



# Regular Commission Meeting

## AGENDA

May 16, 2019, 2:30 - 4:30 p.m.

Mono County Office of Education Conference Room, 451 Sierra Park Road, Mammoth Lakes, CA 93546

1. **Public Comment** Members of the public are given the opportunity to address the Commission on items of interest and within the jurisdiction of the Commission as such items are discussed. This time is allowed for public input on any item not on the agenda. Time may be limited, depending on the number of speakers and items of business.
2. **Minutes** Consideration of minutes for the December 17, 2018 Commission meeting and the February 21, 2019 Strategic Planning Retreat. **(ACTION)**
3. **Raising A Reader Update** Kacee Mahler, the Raising A Reader Coordinator, and Christopher Platt, the new Mono County Library Director, will provide the Commission with program updates for the 2018-19 fiscal year. **(INFORMATION)**
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)**
  - a. First 5 Association endorsed bills.
  - b. Christy White Associates was chosen as our auditors for the next three years after consideration of two proposals by the Commission Chair and Executive Director.
  - c. Board of Supervisors: Resolution.
6. **Commissioner Reappointments** The Board of Supervisors will vote May 14<sup>th</sup> to reappoint Commissioner Adler to serve until she no longer occupies the position of Mono County Superintendent of Schools and Commissioner Jimenez for another 3-year term ending June 4<sup>th</sup> of 2022. The Commission will vote to accept the appointments from the Board. **(ACTION)**
7. **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.*
  - a. **Home Visiting Initiative Agreement:** Funding from Mono County Department of Social Services to First 5 Mono in the amount of **\$30,000** for the period of January 1, 2019 to June 30, 2020 for the provision of Home Visiting services for Cal-Works recipients with children birth to five years old. **(ACTION)**

For local & regional implementation of Quality Counts California, the state Quality Rating & Improvement System:
  - b. **Marine Corps Sponsorship:** Funding from First 5 Mono to the Marine Corps for **up to \$3,600** upon successful completion of the Childcare Quality System

for fiscal year 2018-19. **(ACTION)**

- c. **IMPACT, updated Local Area Agreement:** Funding from First 5 California to First 5 Mono, increasing the 5 year award by \$9,000 to **\$319,213** for the period of July 1, 2016 to June 30, 2020 for the provision of services to support non State Preschool licensed and license-exempt child care and alternative sites in Mono and Alpine Counties. **(ACTION)**
- d. **Quality Rating & Improvement System Block Grant, Mono & Alpine:** Funding from the CDE to First 5 Mono in the amount of **\$6,854** for the period of July 1, 2018 to September 30, 2019 for the provision of services to child care providers with infants and toddlers. **(ACTION)**
- e. **Hub Region 6, updated Local Area Agreement:** Funding from First 5 California to First 5 Mono, to increase the 5 year award by \$8,400 to **\$417,512** for the period of July 1, 2016 to June 30, 2020 for the provision of services to support regional capacity and efficiency. **(ACTION)**
- f. **Hub Region 6 Certification and Coordination Grant:** Funding from the California Department of Education to First 5 Mono in the amount of **\$2,625** for the period of July 1, 2018 to September 30, 2019 for the provision of services to support regional certification and coordination. **(ACTION)**

**8. First 5 Mono  
Evaluation Report  
FY 2017-18**

The Commission will consider approval of the Fiscal Year 2017-18 Evaluation Report after staff presentation of evaluation findings from Commission-funded projects. **(ACTION)**

**9. Mammoth Lakes  
Child Care Update**

Commissioner Adler will share updates on the Mono County Office of Education plan for a childcare center in Mammoth Lakes. Staff will share a data update and ask the Commission for direction on presenting needs to the Town Council. **(ACTION)**

**10. Program Updates**

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

**Commission-run Programs**

- a. *Child Care Quality: IMPACT Program*
- b. *Quality Counts California Region 6 Hub*
- c. *Home Visiting*
- d. *Breastfeeding Promotion and Outreach*
- e. *Peapod Playgroups (Prop. 63 MHSA)*
- f. *School Readiness Activities & CDBG Grant*

**11. Budget Update**

Commission will review and consider approving proposed budget updates. **(ACTION)**

**12. Year-to-Date Budget**

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

**Next Commission Meeting: June 20, 2019, 2:30 pm – 4:30 pm**, Mono County Office of Education Conference Room, 451 Sierra Park Road, Mammoth Lakes, CA

*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).*



Special Commission Meeting and Public Hearing

Minutes

**Monday, December 17, 2018**

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

Commissioners Present: Bob Gardner, Chair  
Stacey Adler, Vice Chair  
Jeanne Sassin, Secretary  
Patricia Robertson  
Tom Boo  
Kristin Collins  
Bertha Jimenez

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

**Commission Chair Gardner calls the meeting to order at 2:30 pm.**

**---Public Hearing Begins 2:30 pm---**

**1. Public Comment**

No comment.

**2. Minutes (ACTION)**

**ACTION:** Commissioners to approve the September 20, 2018 meeting minutes.

**MOTION:** Commissioner Adler

**SECOND:** Commissioner Sassin

**VOTE:** Unanimous

**ABSTENTIONS:** None

**3. Commissioner Reports (INFORMATION)**

Commissioner Robertson reports she attended the Town Council Strategic Planning session in which childcare was identified as not a priority and provided recommendation to hold a public hearing to see if there is community interest in potential CDBG funding for a childcare facility. She also attended the First 5 Strategic Planning Meeting and heard feedback from community members, as well as the Childcare Council Meeting in November also in order to provide public comment on the possibility of CDBG funding for a childcare facility.

Commissioner Adler reports on the Getting Down to Facts II report published by Stanford University, as provided in the Commission Packet. It shows a state level policy study, reviewing and evaluating the overall status of early childhood education in CA, and recommending how to move forward in

supporting early childhood education. Commissioner Adler is also presenting this report to the Board of Supervisors on December 18.

Commissioner Sassin thanks First 5 for scheduling the ESUSD Kindergarten Round Ups and Health & Safety Fairs for March 2019.

#### **4. Director Report (INFORMATION)**

Ms. DesBaillets reports that First 5 Mono was awarded the CalWorks Home Visiting Initiative funds in partnership with Mono County Social Services through the state department of Social Services, which will add \$10,000 funding for FY 18-19 and \$20,000 in FY 19-20. This will allow Home Visitors to implement the Parents as Teachers program to fidelity, which will help associate the home visiting program to outcomes demonstrated by Parents as Teachers. It will increase home visits from 12 to 24 for families with multiple stressors. Ms. DesBaillets completed the model implementation training last week and learned that families are 64% more likely to stay in the home visiting program if they are receiving biweekly visits.

Mammoth Hospital is providing funding to help print the Breastfeeding Magazines that are provided in the Welcome Baby! bags distributed to new moms in Labor & Delivery. Thanks to the hospital nutritionist who made the connection possible.

Preschool for All is in sights with the new Governor elect, although a funding source has not yet been identified. First 5 CA and the First 5 Association are continuing to advocate for the issue. Commissioner Adler says the state legislative office reports there is a \$15 billion surplus for K-12 education. Even with this surplus, sustainability of Preschool for All will become the issue come 2020.

At a recent First 5 Association meeting, Ms. DesBaillets was elected to serve as the regional representative for the First 5 Association Executive Committee.

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

*The Commission determines the subject matter of the proposed agreements are consistent with the Commission's strategic plan and fiscal plan.*

- a. **Hub Region 6 ECCERS Anchor Contract:** with Inyo Mono Advocates for Community Action (IMACA) for the provision of the Early Childhood Environmental Rating Scale (ECCERS) assessing services from November 1, 2018 to June 30, 2020 for assessing, anchoring, and travel costs for a contract total not to exceed **\$13,350** including any County Counsel approved changes. Funding supported through the F5CA Hub agreement. **(ACTION)**
- b. **Hub Region 6 Coordination Agreement Extension:** with Viva not to exceed **\$199,466** in total (a \$94,484 increase from the existing agreement) to extend coordination of the Region 6 Hub from January 31, 2019-June 30, 2020 including any County Counsel approved changes. This agreement is pending a Hub vote and will only be entered into if the Hub membership votes to continue contracting with Viva for coordination. Funding supported through the F5CA Hub agreement. **(ACTION)**

**ACTION:** Commissioners to approve Ms. DesBaillets to sign and administer Contractual Agreements a and b.

**MOTION:** Commissioner Boo

**SECOND:** Commissioner Jimenez

**VOTE:** Unanimous

**ABSTENTIONS:** None

- c. **California State Preschool Program Block Grant Award:** From the CDE to Mono County Office of Education in the amount of **\$15,625** to be passed through to First 5 Mono for the provision of services related to Quality Counts California, the state Quality Rating and Improvement System. **(INFORMATION)**

#### **6. First 5 Mono Evaluation Report FY 2017-18 (ACTION)**

Ms. DesBaillets reports this year's Evaluation Report is in a new format as required by First 5 CA. The report shows First 5 Mono is achieving all expected outcomes except for improved school readiness and increased availability in childcare. Ms. DesBaillets points out two graphs. One shows that a higher percentage of families are served in the home visiting program in the Mammoth area compared to North County when comparing to the size of the Kindergarten class in each area. One reason is the military base in Coleville offers its own home visiting program. Another graph shows Kindergarten school readiness for kids attending certain Pre-K activities, showing that kids who participate in early learning programs are more school ready than kids who did not participate at all. However, this data does not capture what percentage of children participating in early learning programs such as Head Start Preschool or Home Visiting also have multiple family stressors which could contribute to lower school readiness.

Commissioner Adler asks how to track kids who have participated in multiple programs and their resulting school readiness. This data becomes complex but it could be incorporated in next year's data.

Ms. DesBaillets distributes two edited pages to the Commission and notes that any TBD statistics in the Evaluation Report will be provided by Mammoth Hospital in the near future.

Commissioner Robertson asks about not meeting the outcome of childcare availability. The number of licensed spaces per 100 children has gone up in the last three years; there was at least one new family childcare opened, increasing the number of slots available. But there was also a decrease in the number of children in the county, as reported in the 2017 Mono County Childcare Portfolio (data at the end of the Evaluation document). These numbers show a decrease in the 0-5 population, potentially because there are not enough childcare slots available and families move elsewhere.

**ACTION:** Commissioners to table item until the January meeting in order to review and discuss the Evaluation Report further.

**MOTION:** Commissioner Adler

**SECOND:** Commissioner Sassin

**VOTE:** Unanimous

**ABSTENTIONS:** None

#### **7. First 5 Mono Annual Report FY 2017-18 (PUBLIC HEARING)**

Ms. DesBaillets briefly presents the Annual Report as required by First 5 CA, which shows the breakdown of financials and populations served.

#### **8. First 5 Mono Independent Fiscal Audit FY 2017-18 (PUBLIC HEARING)**

Ms. DesBaillets reports First 5 Mono did not have any findings in the FY 17-18 fiscal audit. First 5 Mono will soon release an RFP for a new auditor for FY 18-19 as the current auditor is retiring.

#### **9. Network Mapping Activity (INFORMATION)**

After learning about the activity at the First 5 Director Network Leadership Trainings, Ms. DesBaillets introduces Network Mapping, a way to link and leverage local resources and connections to help build better systems. Using the early childhood lens, Commissioners identify their connections in the community to agencies, entities, businesses, councils, people, services, state level agencies, etc. Commissioners complete the activity (copies can be found at the First 5 Mono office) and present their community connections. The Network Mapping activity may help inform and implement goals identified in the upcoming Strategic Plan and foster beneficial relationships to support early childhood.

#### **10. 2018 Community Development Block Grant Opportunity (ACTION)**

Per request of Commissioner Robertson, Ms. DesBaillets presents a potential new CDBG application. This application would be applied for in conjunction with the Town of Mammoth and is for \$500,000 and includes a \$3 million activity allowance for creation of a public facility. With the ongoing MCOE childcare initiative, Commissioner Adler has previously considered applying for CDBG with the Town and it has been determined that at this time, CDBG funding is not desired to be included due to the restrictions of funding and reporting requirements.

However, this funding is still open for application until February 2<sup>nd</sup> and every 2 years thereafter. Commissioners discuss whether First 5 Mono should pursue or support the Town in applying for the CDBG funds with the intention of assisting low income families in the Mammoth area who may not be able to afford the MCOE childcare center costs. It could also open up slots for kids who currently have childcare through a family member or friend to attend a higher quality (at no cost) learning environment.

Commissioner Robertson expresses that the need for childcare is urgent; parents are struggling to work and take care of their children birth to five. Although there are conversations about the MCOE childcare center and development of the Parcel by the Town, these facilities may be several years away. She proposes this CDBG funding application as an opportunity to provide for the childcare need in a shorter time frame.

Commissioner Collins asks about the prohibitive reporting requirements with CDBG funding. Ms. DesBaillets explains that the income eligibility requirements of CDBG funding limits supporting childcare for professionals (like employees of the hospital, MMSA, etc). Commissioner Adler explains that when MCOE opened a preschool last year with state preschool expansion funds, there were not enough children who qualified for the income level as required. There is a great need for childcare for families in the middle-upper income level. Commissioner Collins says she sees low income kids in the Pediatrician's office who are not enrolled in childcare/preschool but who could really benefit from it. One of the limitations of state preschool funds is it only funds a 4 hour day and with Head Start funds it extends to

6 hours. Many families cannot attend preschool because they cannot pick up their kids in the middle of the day from preschool. The minimum requirement for CDBG funds is 51% of enrolled kids must meet the income eligibility before non-income eligible kids can be enrolled.

The MCOE funding plan includes strategic partnerships with private local entities and funds from grants. Commissioner Gardner brings up the idea of financing the building of a center, parents pay a fee for use, and it becomes a service provided that is financed over 30 years. Commissioner Robertson suggests a shorter term solution may be using an existing building. Commissioner Adler says as you decrease square footage, it decreases the amount of children a facility can legally take, thus reducing funding or revenue. Since the MCOE childcare initiative is waiting on the unknown availability of the Town's ice rink, Commissioner Adler has also looked into other existing real estate sites and graded land, as well as equity partners. Commissioner Gardner reports the County had a recent conversation about childcare and it unfortunately dropped lower on the priority list since there is currently no tangible fix for it, even though the lack of childcare affects the economy. Little Loopers in June Lake is now open for childcare, increasing slots available. Even though parents are expressing an urgent need for childcare, Ms. DesBaillets says the family childcare homes in Mammoth have open slots. MCOE's community childcare meeting a few months ago was also only attended by few parents. Commissioner Boo suggests the Forest Service as a partner, since they have a successful center in Bishop.

Commissioner Adler points out that Mono County has a Local Childcare Planning Council, with state funding run through IMACA, and suggests the role of First 5 is to support the Council in putting childcare front and center as a community need.

Commissioners decide to discuss this topic further at future meetings.

**ACTION:** No action taken at this time.

#### **11. Program Updates (INFORMATION)**

- a. *Child Care Quality: IMPACT Program:* Mid-year check ins with childcare providers are coming up. The IMPACT Coordinator has been coaching sites and holding Community of Practice for providers.
- b. *Quality Counts California Region 6 Hub:* The Hub will vote tomorrow whether to continue Coordination with Viva or switch to a local coordinator.
- c. *Home Visiting:* One Home Visitor is injured which will decrease the number of Home Visits for the year.
- d. *Breastfeeding Promotion and Outreach:* Café Mom has been successful at Snowcreek and will continue after the holidays.
- e. *Peapod Playgroups (Prop. 63 MHSA):* One of the Crowley Lake Leaders resigned, but a Mammoth Leader has taken that position, making the same leaders in Mammoth and Crowley. The Walker Leader resigned.
- f. *School Readiness Activities & CDBG Grant:* Kindergarten Round Ups and ESUSD Health & Safety Fairs for March have been scheduled with the schools.

