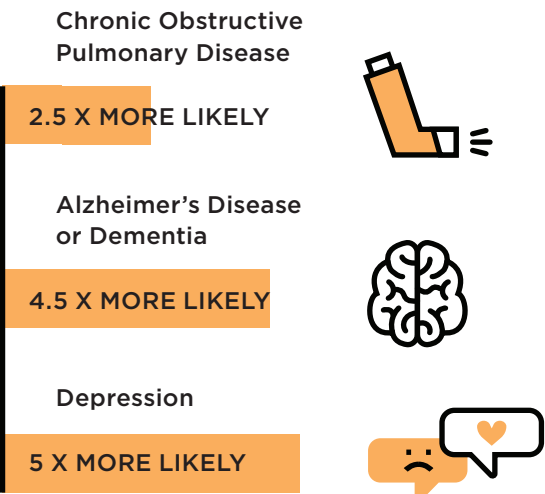
Children Formerly in Foster Care Enrolled in Medi-Cal<sup>6,7</sup>



Half of kids in foster care have endured four or more adverse childhood experiences.<sup>2</sup>

Adverse Childhood Experiences (ACEs) negatively impact the mental and physical health of youth in foster care. Children who endure multiple ACEs are more likely to develop negative health behaviors, chronic diseases, and depression in adulthood.

An adult with four or more Adverse Childhood Experiences is more likely to suffer from:<sup>3</sup>



## Progress Report

Kids formerly in foster care have increased access to health care due to ACA outreach and policy implementation efforts, but more work is needed to ensure kids receive timely, coordinated services while in foster care. Continuum of Care Reform and recent changes in state law provide an opportunity to improve timely access to mental health services for kids in foster care living in family settings, including kids who move across county lines.

## Pro-Kid® Agenda

California policymakers should ensure that kids in foster care—who may experience a myriad of health difficulties due to their past trauma—have appropriate access to comprehensive health care, including the mental health services they need to heal from trauma. In the near-term, policymakers should increase state oversight and accountability to ensure kids in foster care have timely access to the full continuum of physical, mental, and oral health services.



# Education Support for Students in Foster Care

GRADE: D +

Due to multiple moves and school changes, missed school days, and trauma, youth in foster care face unique challenges to academic achievement. Targeted services and supports can help youth in care succeed in school and prepare for college and career attainment.



While 80% of kids in foster care want a college degree, due to many barriers, only 24% actually enroll.<sup>4</sup>

## Top Barriers to Enrollment for Youth in Foster Care<sup>5</sup>



access to transportation



need to work fulltime



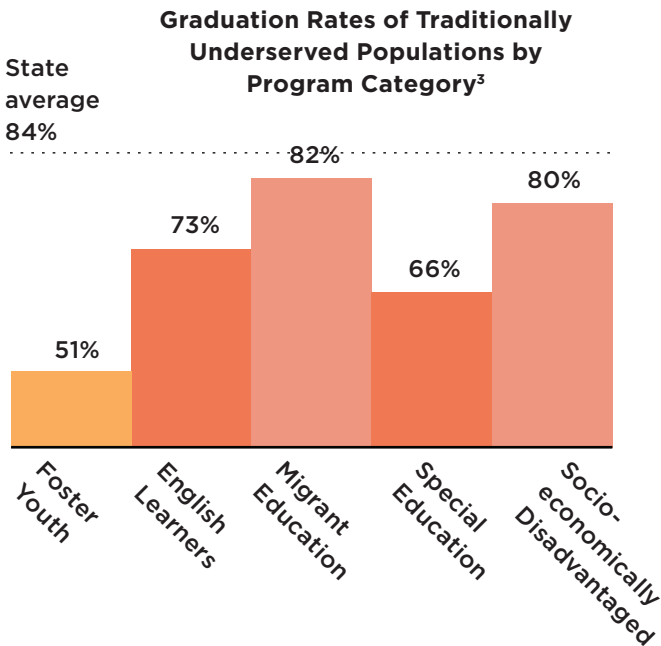
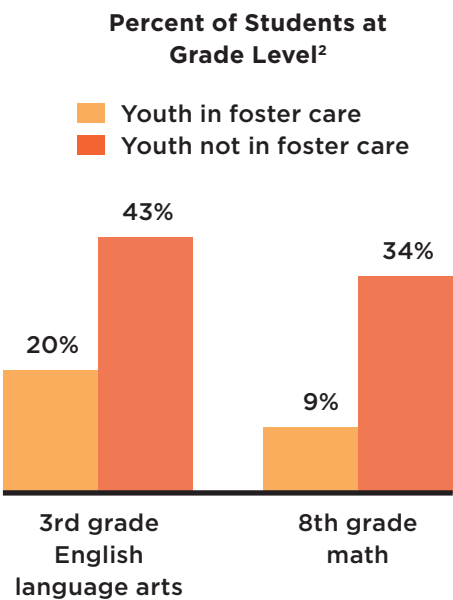
lack of financial support