---Public Hearing Closes 4:16 pm---

#### **12. First 5 Mono Independent Fiscal Audit FY 2017-18 (ACTION)**

**ACTION:** Commissioners to approve First 5 Mono Independent Fiscal Audit FY 2017-18

**MOTION:** Commissioner Boo

**SECOND:** Commissioner Adler  
**VOTE:** Unanimous  
**ABSTENTIONS:** None

**13. First 5 Mono Annual Report FY 2017-18 (ACTION)**

**ACTION:** Commissioners to approve First 5 Mono Annual Report FY 2017-18  
**MOTION:** Commissioner Adler  
**SECOND:** Commissioner Jimenez  
**VOTE:** Unanimous  
**ABSTENTIONS:** None

**14. Mid Year Budget Update (ACTION)**

Under revenue, the CDBG 2018-2020 grant was added, along with the CSPP block grant and Hub T&TA increase due to the extension of the Viva contract.

**ACTION:** Commissioners to approve Mid Year Budget Update  
**MOTION:** Commissioner Boo  
**SECOND:** Commissioner Sassin  
**VOTE:** Unanimous  
**ABSTENTIONS:** None

**15. Year to Date Budget (INFORMATION)**

Any pending Quarter 1 revenue has been received and Quarter 2 invoices will be sent out after December 31. Salary and Benefits appear low for mid year due to the pending salary/benefit Union Negotiations for FY 18-19.

**16. March Commission Meeting Scheduling (ACTION)**

**ACTION:** Commissioners to approve March 28<sup>th</sup> as the meeting date.  
**MOTION:** Commissioner Sassin  
**SECOND:** Commissioner Boo  
**VOTE:** Unanimous  
**ABSTENTIONS:** None

**Meeting adjourned at 4:22 pm.**

**The Commission's next meeting, the Strategic Planning Retreat, is scheduled for January 17, 2019, 10:00 am - 3:00 pm, in the Redfir Conference Room, Westin Hotel, 50 Hillside Dr, Mammoth Lakes.**





Minutes

**Special Commission Meeting: Strategic Planning Retreat**

**Thursday, February 21, 2019**

The Westin Monache Resort

50 Hillside Drive, Gallery Conference Room, Mammoth Lakes

Commissioners Present: Bob Gardner, Chair, (BG)  
Stacey Adler, Vice Chair (SA)  
Jeanne Sassin, Secretary (JS)  
Patricia Robertson (PR)  
Tom Boo (TB)  
Bertha Jimenez (BJ)

Staff Present: Molly DesBaillets, Executive Director (MD)  
Kaylan Johnson, Administrative Assistant/Fiscal Specialist

Community Members Present: Cami Staker, Director of the Perioperative Department at Mammoth Hospital

**Commission Chair Gardner calls the meeting to order at 10:13 am.**

**1. Public Comment**

No public comment

**2. Review of Current Programs and Funding Levels and 3. Review Community Input**

Ms. DesBaillets reviews the Current Programs and Funding Levels document:

***Home Visiting***

MD: Welcome Baby! serves families with children prenatal to one year old. The intensity varies from eight visits to twelve visits if family has multiple stressors. To determine stressors, we follow the national list, which is: incarcerated parent, substance use, parent or child disability, young parent, foster care, child abuse or neglect, parent with mental health issues, housing instability, low birth weight, recent immigrant/ refugee, death in the immediate family, military deployment, domestic violence, low income, and low education. Low income and low education are the most frequently encountered. A family with two or more stressors indicates eligibility to receive more visits within the first year. This data is collected from the parents by our intake form at the first visit or sometimes at future visits. - Parenting Partners serves families with kids ages one to Kindergarten entry. Families can receive up to twelve visits if they have stressors. A family with no stressors receives three visits typically. If goals are not reached after three visits, visits can continue. Top reasons for participating in Parenting Partners for families with no stressors are staying in bed at night, toilet learning, and behavior issues.

Partner leveraging – When a family enters Head Start or a preschool, they often choose to stop First 5 Home Visits. Head Start and Early Start do home visits as well. Early Start focuses on delayed child development, not parenting like we do. A lot of the families we see beyond one year have kids with disabilities. A child with a 33% delay in the birth to three age range can be eligible for state services (Early Start, Great Steps Ahead, etc). Once they turn three, they have to have a 97% delay to qualify for state services. We get referrals for kids who have participated in Early Start and exited due to age or ineligibility. Unless a family has a very specific need that our Home Visitors can serve, we let Early Start serve the families since they can visit weekly versus our monthly.

TB: Is Early Start through Social Services? Is there communication with CPS (Child Protective Services) and probation?

MD: Early Start doesn't have anything to do with parental issues; it focuses on the development of the child. CPS, in the Department of Social Services (DSS) refers families to us when there is an open case or a concern. CPS will visit a family every other week. We sign a Release of Information and communicate with CPS caseworkers to share visit notes and/or visits. We are increasing that collaboration with DSS since we have received the CalWorks Home Visiting Initiative (CWHVI) grant for \$10,000/year through DSS, including funds to support families with purchases of home safety items, car seats, appliances, etc. This funding is not included in this document since it is new.

Home Visiting is our largest investment of non-restricted funds. The state is interested in increasing funding in the home visiting area as a way to increase support for families. Both the MCBH and DSS strategic plans mentioned parenting classes. This is our answer, home visiting, to parenting classes because it's been demonstrated to be more effective. Families who learn a parenting technique in a class and then go home can find it hard to actually implement. A Home Visitor in the persons home modeling the behavior and their ability to tailor everything to the family increases the likelihood that the family will have success.

BG: We begin this process through the hospital based programs, based upon who is in the hospital, delivering the child. How do you get women giving birth out of Mammoth? Are we aware of people we've missed?

MD: Mammoth Hospital Pediatrics is the answer. When we had a First 5 staff member working at Women's Clinic, she was a major source of referrals. She no longer works there so those referrals have decreased significantly. I have met with Women's and Pediatrics annually and it's hard to get the concept of Home Visiting through, unless you've experienced it. At Labor & Delivery, the moms meet the Home Visitor, which really helps create trust and increases recruitment. Our website is another mechanism. I don't believe we've ever put Home Visiting ads in the paper, but we could. My target is to reach 50% of the population, which we dropped below last year for the first time, as seen in the draft FY 2017-18 Evaluation Report. And now I've mandated that staff completes one hour of recruitment per month. We do outreach at IMACA's food distribution, Elementary Back to School events, town and community events, and Health & Safety Fairs.

TB & JS: What about deliveries at Northern Inyo Hospital (NIH) and the deliveries in Nevada from Coleville?

MD: After we met with NIH's Labor & Delivery twice, NIH has sent us three referrals in the past year, a huge success. Inyo County does not have a Home Visiting program, so the nurses are excited when they can refer Mono moms. North Barton Hospital, in Nevada; it's been a long time since we've been up there to recruit. After our initial recruitment there years ago, we never got a referral. A small percentage of their births are Mono so they probably have a hard time remembering our program. I could prioritize contact with them.

Mountain Warfare Training Center (MWTC-in Coleville) has its own home visiting program, federally funded for military families. Sometimes there are base families that are more comfortable with outside agency home visitors than military based ones since data can be recorded in the military file if they use the home visiting program on site. It is a large investment in staff time to drive to North County, but we currently have around five families we visit at MWTC-one hour family contact for around a six hour day total.

We use the Parents as Teachers (PAT) curriculum, which is evidence based. In the CWHVI grant requirements, we must implement PAT to model fidelity. This means increasing visits for two to three stressor families to twice a month visits. PAT determines that model fidelity implementation achieves the outcomes required to be an evidence based curriculum. We haven't previously implemented model fidelity because of the cost, but CWHVI provides the funding to expand. Our funding is looking to be decreasing because of decreasing tobacco tax.

BG: What are we losing by not investing in the PAT model compared to things we fund generally in the County? What we are not doing, where does that fit as a priority?

BG: The state wants to increase funding for home resources. Do we know whether it's through First 5 or Early Start?

MD: The governor's proposed budget does include increased funding for home visiting through the CWHVI (slated to be doubled from existing funding) and public health under the federally funded state program, Maternal, Infant, and Early Childhood Home Visiting Program (MIECHV). Sandra [Pierce, Mono County Public Health] and I have communicated about the MIECHV funding. Currently, CA doesn't allow PAT as a model for the MIECHV funding, even though many other states do. I'm working with First 5 LA to advocate for MIECHV funding to include PAT as an approved model. Sandra, in the past, projected only two families who would meet the criteria to apply for the MIECHV program, making public health not eligible to apply. I project around fifty families that could be eligible. This conversation is continuing and MIECHV could increase funding throughout the County without using First 5 dollars. Home visiting is associated with increasing school readiness with the PAT model, which is a goal throughout the County.

TB: The CA policy that precludes you using PAT model, is that a CDPH (CA Department of Public Health) policy?

MD: It's the policy of MIECHV. In MIECHV, the Feds opted to fund two out of four eligible programs – Healthy Families America and a nurse based home visiting program. In the past, First 5 Mono funded a nurse home visiting program and it was double the cost of paraprofessionals, which is who we use now.

### ***Oral Health***

MD: We do oral health outreach. The Tooth Tutor program was designed to do home visits around oral health. At the time of creation, there was a sedation part of the dental clinic and they would refer. It no longer exists, so referrals are very rare from the dental clinic at Mammoth Hospital. We still have the capability to offer Tooth Tutor home visits if necessary. Now we focus on offering topical fluoride varnish twice a year at early learning sites in the county. Without fluoridated water, cavities in ages 0-5 are a big issue, which Pediatrics has seen too.

PR: Do most kids participate? Do parents sign a release to participate? The goal is to visit all home providers and preschools but that doesn't always happen?

MD: There is an authorization form for parents to sign, but a lot of participation is determined by the teacher at the site and how they explain the importance of fluoride. The state preschools have high participation, but family childcare homes (FCCH) are a challenge. We often do not go to FCCH because of low participation rate, the challenge getting the parents to sign the authorization form, and being maxed out as a home provider. Pediatrics is doing fluoride varnish now too. First 5 Amador decided to defund fluoride varnish because their Pediatrics was now doing it. However, it is a wise investment for Mono as long as we have the funding since most kids do not visit Pediatrics twice a year. Public Health bought lots of oral health supplies for us this year with their new funding. Bags with oral health supplies, information, and books are given to kids, and an oral health activity is done.

### ***Peapod***

MD: Peapod is funded by Mono County Behavioral Health's (MCBH) Proposition 63, the Mental Health Services Innovation Act. We've been doing Peapod for about nine years. Parents comment that they enjoy forming connections with each other and their kids can socialize. The biggest challenge is maintaining staff since the leader is usually a parent with a kid in the 0-5 age range and then they age out and resign. Leader turnover can be high but parents always enjoy it. The focus group data encouraged more format or structure, art supplies, and curriculum. We've started that – the Tiny Toes & Teeter Tots curriculum in an age specific format. Parents can choose what age art activity to take home and complete after Peapod. Groups are weekly, for 10 weeks at a time. Mammoth and Crowley Peapods offer four sessions a year. Walker and Bridgeport offer three sessions a year. Benton, June, and Lee Vining have had no participation last summer.

TB: All this funding is independent of tobacco taxes?

MD: Yes. Typically, it's all MCBH funding, they increased by \$5,000 last contract.

PR: What are the qualifications to be a Peapod Leader? What outreach have we done? There was a comment for a male leader and I know there are a lot of dads staying home these days and caring for their children during the week.

MD: A high school diploma and experience working with children and families. We've played with having a dad only group in the past but why separate them when dads are doing just fine in a mixed group. That is something I'd love to see happen; we've never had a male apply for Peapod Leader.

PR: How can we advertise those positions so they are not female specific? Other ways to reach out to those groups?

MD: I do think a lot about father friendly practices. I'm glad and proud that dads participate, as well as family, friends, caregivers, and grandparents.

PR: I know there were some Bishop families participating in Peapod. Have they started their own group in Bishop?

MD: Those families actually stopped attending, maybe due to the snow. Our groups are not as full as they were so it's not much of an issue anymore.

TB: How is the Native American participation in Peapod?

MD: In Benton, we did have Native American families attending. We held it on the reservation for awhile. However, all participation dropped off so we stopped offering Peapod in Benton. There is a Native American funded group in Inyo County called Huubu. We refer to that program for a culturally specific experience. They have higher frequency groups and they use PAT curriculum.

PR: I saw a comment of having different times of holding group or on weekends. Parents are looking for opportunities to get with other parents, especially when the weather is bad. Right now we have one Wednesday morning story time, maybe a Saturday story time or Peapod too?

MD: After these comments, we did embed one evening group recently and it was well attended. We have done Peapod on Saturday in the past but families report they want to stay home on Saturday. Evening groups during the week don't take up the whole day either. Story time could be a great thing to have on Saturday.

SA: The Library and story time is under MCOE. The story time coordinator is on medical leave now so Wednesday story time has been a scramble lately. We are recruiting a Youth Programming Specialist for the library and a person for Maker Space, beefing up the youth programming at library. After we get more employees, maybe we could start another story time. I'll let Christopher Platt (library Director) know it is a need. The Library has partnered with First 5 for the Raising A Reader (RAR) program, but the RAR person is an employee of the library. We are the only Office of Education in the state to run the library system.

MD: Peapod's great for the winter, but with the snow, there's CalFire/emergency people currently staying at the community center so Mammoth Peapod has not been held in February. I'm always thinking of what other space can we use at a time when we really need social activity? It's hard to find a space that works and I'd love to have some support around this.

PR: That's a big opportunity to seek partnerships somewhere else.

### ***Breastfeeding Bags***

MD: The new parent Kit comes from First 5 CA for new moms at Labor & Delivery. It's full of breastfeeding supplies, milk storage bag, information, books. It's the replacement to the formula bags that used to be given out at the Hospital. Mammoth Hospital Auxiliary helped fund the bags and the Hospital helped fund the breastfeeding magazines with the advocacy of their nutritionist. The Hospital has been very supportive of breastfeeding.

Our indicators for these investments are listed below. We are waiting on data from the Hospital to complete the indicators. The data First 5 collects is only for the clients we serve, not the whole

population. The Hospital includes everyone, but it's hard for them to allocate staff time to assist in our reports. The state has moved toward population level indicators with a new database called Strong Start Index that takes birth statistics and projects across zip codes to show, at birth, which children have the most or least support. First 5 CA is moving away from our indicators since they are not population based. Resources at birth are strong indicators of lifelong health.

BG: I'd like to spend more time on this issue. There are more indicators than the four chosen that we need to focus on. We're a small enough county that I hope we could close the loop on getting that missing data. Three out of four indicators are dental related when we spend so little on dental. Maybe we should update indicators or include in Strategic Plan that we will update them.

MD: Part of today is deciding what our indicators and outcomes will be. We could update the Strategic Plan in the future if we do not get to that today. We have not significantly changed indicators and outcomes since First 5 began other than a few words. What would make sense to me are the indicators PAT uses and it would be collectible and indicate efficacy of home visiting, although it is not population based.

BG: You said your goal was to reach 50% of the population born each year. That itself is an indicator: What's the percentage of parents that we are contacting to the percentage of parents who had children in a given year? At some point we've got to get close to the actual birth number per year. PP is harder to determine

MD: I am able to get that number (of births each year), but it is not always timely from the state to when I need to report in evaluation. The CA Department of Finance is the quickest. I advocate for including that as an indicator: The percent of new parents accessing home visiting. This is in our evaluation report already so it would be an easy indicator. An indicator for Welcome Baby: percent of new parents, and an indicator for both Welcome Baby and Parenting Partners: percent of children in Mono County accessing both programs.

BG: The Parenting Parents is harder because you have to decide how many parents have a challenge total and who then are served by the program. The average citizen wants to know how many kids get services and how many don't. Our challenge is always to increase that number.

JS: The evaluation report has other items that would be good indicators.

BG: With Peapod, there is the issue of how many people are using Peapod versus those we think *should* be using it. The satisfaction survey for Peapod has the goal for everyone to be satisfied- Indicator: survey data yields 100% satisfaction from parents.

MD: I propose eliminating the third dental bullet on the draft, children regularly accessing preventative dental care. The percent of children in households where parents or other family members receiving child development and parent education, is a combination of home visiting and peapod, so given the four additional indicators suggested, we could consider omitting this indicator.

SA: That makes a lot of sense. The two indicators we talked about adding are much more comprehensible. And do we include other agencies in this data like for parenting education classes offered by MCOE? Additional data could be really complicated but Bob's right, there are other avenues for parents receiving education.

PR: That was in the focus group, confusion over overlap and who houses which programs.

SA: That's a long issue of Mono County; you're either doing too much or not enough. These are issues of communication and how to get info to the needed people.

PR: Is it First 5's role to communicate ALL the programs?

JS: When First 5 started, they were just doing communication. It then developed into programming with more resources. The benefit of the communication is determining what would we do if First 5 loses funding-who will take the parenting education over-having established relationships helps if it comes down to this. Every 5 years we make the contingency plan but it still hasn't happened after all these years on the Commission.

SA: That was before School Readiness. With more grants, the role expanded.

PR: In the New Parent Kit that is given out to new moms, there's a flyer from First 5 CA that explains resources well. Having a broad Mono County flyer for families would be great; listing things like MCOE does Love & Logic with a phone number, with First 5 logo. Something a person can keep at their house to reference

SA: Maybe we could get Prop 63, MCBH to help pay for it. That's in their plan too.

JS: I use the resource trifold all the time, brochure that Didi with the Child Abuse Prevention Council (CAPC) made is super helpful, but not specific for parents. I could go online and look for these resources, but when it's right there, it's so much easier.

SA: That flyer could be useful for not only for full time residents, but for tourists too.

MD: That's a sticky issue for me because the Commission's funds are designated to serve Mono County residents.

SA: But if we were to do that with a grant from MCBH, we get away from that piece.

PR: Once it exists, if we see increased usage in our programs, we can get more funding partners like the Mountain or whoever.

SA: The Chamber of Commerce could be interested in supporting this type of flyer as a useful too.

BG: Do we track the percentage of new mothers who breastfeed?

MD: Yes, we do, and the Hospital does too. It is achieved in outcomes. Mono has the third best rate of in-hospital rate of breastfeeding in CA. Inyo invests a lot of money in The Nest for breastfeeding but hasn't seen the same breastfeeding results as Mono. I attribute our success to our Home Visitors calling or visiting Labor & Delivery every single day.

To highlight the outcomes, the kids we serve in Home Visiting have better school readiness than kids who were not served by any early learning activities, but they also have less school readiness compared to the population as a whole. This is the same in the Head Start programs because these programs are serving families who often have multiple stressors. With a lot of stressors, school readiness may have been even lower had they not had any pre-K activity.

BG: So there's three levels: kids not served with many stressors=lowest school readiness; kids served=better school readiness; kids not served with no stressors=higher level school readiness

MD: The program that has the highest school readiness is Story Time. Although a lot of parents who participate in Mammoth Story Time are probably stay at home parents since it's on Wednesdays at 10:30 am.

SA: What is the assessment you are using to determine school readiness?

MD: The Brigance is administered by elementary schools to all Kindergartners at the beginning of the school year. The Kindergarten survey for parents told us which programs their child participated in over the last five years. We then correlated school readiness to program participation

JS: There's average school readiness and then there's what the kid actually needs. The average takes into consideration all the kids who are highly unready and kids overly ready.

MD: So next time, it would be more helpful to use not the average baseline, but whether the kid is ready or not ready.

TB: The assessment that the kids do has the Yes/No school ready result?

MD: Yes, it has ready, not ready, and kids who are above the ready mark (extra ready)

SA: It's disturbing that state preschool kids are the least prepared. MCOE gets Head Start funds from the state to operate state preschools. We passed this contract through to IMACA because they get Head Start funding as well. Leveraging these funds allow us to operate three state preschools in the County. In Coleville, there is a state preschool and for-pay site; in Lee Vining there is a state preschool/Head Start/for-pay site; and Mammoth, Head Start/state preschool site. All of these kids are income qualified to attend. MCOE runs the paperwork for funding continuation from the state. It doesn't seem like these programs are doing their job and that's terribly concerning.

JS: Especially since there is a huge need for preschool.

BG: From a low-income view, most the kids eligible get into the preschool?

SA: Yes, but they're still not school ready. If we are going to pass the funding to IMACA, what does IMACA need to do to get better school readiness results? What is actually happening in these classrooms?

JS: That's when parent education comes in. That's what it takes to get kids school ready. It needs to be an umbrella approach, where everything in the family is looked at.

MD: This is the job of home visiting, but typically our home visiting families exit when they enter preschool since Head Start does home visits too. We focus on 0-3 since most of the brain is formed at this time. There are fewer investments in the area for ages 0-3. The hope is that if the parent has had strong education during the first 3 years of their child's life, the education will continue throughout the child's life.

TB: Is there data breaking it down by socioeconomic demographics?



MD: That's the thing we don't know: the other conditions a family with low school readiness may have. I thought about adding it to the survey, but there are laws against asking families certain things. The school districts have it and can't legally share it. There's a state movement towards big level data that tracks children prenatally, but there's pushback from people who value personal privacy.

SA: The school system can't share free and reduced lunch statistics, nobody is really allowed to know who those kids are except for the lunch lady. It's extremely confidential data, and if there's a breach they could lose the funding.

TB: You want to keep the surveys feasible, but can you capture parental education level, first language?

BG: Can we know how many free and reduced lunch kids there are in the County? Then you could estimate proportions in certain characteristics.

SA: Yes, you can know that information. The percentage of free and reduced lunch is accessible and reported data.

PR: At the Mammoth Lakes Housing Strategic Planning sessions, the public appreciated an affordable place to live because it gave them more time to spend with their kids. You could include in a survey – do you rent or own, how much of your income do you spend on housing? In the public comments, housing came up a few times, and maybe there's other ways to think about getting parents involved with their kids.

MD: We got a high percentage of these Kindergarten surveys back, but the more personal questions get; the less likely the parents are to complete the survey. It's really the goodwill of the school to give surveys. There are things to do to make it better, but it's a balancing act.

I need to think about how any changes in indicators will shift the outcomes. The second bullet, parental knowledge and understanding and engagement..., might be separated out into home visiting and Peapod.

### ***Readers' Theatre***

MD: In conjunction with the second oral health visit a year, Kaylan provides literacy support at the preschools.

### ***Raising A Reader***

MD: This is a great partnership with the library for a long time. It's an evidence based program that First 5 CA prefers us to invest in with the Small Population County Funding Augmentation (SPCFA) funds. I'm proud that we've had RAR for as long as we've had; it raises the quality of our investments to the state. It's a significant investment of \$38,000.

### ***Summer Bridge and Kindergarten Assessments***

MD: We've talked a lot over the years about the decreases in Summer Bridge participation. We've worked with the sites that have low enrollment and their potentially not achieving school readiness outcomes at Summer Bridge. The Kindergarten assessments are part of the Summer Bridge contract and help yield data. It's rare that a First 5 has all the kindergarten readiness data. We've achieved about 100%, thanks to the partnership of schools.

### ***Kindergarten Round Up***

MD: We're getting ready for this year's Kindergarten Round Ups, an event to contact families across the county, help families transition into the K-12 system, meet teacher, classroom, etc. The parents go to the classroom with their child and then meet back in the multi-purpose room.

### ***First Book***

MD: First Book is a literacy program that gives us affordable books (\$2 each) we can distribute at the Health & Safety Fairs, home visiting, or Peapod.

BG: First Book could be funded out easily since it is cheap but impactful. Or another philanthropic opportunity, Adopt a Backpack, put someone's name on it and let others pay for it.

JS: What does the funding include for Round Up?

MD: It goes to staff time and backpacks. Backpacks are usually \$25 each but with the new tariff laws, they are more expensive this year since we have to purchase all the supplies. This is not sustainable in years to come, but luckily we had backpacks left over from last year.

JS: The Marine Base provides backpacks and supplies to base kids.

SA: There could be a card listing sponsors for each item in the backpack.

PR: What does the RAR program entail? It seemed parent directed when I participated.

MD: Book bags through the library, get a library card, check a bag out, return, and get another bag. The value added from the bags versus getting books off the shelf is the bags are age specific and vetted to be high quality children's books based on illustrations, content, bilingualism, and literacy outcomes. It helps get people into the library. The program is pre-established with a set list of books and First 5 supports the library in offering the RAR program. Probation's red grant also helped purchase new books over the years as they are quite expensive.

PR: Do we know how many people are utilizing the program? DO you track usage in RAR?

Yes. Contractually, it requires 200 minimum families to be served and that number is met.

JS: The RAR Coordinator also visits preschools, bringing bags to each family childcare homes and preschool with story time and bag rotations. The story time component makes it much more successful at the preschools.

MD: The RAR model doesn't require preschool visits, so we have a Cadillac version of RAR in Mono County. Home Visitors and Early Start also participates in the RAR bags

### ***Footsteps2Brilliance***

MD: First 5 contributed funds towards this literacy app that MCOE has invested in. It has good participation from the birth to 5 age range.

### **Indicators**

MD: From the Kindergarten Survey, we will have data on how many kids attended a preschool for the first indicator, on the next evaluation. We used to have this data from the Summer Bridge survey, but so few kids out of the whole K class attended Bridge, that the data was skewed.

Indicator 2, percent of children receiving Kindergarten transition support: MES Round Up participation decreased but has gotten better the past 2 years. I anticipate that being an achieved indicator.

BG: The goal for Round Up is for everyone to attend. Bridge is more needs based, who we think should go.

SA: Summer Bridge's original intent was the kids who need help the most would get a spot in Bridge first, determined by an assessment when applying for Bridge. Other slots left over were for anyone. Over time, it has changed to anyone can attend. I don't know why it changed, did the teachers didn't want to do screenings in the spring at Round Up?

MD: The current K assessment is done in the first month of school. It used to be done in the summer, but then our data was really only around 40% of the whole K class. The Commission changed to administering the assessment to the beginning of school so we could capture 100% of the K class. This did affect SB assessments but it's a moot point since MES Bridge was never full.

JS: The spring/summer screenings ended up not to matter because the kids wouldn't go to Bridge anyway even if they were recommended to go. So then the school ready kids would attend Bridge since there were slots open, which actually helps the not-school-ready kids get ready by modeling skills. First 5 has really helped get Kindergarten orientation become way more attended than it used to be.

BG: Once they're in Kindergarten and are still not ready, is there something to do for extra help then?

MD: We do Summer Bridge with the schools because kids must enroll in school in order to go to Bridge. It helps support the transition to Kindergarten. The question still is, is Summer Bridge still achieving the outcome?

SA: We've had enrollment drop off but I don't know the curriculum is or what the program looks like during the two weeks of Bridge. Are we getting bang for our buck out of this program? You're right Bob, maybe the funding is better served by paying for tutoring during the first eight weeks of school?

MD: We're First 5, so the pass off to the K-12 system is Kindergarten entry. Transitional Kindergarten (TK) kids are already getting more support; it's the kids that didn't go to TK we need to reach. Creative ways to repurpose those funds would be to fund more TK slots since it's still under age 5. TK is for kids turning 5 between September 2 and December 2. CA Kindergarten teachers were advocating for the Kindergarten eligibility date because they were seeing kids with Sep 2-Dec 2 birthdates were not school ready. But to change the Kindergarten entry date, the state funded TK for three years so those kids whose parents expected them to be starting Kindergarten would still have schooling to go to. After three years, TK has shown to be effective, so it has continued.

TB: Isn't one of the other things in the governor's budget is universal preschool?

SA: I think universal preschool will be one of the things to go in the budget because of the cost. TK's in statute.

JS: I don't like TK because the younger kids are left to figure it out themselves. The TK kids then become the oldest kids in Kindergarten with a whole year of school already. ESUSD has TK/K combination class, except for Antelope because there are not enough TK students for their own class. But the rest of the kids aren't ready for Kindergarten that didn't attend TK.

MD: MES has a separate classroom for TK. This year, they opened their TK this year to more kids, different ages, since there were open slots. Because they're so small, the ESUSD schools have TK in the K class, maybe half day for less than five days a week. But initially when the state mandated TK they didn't fund it. We could calculate what it costs per child to attend TK and fund a few more slots for kids with birthdates from December to February. But does that solve the issue for the Kindergarten teachers having to deal with kids who aren't school ready?

BG: Particularly if we're struggling with Summer Bridge effectiveness.

SA: Now TK is included in the average daily attendance funding received by school districts.

PR: I like your idea and I've heard comments in the community of that it isn't fair, so maybe more slots would help.

JS: Something else to look at is the type of background education needed for preschool versus a TK teacher. I like that you can get early childhood units and get into education easily, but we don't train preschool teachers the same as elementary teachers, nor are they paid the same.

MD: Which goes back to the data of why state preschools don't have school readiness, the turnover in teachers.

BG: From an indicator standpoint, we need to look at whether to keep funding Summer Bridge or change the program. Since we have early literacy programs, having an indicator that says: goal is to maximize number of kids exposed to reading/kids exposed to funded literacy programs. We are able to track number of kids exposed to RAR, First Book, Readers Theatre, and Footsteps2Brilliance against total child population, with a percentage of assumption of overlapping programs.

MD: It's hard because we don't know who the kids are who overlap with each program. RAR might report 200 kids served, 50 are preschool age, some go to preschool, some not, but we don't know who is duplicated. Literacy overlaps with Home Visits and Peapod since they have literacy activities embedded in their programs. Our projected overlap/duplication to First 5 CA last year was 75% based on how many kids are served by all programs compared to number of kids in the County.

JS: That overlap sounds good to me, since it shows people are participating in many programs.

MD: But it doesn't show the actual number served or the number we are not reaching. But thanks for the optimism!

JS: So we're really concerned with the number of kids who aren't being reached.

MD: I'll play with these indicators. Maybe categorizing differently like having a Literacy Box and listing all the activities underneath.

PR: We will have another strategic discussion around Summer Bridge in the future?

MD: Hopefully by the end of today I'll have some direction from the Commissioners as to what you would like to include in the draft plan for the March meeting.

PR: I would like data around the percent of kids without access to preschool, pre-K, or Head Start. I think you already have this data, but how many slots we are missing would be helpful.

MD: This document, a couple years old, shows that data. The total available slots are the total of center and family childcare homes in each location. In 2017, there were not slots available for 124 students (3&4 year olds) in the Mammoth area; Lee Vining had 9 slots needed; there were slots open in Benton and Bridgeport; Coleville had 4 slots needed. In Coleville/Walker, we are counting the slots on the military base but those are only accessible by base families. So in Mammoth, the projected need would be 62%.

### ***Childcare Quality***

MD: These programs are all fronted through state funding with little local dollars being contributed.

### ***IMPACT***

MD: IMPACT serves childcare providers that are not publicly funded, so not Head Start or State Preschools. Providers who participate in IMACT get professional development, advising and coaching, and stipends at the end of the year. We have an 80% participation rate of providers, which is one of the highest in the state. IMPACT helped us implement developmental screenings more broadly, leading to more referrals to Early Start and special need services. It is a requirement in the program that providers offer a developmental screening to every child they serve.

### ***State Preschool Block Grant***

MD: The State Preschool Block Grant targets sites that are funded by state preschool funds. We have 100% of those sites participating. Almost all the grant money goes to stipends for providers, little goes to our staff time. Sites can buy quality supplies for their preschool improvement. We also do goal setting with providers, how to improve their outcomes. There are a few assessments that all the rated sites have to participate in. All state preschools in the County will be rated at a 5 this year, the highest quality rating. The goals the providers make for themselves based on their assessment results are demonstrated to have child level outcomes. They work hard to improve and maintain quality at the state preschools. Three of the state preschools are from IMCA and two are from ESUSD with CDBG funded. One thing with state preschool funding is that it is a very low reimbursement rate. For Coleville, they were drawing \$5,000 down from the state a few years ago, which means they are operating the whole preschool off \$5,000 for the whole year. I don't know how IMACA makes it happen.