need to care for other children

# School transitions and trauma cause students in foster care to struggle to stay on track in school and graduate on time.

Students in foster care change public schools an average of 3.5 times during the first four years of high school.<sup>1</sup>



## Progress Report

The California Department of Education now releases academic achievement data for kids in foster care. This newly accessible data will ensure that the key levers of the Local Control Funding Formula (California's new school finance system)—transparency, targeted support, and accountability—will result in more attention and support for kids in foster care, a traditionally underserved population.

## Pro-Kid<sup>®</sup> Agenda

California policymakers must ensure that kids in foster care, who face unique educational barriers related to school instability, and trauma that can impair their ability to focus, receive the supports they need to succeed in school. In the near-term, policymakers can ensure that the new school finance system benefits students in foster care as intended, by keeping schools accountable to their success.

# Youth Justice

## GRADE: D

Due to systemic inequities and racial bias, there is disproportionate representation of children of color and youth with child welfare involvement in the juvenile justice system.<sup>1</sup> Incarceration can often retraumatize youth, further jeopardizing their health and future success.<sup>2</sup>



# Juvenile justice systems must become trauma-informed to help youth improve their outcomes.

Youth who are incarcerated with unaddressed trauma can be traumatized further. Outcomes for youth in the juvenile justice system can be improved if efforts to screen, assess, treat, and prevent trauma are instituted.

Youth who are incarcerated are more likely to:<sup>5</sup>



suffer from depression



not further their education



have suicidal thoughts

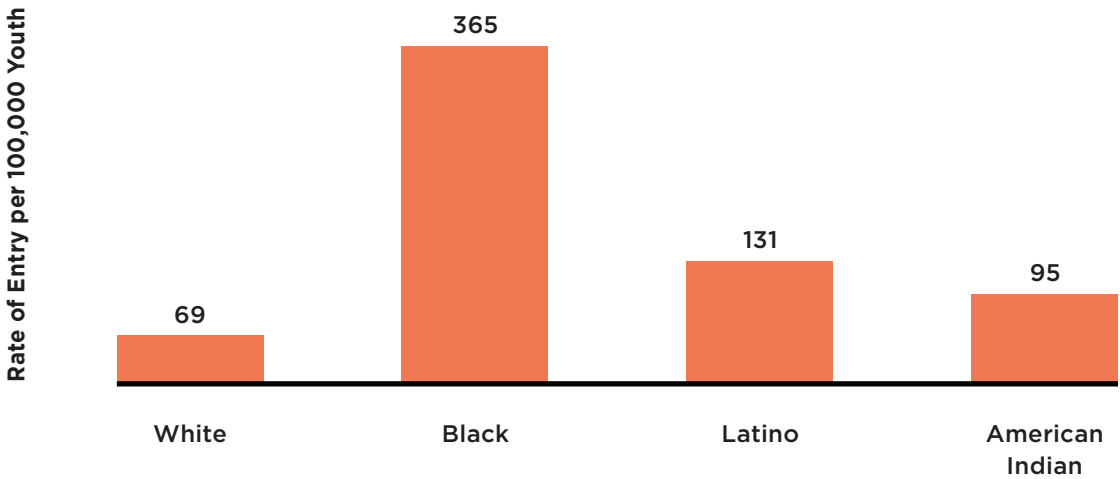


be incarcerated as adults

# Youth of color are over-represented in the juvenile justice system.

Systemic racial, and other inequities persist in the juvenile justice system resulting in disproportionate treatment for children of color for the same crimes committed by children who are White, from arrest through incarceration.<sup>3</sup>