SA: The braiding of funding from Head Start makes a huge difference since the state preschool funding is so low. That's why MCOE passes the funding through to IMACA, so the two funding streams can be used together.

PR: How does this relate to school readiness at the state preschool sites? How do you see this QRIS informing what to do about the state preschools not having school readiness achievements?

MD: The private providers are above the median school readiness scores. We haven't broken it out by site because that gets really personal and you can start to identify individual children. The state

preschools sites still do have better school readiness outcomes than kids who didn't participate in *any* early learning situation, even though the state preschools have below average school readiness. I think this is closely tied to the state preschools serving more families with stressors or kids with developmental delays.

### ***Training and Technical Assistance HUB***

MD: This is a lot of money from First 5 CA covering staff time, office rent, and indirect costs. It is a regional group of people working on childcare quality in Inyo, Mono, and Alpine Counties. It includes the local planning councils, Resource and Referral agencies (IMACA in Mono) in every county. The goal of the state in funding us is that we regionalize. There are assessment tools that need to be completed by providers in order to be rated. We pool these resources within all three counties. The Hub has allocated funds for coaching, one on one work with childcare providers, a new thing we haven't done before. Coaching is demonstrated to have more positive outcomes than classroom professional development because it's tailored to the provider, their site, and the kids they're serving. Coaching needs are based on the assessment tools of teacher/child interactions and an environmental rating scale-how much space per kid, how many books, etc.

TB: Do you contract for coaches or use First 5 staff?

MD: Our Childcare Quality Coordinator, Annaliesa Calhoun, attended a coaching training at the state and is the only one in the Hub region that is now eligible to coach sites. She gets coached at the trainings. The funding streams have been consolidated and have led to the ability to develop coaching capacity. There are coaches in Inyo but they haven't attended the rigorous state training program. The state is leveraging money, including federal dollars, to support Hubs across the state to improve quality. There's a lot of time, my time, spent on Hub and we've achieved goals in the past three years, as seen by our indicators and outcomes, except for school readiness. I'm proud of this work we've done, but it is disheartening that school readiness is not being raised. At the state level, the school readiness outcome is actually omitted because it isn't frequently demonstrated to have the outcome. In measuring programs, they don't want to show that school readiness isn't being impacted. Their measures are more around the number and percent of kids served at sites with a high quality rating (teachers and directors have a certain amount of education and professional development, low teacher to child ratio, implementing developmental screenings, progress assessments).

PR: What's the outcome of the high quality rating? What is all the work for if it's not increasing school readiness?

MD: I don't have the answer. We still have school readiness on our outcomes, so let's be the county that demonstrates school readiness is impacted by these programs.

SA: There's a huge disconnect in public education across the country. The two levels are siloed, childcare/preschool and the public school system. MCOE tried really hard to bridge the gaps between preschool teachers and Kindergarten teachers, but it kind of failed. Those two groups don't really want to talk to each other because they see themselves as separate. Until this is overcome and these teachers

are willing to enter into conversation, there will be issues and gaps. Perhaps universal preschool would mandate this discussion. It's like when kids go from high school to college, it's siloed off. Universities don't want to talk to the K-12 people.

BG: Traditionally, schools are not student based. It has been built to be separated by age.

PR: It's interesting they are putting so much funding into this and it's important, but what are we trying to achieve?

TB: There must be different aspects of school readiness: academic, behavioral, developmental, any themes to pull out?

MD: The Hub is only three years in, so a lot of these kids who have been born and are entering Kindergarten haven't had access to the benefits of the program very long, nor providers. Perhaps the next Kindergarten 2020 class will show outcomes. One way we've tried to bridge the divide is to have a common measurement tool in preschool and Kindergarten. Some childcare providers are choosing to do the Brigance, like they do in Kindergarten, so the same measure has been used for several years. The state specified three assessment tools: the Brigance, what we use but it doesn't measure social/emotional development and is not observation based but is easier to implement; state preschools use the DRDP-Desired Results Developmental Profile which does measure social/emotional, an online observation based assessment. The DRDP is unpopular from the provider perspective and when we ask the provider to do an assessment, it's easier to do the Brigance. The state commission, First CA, received school readiness assessment presentations from First 5 Directors, showing all the different assessment tools used. It is an issue in the state how every county does different things. Through the Hub, we are talking about using the Brigance at a regional level, unless the state mandates something.

BG: The tough thing on this is creating childcare quality versus the issue of providing childcare period. The need for childcare is so high and we don't have the money to do it. We have the funding to spend on improving quality, but we are dancing on the head of a pin with trainings and impact on school readiness, when the childcare need sits over there.

MD: It's a frequently discussed issue at the state level. The federal and state governments and First 5 CA choose to invest in quality versus availability right now. But the state preschool reimbursement rate is so low that getting slots doesn't work because it's not enough money to operate anyway.

SA: It's not enough money to operate the program, but also the income threshold for eligibility is so low that a lot of families don't qualify for state preschool, so we can't fill the slots. Even if we had more state preschools running in Mammoth, there are not enough people eligible in that income level.

PR: Is there a waitlist for the current state preschool slots?

SA: No

MD: I think the reason is that because the state preschool funds are blended with Head Start funds. State preschool income threshold is 70% of state median income. Head Start income threshold is 50%. But the blend of funds is necessary because state preschool funding itself is not enough to run a site. Similarly to the TK, the people between the 50% and 70% threshold would be able to attend the state preschool.

SA: Yes, but the families at that level, we are meeting that need. MCOE runs the inclusion preschool which has up to 15 kids. We have 12 now, 6 with special needs, and 6 typical developing. When we asked IMACA if they have more kids for our program, they said they did not have a wait list and they had filled all their slots. And all those kids had to be income eligible.

PR: But maybe those kids are over income for Head Start but would have qualified for state preschool. The kids who do not qualify don't get put on a waitlist, but they still need care. What about the gap starting at 50% AMI. This could be a population we're not tracking since they are not on a waitlist.

MD: Working families can't access any of the publicly funded programs because they are over at 2:30 in the middle of the day.

BG: It is an upper lower class and lower middle class and above childcare problem. The ability issue is primarily a privately funded problem.

SA: That's why when I was trying to get the childcare center built, I wasn't looking for state aid because that's not who needs the care.

MD: Through home visiting, I hear about a number of families that qualify for Head Start but choose not to access because of the 2:30 end time. There are seven licensed Spanish speaking family childcare homes that are not fully enrolled. They participate in our childcare quality system, two are rated, and some are only caring for 1-2 children and may have to close. They have high quality ratings and they are struggling.

PR: I have had experience with IMACA's list. You go to IMACA, ask for the list, then call each provider, and you may not speak Spanish. How can we access this 'secret' list without having to go to IMACA?

MD: IMACA submits data to the state showing the number of people seeking childcare which is driven by the people coming into IMACA searching for childcare. If they don't count the people, then the state will think nobody in Mono County needs childcare. There are issues on how that information is shared. At this point, IMACA is not willing to coordinate with First 5.

PR: I think this is a big problem if we have open slots that nobody knows about. Can they track on the website and give that data to the state? There has to be a solution.

SA: You're right Patricia. Molly and I have talked about where is the communication breakdown? Is the breakdown with IMACA not wanting to share the list, do parents not know what to do with the list? It's not a difficult fix, just who's going to take charge of this issue? How many slots within those seven providers are available and can we help make those connections? Once we have that information, we can create a plan of attack. One thing is that IMACA houses the Local Childcare Planning Council (LCPC). MCOE has proposed for this contract to return to MCOE so an entity fully invested in Mono County will run the LCPC. We will be notified in March if the contract is granted. If we get the contract MCOE can oversee IMACA as a Resource and Referral and oversee funding.

BG: Does the Council determine this?

SA: The IMACA executive director, Charles Broten, left it in the hands of LCPC to decide who will hold the contract next. They will vote on March 21<sup>st</sup>. I submitted a proposal with a mock budget showing the



funding being used in a more effective manner. I've been on the council before and know the work intimately.

MD: Part of the challenge is that I have to recuse myself from this vote because I'm an employee of MCOE, also does the IMPACT Coordinator. The rest of the people on the Council are fairly new, so I'm uncertain as to what their tendency is.

PR: That sounds like a good plan, the list is maybe not updated frequently and people don't know that IMACA is the place to go.

SA: The First 5 Commission can be a good resource on how to advise on improving the childcare resource access. Are there more needs? Does the LCPC need to find bilingual interns to translate for Spanish speaking providers? Maybe high school students could help translate for parents and providers and be a conduit for English speaking parents. I've always felt like IMACA is not invested in Mono County as far as childcare needs and quality.

PR: Or translation at social gatherings where in home providers come or at an open house for parents. To help facilitate the connections in the community.

MD: The challenge is IMACA is based out of Bishop and isn't ready to coordinate. They do a good job with the food distribution and I'd never want to lose that, but the childcare quality work and advocacy for childcare could be better served if the entity was in Mono County.

Bob was asking who the County LCPC members are so they could help advocate. Sofia Flores with MCBH and Jacinda Croissant from MCPH are the County employees on the LCPC.

### ***Child Safety***

MD: First 5 funds the Safe Kids Coordinator position housed by MCOE. We've been able to leverage state dollars to get helmets and car seats. It's been a wonderful collaboration with the police, fire department, public health, and others. The main events are our Health and Safety Fairs to distribute goods and information. The indicators and outcomes were not driven by this process [the strategic plan process], they were driven by what we were actually doing.

BG: Obviously, parents buy helmets and car seats separately from us, but as an estimate, if we believe 10% of children 0-5 don't have helmets or car seats, then we can count how many we did reach out of this assumed percentage. We can use national or state data. Indicator: estimate the percentage of kids 0-5 who don't have helmets versus the number we distribute.

PR: Or even just the number of helmets given away would be a concrete number.

## **4. Review Fiscal Plan**

MD: We review the 5 year fiscal plan every year; this is currently a draft for this year that will help inform the percentages we will allocate to each of our investment areas. I added columns on the right to show the difference between discretionary allocations versus overall allocation. I don't think there are any big surprises in this 5 year plan.

BG: Can you explain how you treated the CDBG grant? It's in here for the two years it has been granted because that's all we know.

MD: That may include childcare in our strategic plan since it's in our fiscal plan. The current CDBG funding level is around \$240,000, next year about \$270,000 forecasted. Then we will need to reapply for CDBG pending the federal government releasing the application, the County willing to apply with First 5, and ESUSD choosing to continue to operate the preschools. First 5 keeps about \$8,000 per year of the total grant for First 5 administration costs. Most of the grant is used to keep the two preschools open, which is a comfortable amount for them. The teachers are paid higher than IMACA preschool teachers since the preschools are operated through the school district.

BG: What's the basis for drop off of the Augmentation funding?

MD: The Small Population County Funding Augmentation (SPCFA) drops in FY 2021-2022, decreasing by \$50,000, an estimate based upon Mono County's decreasing birthrates. Our SPCFA baseline is \$350,000 based on a birthrate above 130 per year. When we fall below 130 births per year, which is expected, SPCFA is decreased to \$300,000 baseline. First 5 CA is reformulating the SPCFA and is receiving less revenue, which is to be passed down the allocation line to counties.

BG: Each year our deficit grows larger and we dip into the fund. We are at a crossroads at a few areas due to funding. I think from a strategy standpoint, I think the County is going to face tough decisions on our priorities. From the County perspective, my feelings, we need to talk about our priorities. The County spends \$100,000 buying fish every year which I fought to cut back and failed. We spend \$40-50,000 grants to small organizations, many of which could qualify for charitable philanthropic contributions. The fire districts get \$150,000 which is important but they also get property taxes. I have yet to be able to audit them to see if they are in a better surplus position than First 5 is. To me, it's a no brainer to say the County could be contributing \$100,000 a year to First 5. First 5 could raise money privately. The Oral Health program, for example, could be completely funded by MCPH since they have many funding opportunities from the state and feds. You can put people's names on the literacy programs. There's a lot of private money going to public lands in the County, which is great; but as we know, we have other needs in this County. The number one reason people don't give private money is because they are never asked. I don't think we have the money to hire a fundraiser. We need to think about a philanthropic program to reach donors.

TB: Are you getting any donations now?

MD: One time we received around \$80 at an event in Mammoth. But very rarely.

PR: Mammoth Lakes Housing is changing their fundraising strategy. One small thing we did was put a donate button on our website, or you can do facebook fundraisers. At least it puts the opportunity out there to donate to a cause you care about.

MD: The networking map that Commissioners created last meeting shows a broad reach and access to a lot of institutions able to help our cause. So thanks for your connections and helping in creating this network.

BG: As part of our strategic plan, initiate a philanthropic effort with a goal of raising \$20-\$25,000 annually. Molly and I should strategize about the First 5 presentation timing for the Board of

Supervisors. The BOS has talked about priorities, but childcare and First 5 programs are not high on the list. With the emphasis on recreation tourism bringing money and jobs, there's no place to live or have your child. John Wentworth says the tourist economy brings jobs, but the wages, housing, and childcare are not keeping up.

SA: I had a meeting with TOML representatives and I said it's *your* organization that needs the childcare, along with other businesses, the Hospital, the school district, the mountain. The childcare issue needs to be a concern for them. The Town Council member said it's not one of our priorities. Well, it should be.

BG: Yes, we're in the same boat. We're building a brand new building but can't afford to put childcare in there.

PR: We've talked about this before, but there's the new cannabis tax. I'm not sure if it has been decided what it is funding yet, both in the town and county. I think in Breckenridge, they take \$700,000 a year and fund childcare stipends for low income families to be able to afford private childcare facilities. That's just an example, I don't know if it's the cannabis or sales tax though. The Town [Mammoth] has been talking about doing a tax initiative for housing. That's something that First 5 could get involved in and benefit from.

BG: San Joaquin County linked their cannabis tax to childcare. The cannabis revenue is dribbling in. CA said they generated \$630 million in cannabis revenue in 2018, but they had estimated over a billion. If you look at CO, it has taken awhile. We have to do other things: TOT, TBID, cannabis will catch up, but these community issues should not depend on cannabis revenue. We only have one retail dispensary, one in process, and one approved cultivator, one in process. Everybody's at the trough for tax revenue and I think we should be at the table too.

SA: Sugar tax

BG: Sugar tax has been used to fund childcare in some areas, and many municipalities have made good progress, including Berkeley. But then the beverage control people put a measure on the ballot that said any tax or bond issue has to be passed by 2/3 majority. But if you pass the no sugar tax for ten years, we won't put that on the ballot. And the governor signed this, basically extortion. Berkeley has had this law for 4 years, soda consumption is down, water consumption is up, and businesses are doing fine.

SA: We had the business community on board here, ready to go for November 2020.

BG: It's another source for great children's programs.

MD: I'll include a section on leveraging other funds in the strategic plan based upon these comments.

BG: Before we face a deficit, maybe we can secure other private funding or County subsidies since it's a few years off. It would be a tragedy to have to cut back any programs.

TB: Does CSAC or your state organization have resonance or can you push the state for more money?

BG: I think the state is good about pushing these things in. It'll be interesting to see what comes out of the governor's talk. Will there be more money because of new money sources coming in?

MD: The First 5 Association has met with governor, a first. They're asking for any new funding allocations proposed for birth to 5 be funneled through First 5 since we have the infrastructure.

TB: There bills that merit advocacy. We have an advocacy arm in public health to push policy.

MD: The First 5 Association policy platform is coming out and then we can think about who has connections to advocate for bills.

## 5. Commissioner Reports

MD: I gave everyone questions to reflect on with the packet. If each Commissioner will reflect on what they've learned and mark their top three investments of First 5 in the case we would have to cut programs.

SA: I gave my top three to Kaylan.

BJ: As far as the needs in the community, childcare is a high need, childcare options for parents who want to attend events, any classes at the library or college; maybe partnering with other agencies for parents who cannot afford babysitting. Make sure services are being talked about with clients; more communication, coordination, and referral within our own agencies. How to better communicate our efforts? Provide information at churches, post offices, social media, meeting clients where they're at. Going to churches is a big success for MCBH.

JS: The needs for our children and families are early education, affordable childcare, preschools with aftercare hours or longer hours. Also for the families, sustainable wages for parents so they can afford childcare and to live here; adult education-how to be an educated person in order to help your child; To sustain our infrastructure beyond five years: prioritize the programs that we have now in case of funding cuts, seek out new partnerships to share responsibility. Communication: continue what we are doing with Pediatrics and the Hospital, more in schools, elementary schools still interact quite a bit with families that have younger kids, home visiting continued, increase social media presence, by print or interaction, digitally getting the word out. The Latino community use phones more than communities, so accessibility on phones.

PR: Unmet needs are access to safe and affordable housing, mental health-isolation and social engagement opportunities like Peapod, childcare; ways to better communicate: create resource list like the First 5 CA list, including an organization chart of agency relationships, a shiny tri-fold just for First 5 with all programs listed to put in the doctor's office, MCBH, MLH, other partners, Peapod having its own facebook page for posting the schedule, getting access to the list of in-home childcare providers, having a road show of First 5 services to get programs out there and present to Rotary, Mammoth Voices Group; an idea for childcare is having discussions of First 5's role at the Commission level, is it facilitation or operational role, thinking about creative ideas for childcare instead of a brand new center, we can do a co-op, what are other ways to provide childcare

BG: From a philanthropic viewpoint, the road show is a great idea.

TB: Childcare access and quality are huge ones. Maybe advocacy is a role First 5 can play. Priority programs are home visiting; in public health interest I want tobacco use to decrease conflicting with First 5 funding. Tobacco use is decreasing and then vaping came along.

BG: In the packet, there is one page from my brother who runs a non0-profit that focuses specifically on substance abuse and children. He did an extrapolation concerning children 0-5 that are affected to prenatal substance abuse exposure. From the data that's available, there could be 16-20 prenatally exposed births exposed annually, for a total of 80-100 in the birth to 5 population. MCBH may be aware of this since you are dealing with the children but also the parents. We aren't necessarily connecting the two or dealing with the two. I insisted that my brother provide this free of charge; so in terms of what we can do, his organization, Children and Family Futures, offers technical assistance on these issues on an evidence based approach. Our numbers are small, a good thing, but bad also because it's hard to nail down. We could really achieve progress, though, in reaching children and adults that are being missed. Or find out that in MCBH is reaching part of the population. It is an unmet need, even though we may be touching these children within all these programs or vice versa with the parent.

PR: I want to echo the same concern, the Hospital and MCPH survey showed the perception of the community about to health concerns are substance abuse, stress, and mental health, which are all connected. In all age ranges. If the kids are having parents with these problems and then they mimic those behaviors in school. How can we 0-5 have an impact on those families?

TB: The County approved the grant to support addiction. Closely related is the concept of ACEs – the stressors we use to evaluate families tie into ACEs, yet the questions on the ACE test are quite evasive and threatening. Worth keeping in mind.

BG: Communication: How do we learn about things in this community? By 2.5 newspapers, social media, radio stations. A lot of the feedback indicates person to person communication. Put an ad in the papers for a full six months and see if anyone says they saw it. If not, stop doing ads. The billboards along 395 have so much junk, so let's do what Inyo public health has done with the vaping billboard. A lot of us drive up and down 395 to LA. I heard that those billboards get 35,000 views a week. A lot of public organizations spend a lot of money on communicating without very little evidence it ever works. Who's listening, who's reading, is it word of mouth? There are people in the private sector who can help us with advertising strategies.

PR: We've talked about trying to build the advocacy of the Commission. I don't know if that's a strategic direction, but how can we be a stronger supportive board for the organization. How to do that I don't know.

BG: We have resort owners in the Board room arguing for fish. To be effective locally, we need to be in the BOS room, including parents and children. We can do that as a Commission.

PR: Also building a list of constituents, subscribers to our programs that would be willing to form an advocacy group. It's hard I know-we rarely get clients advocating for housing at MLH.

JS: That's a good idea.

KC: Molly reads written comments from Dr. Collins since she was unable to attend the meeting today.

Needs: quality childcare is an issue, it should be a priority. Vision services, no optometrist that takes Medi-Cal in the area, no vision screener in Pediatric clinic, although it's in next year's budget; lack of knowledge about nutrition and sugar intake which is contributing to obesity epidemic; Communication:

utilize the Pediatric clinic since all kids go through there; the American Academy of Pediatrics has grants available for \$10,000, maybe a class on nutrition for parents of kids under five.

MD: Thank you all for your thoughts and giving me some direction. The ACEs issue we think about a lot and we see it play out with our staff getting trained in trauma informed care. We've had local trainings on Strengthening Families, focusing on the strengths not the deficit side. It's embedded in the programs we offer and are seeking other partners to embed as well. I'll include a section on leveraging different types of funding streams, a big shift for the Commission. The state has encouraged small county directors to move away from programs and more towards system building, which takes up more of my staff time. Trying to get more money from different places takes my staff time away from other focuses I currently have, so it's a domino effect I need to think about. It may impact the budget in a different way in the beginning, maybe less funds at first in order to have more funds later. The communications piece: churches are something we have not tackled and it's good to hear MCBH has had success there, the webpage could be optimized to view better on the phone, posting to facebook is hard because of safety precautions with social media so I've opted to not post Peapod schedules on social media in the past. We've had clients with divorce issues so the more discretion there is as to where the kids are, the safer parents can feel. The substance abuse piece is big; I appreciate your brother's time thinking about this. There are babies born addicted in the County and our programs being voluntary, we don't always reach those families. Although partnering with CPS, they can practice the strong arm and we are the nice guy. To my knowledge, there is not a screening process for addiction until after the child is born. The resource list/org chart is an easy great idea. The community focus group suggested an agency round table to teach each other about our programs, a resource summit. I do feel like the community does word of mouth. Childcare is the most talked about issue from the Commission and the parents we serve. The conundrum of slots being open is hard to see because the providers are struggling financially. The sheer number of slots needed is daunting. I would like direction from the Commission because being an employee of MCOE puts me in the back seat of childcare issues since MCOE is spearheading this issue.

PR: About the childcare list: so you get the list, call the provider for the first time and they are all full, at what point does the parent call all the providers again? They might have an open slot but you don't know. Do a PSA on the radio saying there's a number of slots open, call IMACA to get the list. We need some way to publicize when those slots are open.

MD: As the Executive Director, I used to be very forceful in how I did things, trying to get a childcare open was the first thing I wanted to do. But I've learned I can't alienate partners, which happens if I come in trying to fix everything immediately. In this case, with the childcare list, the partner is IMACA and the alienation has happened. So I'm stuck as far as I know, but I would love to not be stuck.

BG: I don't know IMACA well, but they need to be not the bureaucracy that we fight with but the bureaucracy that breaks down the barriers. I'm still struggling with who is the place to go if you have a childcare need in Mono County. If it's IMACA, who decided that? It sounds like it's the result of the funding nature we have right now. The Childcare Planning Council was created to weed out this issue, to say how to solve this childcare issue, and I don't hear IMACA or the Council doing this.

TB: Would First 5 or MCOE have the staff resources to actually facilitate the childcare list?

MD: If MCOE gets the funding that IMACA currently has, then yes, there would be. All but three counties in the state hold this funding in the Office of Education. The Resource and Referral money from the state

goes to IMACA in order to provide the list to families. This problem is not unique to Mono County. To be a good partner, we'd still refer families to them right now since they have the funding. Since I feel I'm stuck with communicating or collaborating with IMACA, I would like to meet with the IMACA Director and Gardner.

BG: I'd be willing to do that. I don't feel any accountability from IMACA to the County because they have an independent funding stream. They don't have to come and beg, but they should be coming to us and asking for help.

PR: I can't believe we have these slots that the community can't access because they don't know about them.

BG: There's a gap in the communication, but maybe there's a bigger childcare problem above their threshold. But let's use the slots we do have.

TB: I'd be happy to join in, I know Charles Broten on a personal level. He came off the bench to try to save the organization and hasn't been able to retire since.

MD: Nobody has ill will and everyone is working hard, but there's just some stuff that needs to be talked about. I need support to do it and I don't want to go further down the path of alienating them.

## **6. Updated Draft 2019-2024 First 5 Mono Strategic Plan & 7. Director Report**

MD: It looks like we've established our top three priorities: Home Visiting, Peapod, and Childcare Quality. [based upon Commissioner priority rating] Last time it was Home Visiting, Peapod, and School Readiness. Childcare Quality is the upstream investment of School Readiness.

MD: Are there any comments or input regarding the changes I've put into the draft plan? Or you can get me a copy of suggested edits.

PR: How are you feeling about the comments on new initiatives and workload; also the funding trend in the next five years?

MD: This five year fiscal plan and declining revenues has always looked this way but we've always found revenue and haven't dipped into reserves. I am a fiscal conservative so I prepare for the worst, as the Commission has chosen to go with that kind of fiscal forecasting. The plans from the past fifteen years all look like this and we've still never cut a program thus far. I do think the Summer Bridge continuation is in question; if we are investing in programs with good outcomes.

BG: Collins said she sees nutrition issues at Pediatrics, we could do something with that in Home Visiting or Peapod.

TB: Is nutrition covered in Home Visiting?

MD: Yes, but there's a lot to cover in the Home Visiting program. But if we have PAT model fidelity, we could cover more nutrition topics with the increase in visits.

BG: How much does it cost to implement to model fidelity? Increasing visits improves outcomes.

MD: I want to say double the current costs, perhaps \$300,000 total.

BG: That's not unthinkable.

PR: Outside of Home Visiting, we could do a nutrition based social event for kids ages 2-5, or at Peapod, start a nutrition club outside of Peapod.

MD: I applied for a farm to preschool grant a few years ago and we did a community garden in Lee Vining with the preschoolers. I should ask the Hospital nutritionist to come to Peapod. In Mammoth, the CSA went to childcare providers and showed the kids how to slice fruit and vegetables. And in focus groups, parents seek more opportunities to gather. We have had success with Potter the Otter nutrition information with kids and parents. Often, we organize an event and nobody attends; another reason that Home Visiting can be more effective, in-home contact.

TB: We can consider what Doctor Collins doing already in Pediatrics for nutrition and what can we do to help her? There's so many already existing programs, screenings, paperwork, etc

PR: I didn't see Café Mom in here, where does it fit in?

MD: It's part of our Home Visiting program and Café Mom fits into the group component for following PAT-12 group meetings per year, which is also fulfilled by Peapod.

BJ: You also do assessments right? I participated in Home Visiting and it really saved me with post partem depression. They refer for parents and kids to behavioral health; administer assessments, including post-partem depression.

MD: The Edinburgh screening is the gold standard but we ask just two questions to decide to refer for post-partem and we do refer to counseling, for either parent. We ask all families this for the first year.

**Meeting adjourned at 2:50 pm.**

**The Commission's next meeting is March 28, 2:30 pm-4:30 pm, in the Mono County Office of Education Conference Room, 451 Sierra Park Rd, Mammoth Lakes.**



## 2019 First 5 Association Bill Tracker

Updated: April 17, 2019

Questions? Contact Margot Grant Gould at [margot@first5association.org](mailto:margot@first5association.org) or 510.227.6968.

Family Resiliency				
Bill Number	Author	Description	Position	Status
SB 135	Jackson (D-Santa Barbara)	<p><i>Disability Compensation: Paid Family Leave</i> Current law prohibits an employer with 50 or more employees in a 75 - mile radius to refuse to grant an employee a request to take up to 12 weeks of unpaid leave for family care and medical leave if the employee worked 1,250 hours in the prior 12 months. Current law includes within "family care and medical leave" the birth, adoption, or foster care placement of a child and the serious health condition of the employee's child, parent, or spouse. This bill would expand the scope of those provisions to instead prohibit an employer with 5 or more employees to refuse to grant an employee a request to take up to 12 weeks of unpaid leave for family care and medical leave if the employee had 180 days of service with the employer.</p> <p><i>Sponsored by Legal Aid at Work, CA Work &amp; Family Coalition &amp; First 5</i></p>	Support	Senate Labor, Public Employment and Retirement
AB 1593	Reyes (D-San Bernardino)	<p><i>Personal Income Taxes: earned income credit</i> This bill would require the taxpayer and the qualifying child to have a social security number or a federal individual taxpayer identification number in order to be eligible for the earned income tax credit.</p>	Support	Asm Rev & Tax
SB 464	Mitchell (D-LA)	<p><i>CA Dignity in Pregnancy &amp; Childbirth Act</i> This bill would make legislative findings relating to implicit bias and racial disparities in maternal mortality rates. The bill would require a hospital that provides perinatal care, and an alternative birth center or a primary clinic that provides services as an alternative birth center, to implement an implicit bias program, as specified, for all health care providers involved in perinatal care of patients within those facilities. The bill would require the health care provider to complete initial basic training through the program and a refresher course every 2 years thereafter, or on a more frequent basis if deemed necessary by the facility. This bill contains other related provisions and other existing laws.</p>	Support	Sen Appropriations

ACR 1	Bonta (D-Alameda)	<p><i>Immigration: public charges</i></p> <p>This measure would condemn regulations proposed by the Department of Homeland Security to prescribe how a determination of an alien's inadmissability is made based on the likelihood that the alien will become a public charge. This measure would also urge the federal government to reconsider and roll back the proposed regulations.</p>	Support	Sen Human Services
<b>Comprehensive Health &amp; Development</b>				
AB 1004	McCarty (D-Sacramento)	<p><i>Medi-Cal: Developmental screenings</i></p> <p>Would require, consistent with federal law, that screening services provided as an EPSDT benefit include developmental screening services for individuals zero to 3 years of age, inclusive. The bill would require the department to ensure a Medi-Cal managed care plan's ability and readiness to perform these developmental screening services, and would require the department to adjust a Medi-Cal managed care plan's capitation rate, as specified. Until July 1, 2023, the bill would require an external quality review organization entity to annually review, survey, and report on managed care plan reporting and compliance with specified developmental screening tools and schedules.</p> <p><i>Sponsored by First 5 Association, First 5 LA, Children Now</i></p>	Support; Co-Sponsor	Asm Appropriations
AB 898	Wicks (D-Berkeley)	<p>Currently, less than 5 percent of eligible children receive mental health services under the Medi-Cal program, and fewer than 3 percent receive ongoing clinical treatment. These estimates do not account for the children whose behavioral health needs diverge from strict diagnostic criteria required under EPSDT, many of which affect so many low-income children.</p> <p>This bill would create the Children's Behavioral Health Action Team to identify strategies and ways to connect children to critical behavioral health and EPSDT services. The First 5 Association or a designee is named as one of the 30 stakeholders in this group.</p> <p><i>The bill is sponsored by the California Children's Trust.</i></p>	Support	Asm Health

Quality Early Learning				
AB 124	McCarty (D-Sacramento)	<p><i>Preschool Facilities Bond Act of 2020</i></p> <p>This bill would enact the Preschool Facilities Bond Act of 2020 which, if approved by the voters, would authorize the issuance of bonds in the amount of \$500,000,000 pursuant to the State General Obligation Bond Law to finance a preschool facility grant program.</p>	Support	Asm Education
AB 125	McCarty (D-Sacramento)	<p><i>Early Childhood Education: reimbursement rates</i></p> <p>This bill would provide that it is the intent of the Legislature to enact legislation that would establish a single regionalized state reimbursement rate system for childcare, preschool, and early learning services that would achieve specified objectives.</p> <p><i>Sponsored by First 5 CA, CCRC, and EveryChild CA</i></p>	Support	Asm Education
AB 194	Reyes (D-San Bernardino)	<p>Childcare and development services</p> <p>Would state the intent of the Legislature to enact legislation to appropriate \$1,000,000,000 to immediately improve access to alternative payment programs and general childcare and development programs</p>	Support	Asm Appropriations
AB 197	Weber (D-San Diego)	<p><i>Full-day Kindergarten</i></p> <p>Would require, commencing with the 2022–23 school year, schools in school districts offering kindergarten and charter schools serving pupils in early primary grades to implement a full-day kindergarten program, thereby imposing a state-mandated local program. The bill would provide that a minimum school day for full-day kindergarten is the same number of minutes per school day that is offered to pupils in 1st grade.</p>	Support	Asm Appropriations