Rate of Entry into the CA Juvenile Justice System<sup>4</sup>



# Progress Report

While California’s juvenile justice system is intended to rehabilitate youth, too often youth are only punished and retraumatized. Many youth enter the juvenile justice system having a prior history of trauma and involvement with the child welfare system; research shows that the juvenile justice system exposes them to further trauma.<sup>6</sup> Later health outcomes are also impacted, with youth who were formerly incarcerated demonstrating worse physical and mental health in adulthood compared to adults with no prior juvenile justice system involvement.

# Pro-Kid® Agenda

California policymakers should incentivize evidence-driven investments and increase oversight of juvenile justice agencies. Trauma-responsive justice systems grounded in adolescent development yield better outcomes for youth, reduce racial inequities and increase public safety more effectively than punishment alone.



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Credits

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First 5 Mono County  
**Proposed Budget Update**  
FY 2017-18 Year to Date as of 3/1/2018

	Jul 1, '17 - Mar 1, 18	Budget	% of Budget	Proposed Update 3/15/18
<b>Ordinary Income/Expense</b>				
<b>Income</b>				
Prop 10 Tax Revenue	40,226.73	85,586.00	47.0%	
Small County Augmentation	198,310.31	264,414.00	75.0%	
SMIF (Surplus Money Inv Fund)	0.00	51.00	0.0%	
IMPACT	0.00	68,788.00	0.0%	
Region 6 T&TA Hub	7,650.00	126,387.00	6.05%	
CDE Certification Grant	5,584.85	6,285.00	88.86%	
Infant Toddler Block Grant				6,587.00
CDBG Administration	404.61	6,921.00	5.85%	
CDBG	69,915.90	262,478.00	26.64%	
CAPIT/CBCAP (Home Visiting)	18,179.00	33,000.00	55.09%	
Peapod Program (Prop 63 Funds)	15,118.11	40,000.00	37.8%	
Raising A Reader	593.09	2,170.00	27.33%	
<b>Misc Inc</b>				
Breast Pump Attachments	35.00	0.00	100.0%	
Misc Inc - Other	786.12	140.00	561.51%	
Total Misc Inc	821.12	140.00	586.51%	
Interest on F5 Mono Fund Bal	2,644.58	8,567.00	30.87%	
<b>Total Income</b>	<b>359,448.30</b>	<b>904,787.00</b>	<b>39.73%</b>	<b>911,374.00</b>
<b>Expense</b>				
Home Visiting (Resource 9037)	102,976.28	163,507.00	62.98%	
School Readiness	51,042.47	102,292.00	49.9%	
Peapod (Resource 9039)	21,215.54	40,000.00	53.04%	
<b>Child Care Quality</b>				
IMPACT	35,720.64	81,253.00	43.96%	
Region 6 T&TA Hub	43,835.91	126,387.00	34.68%	
CDE Certification Grant	3,859.73	6,285.00	61.41%	
Infant Toddler Block Grant				6,587.00
Total Child Care Quality	83,416.28	213,925.00	38.99%	220,512.00
Oral Health (Resource 9038)	2,860.28	4,024.00	71.08%	
Safe Kids Coalition	0.00	7,000.00	0.0%	
CDBG Admin Expense	606.63	6,921.00	8.77%	
CDBG-ESUSD	110,990.99	262,478.00	42.29%	
Evaluation	182.58	1,320.00	13.83%	
F5 Operations	63,425.80	101,954.00	62.21%	
Miscellaneous	9,113.00	12,113.00	75.23%	
<b>Total Expense</b>	<b>445,829.85</b>	<b>915,534.00</b>	<b>48.7%</b>	<b>922,121.00</b>
<b>Net Ordinary Income</b>	<b>-86,381.55</b>	<b>-10,747.00</b>	<b>803.77%</b>	
<b>Net Income</b>	<b>-86,381.55</b>	<b>-10,747.00</b>	<b>803.77%</b>	