AB 452	Mullin (D-South San Francisco)	<p><i>Childcare, facilities: grants</i></p> <p>Current law requires that a local educational agency or a contracting agency using facilities purchased by the use of funds from the Child Care Facilities Revolving Fund be charged a leasing fee, as provided, over a 10-year period. Current law requires title to be transferred from the State of California to the local educational agency or contracting agency upon full repayment of the purchase and relocation costs. Current law requires the Superintendent to deposit all revenue derived from the lease payments or renovation or repair loan repayments into the Child Care Facilities Revolving Fund. This bill would repeal that loan program, except as provided, and would require all moneys in the Child Care Facilities Revolving Fund as of December 31, 2019, to be transferred to the California Childcare Facilities Grant Fund, which would be established by this bill to fund a grant program administered by the State Department of Education.</p>	Support	
SB 174	Leyva (D-Chino)	<p><i>Early Childhood Education: reimbursement rates</i></p> <p>This bill would provide that it is the intent of the Legislature to enact legislation that would establish a single regionalized state reimbursement rate system for childcare, preschool, and early learning services that would achieve specified objectives.</p> <p><i>Sponsored by First 5 CA, CCRC, and EveryChild CA</i></p>	Support	Sen Education



**RESOLUTION NO. R19-\_\_**

**A RESOLUTION OF THE MONO COUNTY BOARD OF SUPERVISORS  
RESOLVING AND ORDERING THE COUNTY TO SIGN ON TO THE CALL  
TO ACTION TO PRIORITIZE AND INVEST IN PRENATAL-TO-THREE  
EFFORTS THAT PROMOTE A HEALTHY START AT BIRTH, SUPPORT FOR  
FAMILIES WITH INFANTS AND TODDLERS AND HIGH-QUALITY CARE  
AND LEARNING ENVIRONMENTS BY UTILIZING THE RESOURCES  
AVAILABLE THROUGH NACO AND THE NCIT**

**WHEREAS**, Counties routinely provide an array of programs and services to an estimated 16 million children ages birth to three in the United States; and in 2017 about 29 percent of counties had more than a quarter of all children living in poverty; and

**WHEREAS**, The most rapid period of brain development occurs within the first years of life with the brain developing faster from birth to age three than at any later period in life, building the foundation for all future learning, behavior and health; and as toddlers receive what their growing brains need, they become healthy children who are confident, empathetic and ready for school and life; and programs and policies that support healthy development from birth to age three result in better social, economic and health outcomes and build a more productive workforce that strengthens our economy now and in the future; and

**WHEREAS**, Parents are a child's most important caregivers and play the lead role in their child's healthy development; at the same time, communities and governments can effectively provide families with an array of comprehensive support at an especially critical time; and

**WHEREAS**, Programs and policies should start early to ensure healthy beginnings at birth, support families with infants and toddlers and make high-quality child care and learning environments more accessible and affordable to all; and

**WHEREAS**, High-quality child care is often unavailable or unaffordable for parents who need it, and many families are not connected to networks or early childhood supports that can offer guidance and confidence to navigate the earliest months and years of their children's lives; and

**WHEREAS**, Mono County takes pride in its responsibility to protect and enhance the health, welfare and safety of residents in cost-effective ways and especially for the 430 children birth to three in the County; and

1       **WHEREAS**, Research shows that when we invest in the first three years of a child's life the  
2 returns for the community are the highest, and we can reduce the need for more expensive  
3 interventions later; and

4       **WHEREAS**, Research also shows that high-quality early childhood development programs  
5 can deliver an annual return of up to 13 percent per child on upfront costs through better outcomes  
6 in education, health, employment and social behavior in the decades that follow; and economists  
7 attribute local economic growth and prosperity to high-quality early child care programs; and

8       **WHEREAS**, only 50% of Mono County children are school-ready upon entering  
9 kindergarten and the County seeks to improve these school readiness rates; and

10       **WHEREAS**, the National Association of Counties (NACo) and other national  
11 organizations joined the National Collaborative for Infants and Toddlers (NCIT), a project of the  
12 Pritzker Children's Initiative (PCI), in a groundbreaking partnership to work with communities and  
13 states across the country to focus on early childhood development for young children from birth to  
14 three.

15       **NOW, THEREFORE, BE IT RESOLVED AND ORDERED by the Mono County Board of**  
16 **Supervisors to sign on to the Call to Action to prioritize and invest in prenatal-to-three efforts**  
17 **that promote a healthy start at birth, support for families with infants and toddlers and high-quality**  
18 **care and learning environments and utilize the resources available through NACo and the NCIT to:**

- 19       • Be a champion for change by prioritizing and investing in high-quality birth-to-three  
20 childcare so children, families and communities can thrive;
- 21       • Designate an early childhood leader with authority to coordinate and maximize County  
22 services to optimize child and family outcomes and leverage additional resources;
- 23       • Convene or draw on a diverse team of leaders, decision-makers and community stakeholders  
24 committed to early childhood investments;
- 25       • Take an inventory of local programs and services for children and families;
- 26       • Create a plan with measurable outcomes to implement, shift and enhance evidence-based  
27 approaches that promote a comprehensive and equitable continuum of care that begins  
28 before birth and spans into adulthood, with specific recommendations for children under  
29 three and their families;
- 30       • Leverage local, state and federal investments and explore innovative funding strategies and  
31 revenue streams to support early childhood programming; and
- 32       • Promote prenatal-to-three policies, best practices and cross coordination to improve child  
and family outcomes as well as service delivery and efficacy in government through  
streamlined processes.

31       **PASSED, APPROVED and ADOPTED** this \_\_\_\_\_ day of \_\_\_\_\_, 2019, by the  
32 following vote, to wit:

**AYES:**  
**NOES:**  
**ABSENT:**  
**ABSTAIN:**

\_\_\_\_\_  
John Peters, Chair  
Mono County Board of Supervisors

ATTEST:

APPROVED AS TO FORM:

\_\_\_\_\_  
Clerk of the Board

\_\_\_\_\_  
County Counsel

May 16, 2019

Ms. Helen Nunn  
Assistant Clerk-Recorder-Registrar of Voters  
P.O. Box 715  
Bridgeport, CA 93517

**RE: BOS Re-Appointments of Bertha Jimenez and Stacey Adler, PhD to the First 5 Mono County Children and Families Commission**

Dear Ms. Nunn:

The First 5 Mono County Executive Director respectfully requests that the Board of Supervisors re-appoint Bertha Jimenez to the First 5 Mono County Children and Families Commission to serve a three-year term, commencing June 3, 2019, and expiring June 4, 2022; and Dr. Stacey Adler, Superintendent of Schools, until she no longer holds the position of Superintendent of Schools.

In accordance with Mono County Code Chapter 7.90.050, Ms. Jimenez will serve under the following membership category: *A person responsible for management of the following county functions: children's services, public health services, behavioral health services, social services and tobacco and other substance abuse prevention and treatment services* and Dr. Adler will serve under the following membership category: *one member shall be the county superintendent of schools, as an educator specializing in early childhood development.*

Thank you for your consideration of this request.

Respectfully,

Molly DesBaillets  
Executive Director  
First 5 Mono County

cc: Bob Gardner, First 5 Mono County Chair  
Christy Milovich, Mono County Counsel

**Bob Gardner**  
Commission Chair  
Mono County Board of  
Supervisors

**Stacey Adler, PhD**  
Commission Vice-Chair  
Mono County Superintendent of  
Schools

**Jeanne Sassin**  
Commission Secretary  
Teacher  
Lee Vining Elementary School

**Dr. Tom Boo**  
Mono County Health Officer

**Dr. Kristin Collins**  
Pediatrician  
Mammoth Hospital

**Bertha Jimenez**  
Case Manager III  
Mono County Behavioral Health

**Patricia Robertson**  
Grant and Financial Associate  
Mammoth Lakes Housing

**Molly DesBaillets, MA**  
Executive Director

*Providing leadership in sustaining a network of support for all children, ages 0 through 5 years, and their families. Partnering with the community to improve outcomes in children's health, safety and learning.*

P.O. Box 130 ♦ Mammoth Lakes, CA 93546  
760-924-7626 ♦ 760-934-8443 (fax) ♦ [mdesbaillets@monocoe.org](mailto:mdesbaillets@monocoe.org) [monokids.org](http://monokids.org)



**MEMORANDUM OF UNDERSTANDING BETWEEN THE MONO COUNTY  
CHILDREN & FAMILIES COMMISSION AND MONO COUNTY DEPARTMENT OF SOCIAL  
SERVICES FOR THE PROVISION OF HOME VISITING 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 work with the Mono County Social Services for the provision of evidence-based home visiting, 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 County, upon its request, those services and work set forth in Attachment A, attached hereto and by reference incorporated herein. Requests by the County 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 County's need for such services. The County makes no guarantee or warranty, of any nature, that any minimum level or amount of services or work will be requested of the Contractor by the County under this Agreement. By this Agreement the County incurs no obligation or requirement to request from Contractor the performance of any services or work at all, even if the County should have some need for such services or work during the term of this Agreement.

Services and work provided by the Contractor at the County'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 **January 1, 2019** to **June 30, 2020** unless sooner terminated as provided below.

**3. CONSIDERATION**

A. Compensation. County 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 County'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 County 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 County, 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 County to Contractor for services and work performed under this Agreement shall not exceed **ten thousand (\$10,000) in any 6 month period** (hereinafter referred to as "Contract Limit"). County 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 County, on a monthly basis, an itemized statement of all services and work described in Attachment A, which were done at the County's request. The statement to be submitted will cover the period from the first (1st) day of the preceding month through and including the last day of the preceding month. Alternatively, Contractor may submit a single request for payment corresponding to a single incident of service or work performed at the County's request. All statements submitted in request for payment shall identify the date on which the services and work were performed and describe the nature of the services and work which were performed on each day. Invoicing shall be informative but concise regarding services and work performed during that billing period. Upon finding that Contractor has satisfactorily completed the work and performed the services as requested, the County shall make payment to Contractor within 30 days of its receipt of the itemized statement. Should the County determine the services or work have not been completed or performed as requested and/or should Contractor produce an incorrect statement, the County shall withhold payment until the services and work are satisfactorily completed or performed and/or the statement is corrected and resubmitted.

F. Federal and State Taxes.

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

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

(4) The total amounts paid by County 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 County. 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 County to

ensure that all services and work requested by County under this Agreement will be performed within the time frame set forth by County.

## **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 County. 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 County as to what licenses, certificates, and permits are required to perform the services identified in Attachment A, County 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. County 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 County. 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 County pursuant to this Agreement is, and at the termination of this Agreement remains, the sole and exclusive property of the County. Contractor will use reasonable care to protect, safeguard and maintain such items while they are in Contractor's possession. Contractor will be financially responsible for any loss or damage to such items, partial or total, that is the result of Contractor's negligence.

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

## **8. WORKERS' COMPENSATION**

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

C. 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.

D. 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 County. 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 County, except as expressly provided by law or set forth in Attachment A. No agent, officer, or employee of the County is to be considered an employee of Contractor. It is understood by both Contractor and County 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 County only for the requirements and results specified in this Agreement, and except as expressly provided in this Agreement, shall not be subjected to County’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 County.

## **11. DEFENSE AND INDEMNIFICATION**

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

## **16. DEFAULT**

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

## **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 County 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 County, or who has been an adverse party in litigation with the County, and concerning such, Contractor by virtue of this Agreement has gained access to the County'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 County 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, County 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 County 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  
PO Box 130  
Mammoth Lakes, CA 93546

**Mono County Social Services:**

Kathryn Peterson, Director  
PO Box 2969  
Mammoth Lakes, CA 93546

### **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 \_\_\_\_\_, \_\_\_\_.**

**COUNTY OF MONO**

**MONO COUNTY**

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

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

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

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



APPROVED AS TO FORM:

---

County Counsel

APPROVED BY RISK MANAGEMENT:

---

Risk Manager

## ATTACHMENT A

### MEMORANDUM OF UNDERSTANDING BETWEEN THE MONO COUNTY CHILDREN & FAMILIES COMMISSION AND MONO COUNTY DEPARTMENT OF SOCIAL SERVICES FOR THE PROVISION OF HOME VISITING SERVICES

#### TERM:

**FROM: January 1, 2019      TO: June 30, 2020**

#### SCOPE OF WORK:

Under the terms of this Agreement, Contractor shall provide evidence-based home visiting services to families through the CDSS Home Visiting Initiative (HVI) (included as **Attachment C** and incorporated herein by this reference).

The Commission agrees to perform services as required by Social Services, including but not limited to those listed below, and shall provide the necessary qualified personnel to perform said services.

The Commission shall conduct the following home visiting services:

- Offer twice a month visits to up to **4 CalWORKS** Families at a time plus up to 5 other families as determined in collaboration with Mono County Social Services for a duration of at least two years.
- Provide at least one developmental screening per child per year.
- Provide home visits using the Parents as Teachers evidence-based model.
- Quality control procedures shall include monthly reflective supervision and file review.

In addition to the above, the Commission shall:

- Submit quarterly reports & Invoices to Mono County Social Services October 15<sup>th</sup>, January 15<sup>th</sup>, April 15<sup>th</sup>, and July 10<sup>th</sup> for the prior quarter of each year the agreement is in effect.
- Complete visit write ups for each visit.
- Maintain a database with all service information including referrals, services accessed, demographics, and screenings.

#### **Data collection and evaluation components:**

Commission shall:

- Collect data, as specified by the CDSS, for the purpose of informing a state-sponsored longitudinal study and evaluation. The information must include but is not limited to:

(A) Rates of children receiving regular well-child check-ups and, if available, immunization rates according to American Academy of Pediatrics Bright Futures guidelines; (B) Rates of children receiving developmental screening and referrals for further assessment; (C) Rates of participation in early learning programs; (D) Service referrals by type; (E) Services accessed by type; (F) Number of home visits completed, including data on duration of families' enrollment in home visiting services; (G) Parental

satisfaction with their gains in parenting skills and knowledge; (H) Food and housing stability; (I) Workforce training, employment and financial stability; (J) Participation in educational programs or English as a Second Language programs, or both, if applicable; (K) Access to immigration services and remedies; (L) Indicators of home visiting program workforce capacity, including demographics, characteristics, composition, including employer and certification status, and future training needs of the home visiting workforce; (M) Child welfare referrals and outcomes; and, (N) Additional descriptive and outcome indicators, as appropriate.

- Collect and provide all data required by CDSS related to the outcomes of participants and children, including by race, ethnicity, national origin, and primary and secondary language. The data will include program outcomes for the parents and children served in the program.
- Protect the personal information of individuals and families collected or maintained against loss, unauthorized access, and illegal use or disclosure, consistent with applicable state and federal laws.

#### **Home Visitor Training:**

Commission will ensure home visitors receive training in the following areas before providing services to a CalWORKs recipient: (A) CalWORKs, Medi-Cal, CalFresh, Special Supplemental Nutrition Program for Women, Infants, and Children (WIC), and other programs, with county-specific information about how the home visitor can help a parent access additional services for which he or she may be eligible and troubleshoot problems with benefits or eligibility that would impact his or her access to services; (B) demographics of the population served and the supports and services available for CalWORKs recipients.

#### **Data Sharing:**

Home Visitors will obtain a signed Release of Information from a HVI family before discussing cases with DSS caseworkers, and CalWORKs caseworkers will obtain a signed Release of Information from a HVI family before discussing cases with First 5 Home Visitors. Data will be otherwise reported to DSS without identifying information. Data sharing for the purposes of the HVI will be collected and reported in a timely manner to DSS. The specific steps to ensure data is kept secure and confidential will be determined by the parties.

In addition, all confidential data not returned when the use authorized ends will be destroyed in accordance with approved methods of confidential destruction (via shredding, burning, certified or witnessed destruction, or degaussing of magnetic media). All confidential data will be protected from unauthorized use and disclosure through the observance of the same or more effective means as that required by the State Administrative Manual Sections 5300-5399, Civil Code Section 1798 et seq., Welfare and Institutions Code Section 10850, and other applicable federal and/or State laws governing individual privacy rights and data security.

## ATTACHMENT B

### MEMORANDUM OF UNDERSTANDING BETWEEN THE MONO COUNTY CHILDREN & FAMILIES COMMISSION AND MONO COUNTY DEPARTMENT OF SOCIAL SERVICES FOR THE PROVISION OF HOME VISITING SERVICES

#### TERM:

**FROM: January 1, 2019      TO: June 30, 2020**

#### SCHEDULE OF FEES:

#### PAYMENT

ESTIMATED COST: January 1, 2019 – June 30, 2019 (6 months)

<b>Expense</b>	<b>Description</b>	<b>Cost</b>
F5 Mono Home Visiting Staff	50% FTE (divided by 4 home visitors, 12.5% for each individual	\$5,000
F5 Mono Home Visiting Benefits	Not to exceed \$400/day for 3 days per individual	\$2,000
Travel and Training	Not to exceed \$275 per day for 14 days \$3,850	\$3,000
<b>Total</b>		<b>\$10,000</b>

ESTIMATED COST: July 1, 2019 – June 30, 2020 (12 months)

<b>Expense</b>	<b>Description</b>	<b>Cost</b>
F5 Mono Home Visiting Staff	50% FTE (divided by 4 home visitors, 12.5% for each individual	\$10,000
F5 Mono Home Visiting Benefits	Not to exceed \$400/day for 3 days per individual	\$4,000
Travel and Training	Not to exceed \$275 per day for 14 days \$3,850	\$6,000
<b>Total</b>		<b>\$20,000</b>



April 24, 2019

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 Bridgeport, CA hereinafter called “MCCS” and First 5 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 Child Development Center, IMPACT Program hereinafter referred to as the “Program” located aboard the Marine Corps Mountain Warfare Training Center (MCMWTC) in Bridgeport, California beginning August 1, 2018 ending June 30, 2019.

**4. Scope of the Agreement.**

**a. SPONSOR** agrees to provide:

- 1) Up to Three Thousand Six Hundred dollars (\$3,600.00) with a minimum of Two Thousand Dollars (\$2,000.00) for the continuing education of the staff and children at the Child Development Center involved in the IMPACT program for the remaining 2018-2019 school year.
- 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) Completion of all required trainings, surveys, and educational classes as outlined in the IMPACT program.
- 2) Distribution of 2018-2019 school years' Ages and Stages Questionnaire results to all installation families.
- 3) End of 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.
- 4) 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 2018-19, 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.

5. **Payment Terms:** **SPONSOR** agrees to provide up to Three Thousand Six Hundred Dollars (\$3,600.00) with a minimum of Two Thousand Dollars (\$2,000.00) as stated in Agreement Section 4.a., as follows

- a. Up to Three Thousand Six Hundred Dollars (\$3,600.00) with a minimum of Two Thousand Dollars (\$2,000.00) due on or before July 31, 2019.

**The SPONSOR is to make any and all checks payable to MCCS. Please include SP 19-020 on the Memo or Reference line of your check. Payment shall only be mailed to the address provided below:**

MCMWTC  
MCCS Admin  
HC83, Bldg 6002  
Bridgeport, CA 93517  
Attention: Accounting Barbra Stone

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, Chapter 71. 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 Contracting Officer's Final Decision, SPONSOR mails or otherwise furnishes the Contracting Officer a written appeal (two copies) addressed to the Director, MCCS, Twentynine Palms, CA. The decision of the Director is final and conclusive and not subject to further appeal.

For **SPONSOR**:

For **MCCS**:

For **MCCS**:

56 of 115



DATE: February 27, 2019 Item#7c, Mtg Date 5/16/19  
PROGRAM: First 5 IMPACT (Improve and Maximize Programs so All Children Thrive )  
CONTROL NO.: LAA-First 5 IMPACT 2015-22 A04  
Amendment 4

## AMENDED LOCAL ASSISTANCE AGREEMENT FOR FIRST 5 CALIFORNIA FUNDS

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

Name of Lead Agency	First 5 Mono County		
The term of this Agreement is	July 1, 2015	through	June 30, 2020
The maximum amount of this Agreement is:	\$319,213.00		

The parties mutually agree to this Amendment as follows: In accordance with First 5 IMPACT RFA, the Contractor has met requirements to receive Incentive Layer Funding in the amount of \$9,000.00. Therefore, the amount of this Agreement is increased to \$319,213.00.

Exhibit B is revised as follows:

Exhibit B. 1. Budget (First Paragraph) The Contractor is authorized to expend up to \$319,213.00 for the term of this Agreement.

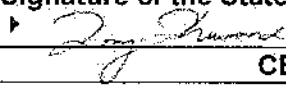

Exhibit B. 5. Cost Limitation (A) The total amount of this Agreement shall not exceed \$319,213.00

All other terms and conditions previously agreed to shall remain the same and in full force and effect.

In Witness Whereof, this agreement has been executed by the parties identified below:				
STATE OF CALIFORNIA		LEAD AGENCY		
AGENCY NAME		LEAD AGENCY NAME		
First 5 California		First 5 Mono County		
BY (Authorized Signature)	DATE SIGNED	BY (Authorized Signature)	DATE SIGNED	
PRINTED NAME AND TITLE OF PERSON SIGNING		PRINTED NAME AND TITLE OF PERSON SIGNING		
Frank Furtek, Chief Deputy Director & Counsel		Molly DesBaillets, Executive Director		
ADDRESS		ADDRESS		
2389 Gateway Oaks Drive, Suite 260 Sacramento, CA 95833-4247		365 Sierra Park Road, Building M Mammoth Lakes, CA 93546		
First 5 California Office Use Only:				
Fund Title	ITEM	F.Y.	Projected Allocation	Amount Encumbered by this Document
Unallocated	4250-0639-1998.601-99	2015/16	22,212.00	\$319,213.00
Unallocated	4250-0639-1998.601-99	2016/17	57,145.00	
Unallocated	4250-0639-1998.601-99	2017/18	79,767.00	
Unallocated	4250-0639-1998.601-99	2018/19	97,962.00	
Unallocated	4250-0639-1998.601-99	2019/20	62,127.00	
				Object Code-PCA
AGREEMENT TOTAL:			\$319,213.00	4250-5432000.926-99916
I CERTIFY upon my own personal knowledge that funds are available in the current budget year for the period and purpose of the expenditure stated above.				
ACCOUNTING OFFICER'S SIGNATURE			DATE SIGNED	

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

## 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>		
18		14092 14872		26800	01 05		
<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> Quality Counts California 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>	
	\$6,493 \$361		\$6,854		7/1/2018	9/30/2019	
<b>CFDA Number</b>	<b>Federal Grant Number</b>	<b>Federal Grant Name</b>			<b>Federal Agency</b>		
93.575	G1801CACCDF G1901CACCDF	Child Care and Development Fund			USDHHS		
I am pleased to inform you that you have been funded for the fiscal year 2018–19 Quality Counts California (QCC) Quality Rating and 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: right;">             Helen Toy, Staff Services Analyst              Quality Improvement Office              California Department of Education              1430 N Street, Suite 3410              Sacramento, CA 95814-5901           </div>							
<b>California Department of Education Contact</b>				<b>Job Title</b>			
Helen Toy				Staff Services Analyst			
<b>E-mail Address</b>					<b>Telephone</b>		
htoy@cde.ca.gov					916-324-8296		
<b>Signature of the State Superintendent of Public Instruction or Designee</b>					<b>Date</b>		
					February 1, 2019		
<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: 18-14092/14872-26800-01/05  
February 1, 2019  
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/r/i/>.
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 34 of the fiscal year 2018–19 QCC 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 QCC QRIS Block Grant funds is required to use the funds only for the intended purposes of this grant.
- Ninety percent of each grant award will be disbursed when all Grant Award Notifications have been signed and returned to the CDE.
- 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, 2018 – February 28, 2019	March 28, 2019
March 1, 2019 – September 30, 2019	December 31, 2019

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 QCC Consortium Annual Performance Report, which reflects all QRIS activities within their respective county or region.





DATE: January 1, 2019 Item#7e, Mtg Date 5/16/19  
PROGRAM: Regional Coordination and Training  
and Technical Assistance (T&TA)  
Hubs  
CONTROL NO.: LAA T&TA Hub 2016-06 A02  
(Region 6)

**AMENDED LOCAL ASSISTANCE AGREEMENT FOR FIRST 5 CALIFORNIA FUNDS**

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

Name of Lead Agency	First 5 Mono		
The term of this Agreement is	July 1, 2016	through	June 30, 2020
The maximum amount of this Agreement is:	\$417,512.00		

The parties mutually agree to this amendment as follows. In accordance with the First 5 IMPACT Regional Coordination and Training and Technical Assistance Hubs Request for Application (RFA), the Contractor will receive additional Data System Funds in the amount of \$8,400.00. Therefore, the amount of this agreement is increased to \$417,512.00. All other terms and conditions shall remain the same and in full force and effect.

In Witness Whereof, this agreement has been executed by the parties identified below:			
STATE OF CALIFORNIA		LEAD AGENCY	
AGENCY NAME First 5 California		LEAD AGENCY NAME aka CONTRACTOR First 5 Mono	
BY (Authorized Signature) 	DATE SIGNED	BY (Authorized Signature) 	DATE SIGNED
PRINTED NAME AND TITLE OF PERSON SIGNING Frank Furtek, Chief Deputy Director and Counsel		PRINTED NAME AND TITLE OF PERSON SIGNING Molly DesBaillets, Executive Director	
ADDRESS 2389 Gateway Oaks Drive, Suite 260 Sacramento, CA 95833-4247		ADDRESS 365 Sierra Park Road, Bldg. M Mammoth Lakes, CA 93546	

First 5 California Office Use Only:				
Fund Title	ITEM	F.Y.	Projected Allocation	Amount Encumbered by this Document
Unallocated	4250.5432000.926.0639	15/16		\$417,512.00
Unallocated	4250.5432000.926.0639	16/17	\$26,276.00	
Unallocated	4250.5432000.926.0639	17/18	\$109,525.81	
Unallocated	4250.5432000.926.0639	18/19	\$141,659.00	
Unallocated	4250.5432000.926.0639	19/20	\$140,051.19	
				Object Code-PCA
AGREEMENT TOTAL:			\$417,512.00	4250-5432000.926-99916
I CERTIFY upon my own personal knowledge that funds are available in the current budget year for the period and purpose of the expenditure stated above.				
ACCOUNTING OFFICER'S SIGNATURE			DATE SIGNED	

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

## Grant Award Notification

<b>GRANTEE NAME AND ADDRESS</b> Mono County Children and Families Commission 365 Sierra Park Road, Building M Box 130 Mammoth Lakes, CA 93546		<b>CDE GRANT NUMBER</b>			
		<b>FY</b>	<b>PCA</b>	<b>Vendor Number</b>	<b>Suffix</b>
		18	14130 14092	26800	03 01
<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</b>	26
<b>Telephone</b> 760-924-7626		5035		8290	<b>INDEX</b>
<b>Name of Grant Program</b> Quality Counts California Regional Certification and Coordination 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>
	\$1,750 \$875		\$2,625		07/01/2018
<b>CFDA Number</b>	<b>Federal Grant Number</b>	<b>Federal Grant Name</b>			<b>Federal Agency</b>
93.575	G1801CACCCDF G1901CACCCDF	Child Care and Development Fund			USDHHS
I am pleased to inform you that you have been funded for the Quality Counts California Regional Certification and Coordination Grant for fiscal year 2018–19.					
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:					
Helen Toy, Staff Services Analyst Early Education and Support Division California Department of Education 1430 N Street, Suite 3410 Sacramento, CA 95814-5901					
<b>California Department of Education Contact</b>				<b>Job Title</b>	
Helen Toy				Staff Services Analyst	
<b>E-mail Address</b>				<b>Telephone</b>	
htoy@cde.ca.gov				916-324-8296	
<b>Signature of the State Superintendent of Public Instruction or Designee</b>				<b>Date</b>	
				December 5, 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>	
					

## **Grant Award Notification (Continued)**

### **Assurances and Certifications**

The following Assurances and Certifications are requirements of applicants and grantees as a condition of receiving funds. Applicants do not need to sign and return the general assurances and certification; instead, they must download them from the California Department of Education (CDE) Funding Forms Web page at <http://www.cde.ca.gov/fg/fo/fm/ff.asp> and keep them on file to be available for compliance reviews, complaint investigations, or audits.

### **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 the Quality Counts California Regional Certification and Coordination Grant funds is required to use the funds only for the intended purposes of this grant.
- Ninety percent of each grant award will be disbursed when all Grant Award Notifications have been signed and returned to the CDE.
- Semi-annual expenditure reports are required. The reporting period due dates are as follows:

<b>Reporting Period</b>	<b>Due to the CDE by:</b>
July 1, 2018 – June 30, 2019	July 31, 2019
July 1, 2019 – September 30, 2019	December 28, 2019

- Upon receipt 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 the balance of expenditures beyond the initial 90 percent as 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.





**FY 2017-18**

## **Evaluation Report**

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

DRY

## Table of Contents

Overview.....	2
<b>Programs and Evaluation</b>	
<b>Improved Family Functioning</b>	
Home Visiting.....	4
<b>Improved Child Development</b>	
School Readiness.....	7
Family Behavioral Health.....	10
Childcare Quality.....	11
<b>Child Health</b>	
Oral Health.....	15
Child Safety.....	16
<b>Appendices</b>	
I, Home Visiting.....	18
II, Transition to School.....	27
III, Early Literacy.....	30
IV, Peapod Playgroups.....	32
V, Childcare Quality.....	36
VI, Childcare Availability.....	38
VII, Oral Health.....	39
VIII, Safe Kids California, Mono Partners.....	40
IX, Results and Indicators.....	41
X, Fiscal Overview.....	45
XI, Mono County 2017 Child Care Portfolio.....	46

## Overview

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 from annual allocations, the Small Population County Funding Augmentation, and child care quality funds. To access these funds, First 5 Mono adopts a strategic plan demonstrating the use of 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 children birth to five years old
- 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.

To fulfill the intent of the creation of First 5 Mono, meet state and local requirements, and evaluate the funded programs for the purposes of continuous quality improvement, First 5 Mono annually produces an evaluation report. This report has evolved over the last 5 years to include indicator data and more details about the investment areas in the First 5 Mono Strategic Plan. With new Small Population County Funding Agreement requirements and example content from First 5 California, this year’s format mirrors the state-developed example.

Throughout the year First 5 Mono collects participation and survey data from funded programs for the purposes of monitoring and evaluating the programs included in our strategic plan. Herein findings, conclusions, and recommendations based on the evaluation results will describe how evaluation data will be used to guide program improvements and decision making.

Using US Census American Fact Finder data, the overall population estimate for Mono County in 2017 is 14,158 and the 0-5 population is estimated at 717, 5% of the overall population. According to the 2017 Childcare Portfolio, 95 children 0-5 were living in poverty, 13% of the 0-5 population estimate (Appendix XI, Page 44).

First 5 Mono programs served the following number and percent of the 0-5 population (numbers for each program are unduplicated, but across programs numbers include duplicates):

- Improved Family Functioning
  - Home Visiting: 148, 21%
- Improved Child Development
  - CDBG Preschools: 12, 2%
  - Childcare Quality System: 465, 65%
  - Footsteps2brilliance 505, 70%
  - Peapod Playgroups: 192, 27%
  - Raising A Reader: 237, 33%
  - Summer Bridge 73, 10%
- Improved Child Health
  - Oral Health: 119, 17%
  - Safe Kids: 229, 30%

Demographics for families in our Home Visiting program, for which we have the most robust unduplicated data are as follows:

#### Race/Ethnicity

- Non-Hispanic
  - White: 59
  - American Indian: 1
  - Multi-race: 4
  - Native Hawaiian/Pacific Islander: 1
- Hispanic
  - Multi-race: 59
  - White: 2

#### Area of Residence

- Benton, Chalfant, Paradise: 4
- Mammoth Lakes, Crowley Lake, Sunny Slopes: 102
- June Lake, Lee Vining, Mono City: 10
- Bridgeport, Walker, Coleville, Walker, Topaz: 9

#### Key Findings:

- Home Visiting
  - Participating families have improved parental knowledge, understanding, and engagement in promoting their children's development and physical and mental health.
  - Most enrolled children received developmental screenings, 58%
  - Mothers participating in First 5 Mono Home Visiting have increased breastfeeding rates compared to California mothers.
- Oral Health
  - Children at kindergarten entry have a high percentage of untreated carries, 30%.
- Peapod Playgroups
  - Participating families are receiving child-development and parenting education.

Due to the data, findings, and conclusions herein, First 5 Mono County will continue to fund its currently funded programs while implementing measures to improve quality. First 5 Mono will also continue to work with community partners to leverage supports around investment areas and the well-being of children birth to five and their families. The Commission will consider implementing changes to funding allocations with this data during the 2018-19 Strategic Planning process.

## Programs and Evaluation

### Improved Family Functioning

#### Home Visiting

Home Visiting is included in the First 5 Mono Strategic Plan because it is a nationally recognized strategy to improve outcomes for children and families. Home Visiting has been demonstrated to improve family functioning, decrease child abuse, and improve school readiness and literacy<sup>1</sup>. In partnership with other community agencies, First 5 also provides lactation services through its Home Visiting efforts. Such services greatly enhance the will and ability for moms to sustain breastfeeding, positively contributing to overall childhood health. Starting in FY 2016-17, our Home Visiting program began offering visits to Spanish-speaking childcare providers using a Parents as Teachers curriculum specifically designed for providers.

The 2017-18 investment in Home Visiting was \$168,175 which includes three programs. Welcome Baby! offers 9 visits to all families in Mono County with a child prenatal to one year old with more frequent visits for families with multiple stressors. Parenting Partners is available to families with stressors and a child one year old to kindergarten entry. The duration and frequency of services is determined by family need. Visit frequency varies from 3 to 24 visits a year; for especially stressed families visits are two times per month. Both programs are funded and conducted by First 5 Mono with funding support from First 5 California Small Population County Funding Augmentation (SPCFA) (\$135,105) and Mono County Department of Social Services Community Based Child Abuse Prevention (CBCAP) and Child Abuse Prevention, Intervention, and Treatment (CAPIT) grants (\$33,000). The third Home Visiting program serves Spanish-speaking childcare providers in the county with 3 visits a year.

Program objectives include:

- Facilitate parents' role as their child's first and most important teacher
- Provide information on typical child development
- Stimulate child development by providing age-appropriate activities
- Increase and support breastfeeding and literacy activities
- Link families to community services and support access to services
- Conduct developmental screenings and refer families to early intervention programs
- Provide culturally competent services in Spanish and English
- Facilitate optimal family functioning
- Decrease child abuse and neglect

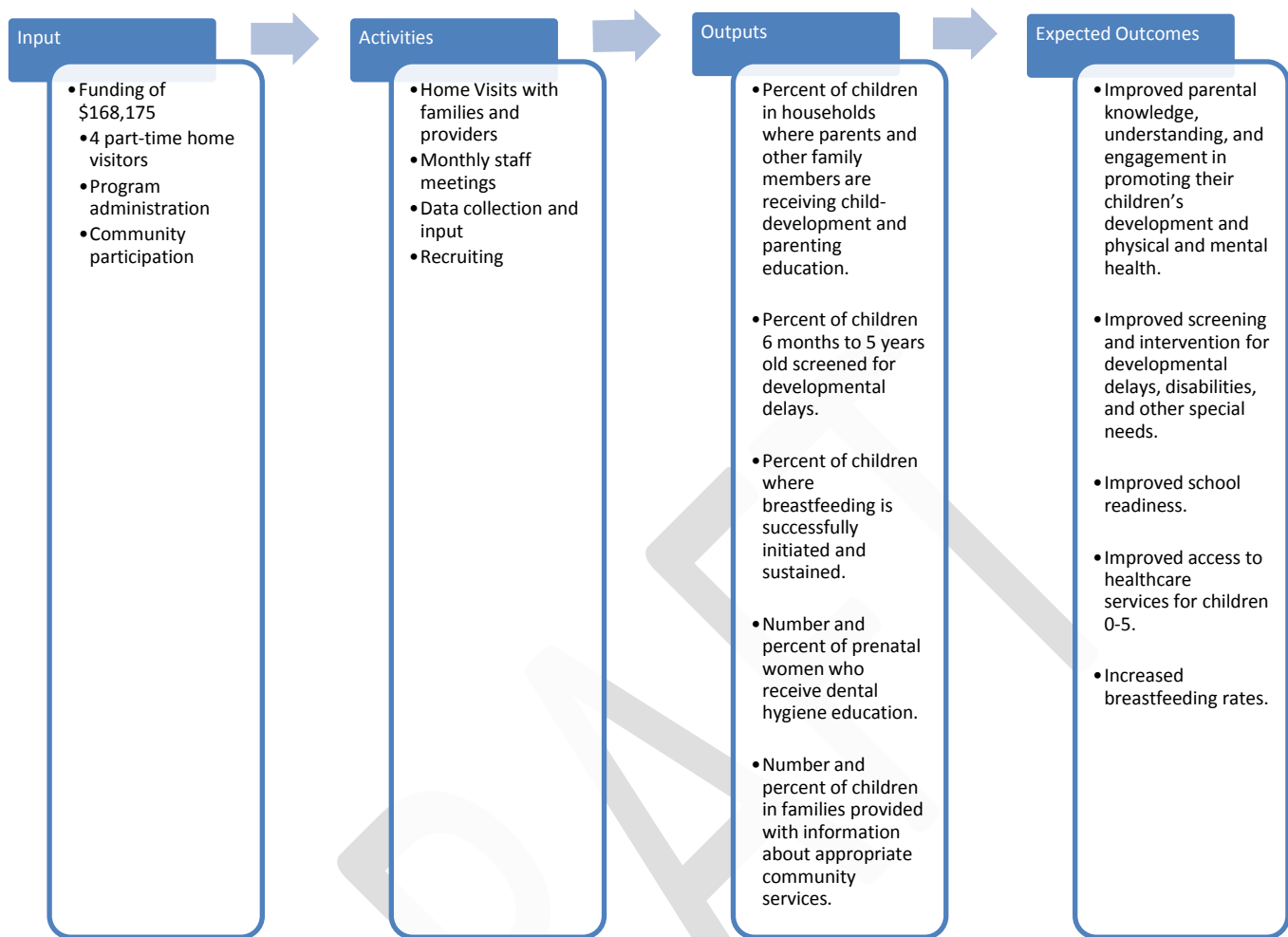
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<sup>1</sup> Promising Practice Local Model: Modified Parents as Teachers Evidence-based framework: Pfannenstiel, J. C., & Zigler, E. (2007). Prekindergarten experiences, school readiness and early elementary achievement. Unpublished report prepared for Parents as Teachers National Center.

Snow, C.E., Burns, M., and Griffin, P. (Eds.). (1998). Preventing reading difficulties in young children. Washington, DC: National Academy Press.

Parents as Teachers has a long history of independent research demonstrating effectiveness. For more details, refer to the Parents as Teachers evaluation brochure or Web site, [www.parentsasteachers.org](http://www.parentsasteachers.org).

## Logic Model



## Evaluation, Findings, and Conclusions

- Do parents participating in Home Visiting have improved parental knowledge, understanding, and engagement in promoting their children's development and physical and mental health?
  - Data Source: Home Visiting exit survey (Appendix I, Table 8-10, Page 22-24) and resource referrals (Appendix I, Table 6, Page 19)
  - Findings: Measures included in the survey data yielded agreement of 70% or higher or an increase in activities related to child development after program participation. Referral data demonstrates parent engagement in accessing resources related to development and physical and mental health and information shared with parents serving to improve knowledge and understanding of services.
  - Conclusion: The program is achieving this outcome
- Does Home Visiting improve screening and intervention for developmental delays, disabilities, and other special needs?
  - Data Source: Ages and Stages Questionnaire (ASQ) screening data (Appendix I, Table 7, Page 22)

- Finding: 54% of enrolled children who did not already have an identified developmental delay received a screening. Of those screened, 27% had a concern identified, and 8% of all children screened received early intervention services
- Conclusion: The program is achieving this outcome; however improvement can be made in the rate of screening. Only 8% of children with a screening received services compared to the 27% for whom a concern was identified for the following reasons: 1) concerns were addressed by providing activities to families that lead to growth to the extent that there was no longer a concern; 2) the parents refused a referral; 3) after assessment by early intervention specialists, the concern did not meet the threshold to qualify for early intervention services.
- Does Home Visiting improve school readiness?
  - Data Source: Incoming kindergarten school readiness assessments (Appendix II, Figure 3, page 28) and Incoming Kindergarten Parent Survey (Appendix II, Figure 3, Page 26)
  - Finding: Compared to an overall school readiness rate of 49%, only 43% of children who participated in Home Visiting were assessed as school ready. However, compared to the school readiness rate of 0 for children who did not participate in any early learning programs, 43% is a marked improvement.
  - Conclusion: Children who participate in Home Visiting are more likely to be school ready than those who did not participate in any early learning programs, but have lower school readiness rates than the cohort as a whole. Although we do not have data on the kindergarten cohort's characteristics (how many come from families with low income, low educational attainment, or other stressors), if the proportions of children served through Home Visiting experience these stressors at a higher rate than those of the kindergarten cohort as a whole, that could explain the lower percentage of school readiness for children who participated in Home Visiting. At the February 2019 Strategic Planning Retreat, the Commission asked staff to seek additional funding to offer home visiting to model fidelity as on outcome of home visiting, if it is provided to model fidelity, is higher school readiness rates.
- Does Home Visiting improve access to healthcare services for children 0-5?
  - Data Source: Referrals (Appendix I, Table 6, Page 21)
  - Findings: Children enrolled in the program were referred to and accessed the following healthcare services: dental services, medical services, and mental health services.
  - Conclusion: The program is achieving this outcome
- Do children whose mothers participate in Home Visiting have increased breastfeeding rates?
  - Data Source: Visit records (Appendix I, Figure 2, Page 22)
  - Finding: Mothers who were enrolled in Welcome Baby! exclusively breastfed at 3 and 6 months at a substantially higher rate than the state rate for the last 3 years.
  - Conclusion: The program is achieving this outcome.

As the majority of the program-specific evaluation results indicate achievement of the desired outcomes, the commission will continue to fund the current Home Visiting programs.

## Improved Child Development

### School Readiness

A child's education begins very early. Since school-based educational systems do not begin until 3-5 years of age, First 5 promotes programs that help prepare children for school in the early years. School readiness programs include all Mono County public schools, childcare and preschool centers, special needs programs, and the Mono County Library System. The FY 2017-18 investment in school readiness was \$100,359 with funding support from First 5 SPCFA (\$98,614) and Mono County Probation, Health, & Social Services Departments (\$1,745). For all incoming kindergartners planning to attend a public school, First 5 Mono offers transition to school support including Kindergarten Round Up, Summer Bridge, and incoming kindergarten assessments (Conducted by Eastern Sierra and Mammoth Unified School Districts). Early literacy investments include: Raising A Reader and Story Time (conducted and partially funded by Mono County Libraries), Readers' Theatre and First Book (conducted and funded by First 5 Mono), and Footsteps2brilliance (operated and primarily funded by Mono County Office of Education with funding support from First 5 Mono and Mono County).

The objectives and a brief description for the programs funded in this category are as follows:

### Transition to School Programs

**Kindergarten Round Up:** informational meeting held at all public elementary schools in the County

#### Objectives:

- Introduce families and children to the school, teachers, 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 Summer Bridge

**Summer Bridge:** two week kindergarten transition program held in the summer for incoming kindergartners

#### Objectives:

- Identify children's skill development needs before school begins
- Improve school readiness

**Incoming Kindergarten Assessments:** school readiness assessments conducted by teachers in the first month of school

#### Objectives:

- Assess students' school readiness
- Identify children's skill development needs

### Early Literacy Programs

**Raising A Reader:** book bags distributed by libraries and early learning programs

#### Objectives:

- Increase literacy for young children
- Encourage use of the library system



- Increase parental and care-provider literacy activities

**Readers' Theatre:** a literacy program provided to licensed childcares

**Objectives:**

- Increase literacy for young children
- Increase care-provider literacy activities

**Footsteps2brilliance:** a literacy application

**Objective:**

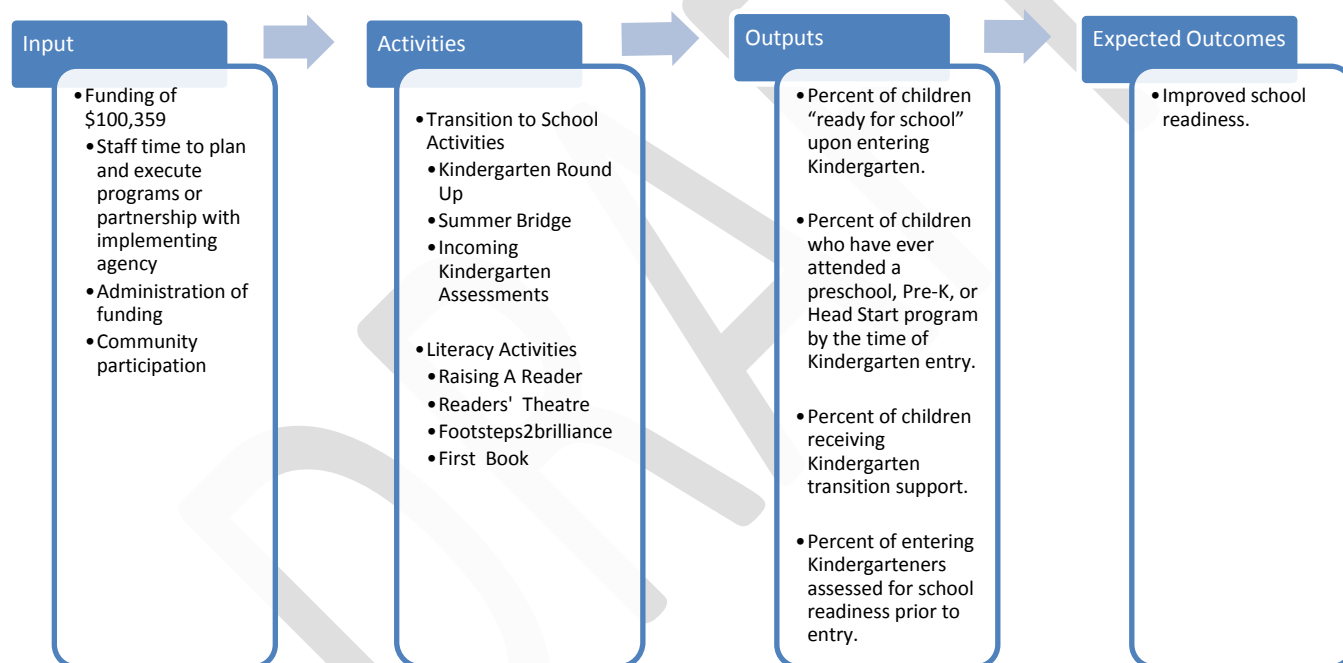
- Increase literacy for young children

**First Book:** free children's books

**Objectives:**

- Increase parental literacy activities
- Facilitate positive parent-child interaction

## Logic Model



## Evaluation, Findings, and Conclusions

- Is the percent of children "ready for school" upon entering Kindergarten increasing?
  - Data Source: Brigance assessments (Appendix II, Figure 2, Page 28)
  - Finding: Readiness decreased to 49% from 50% last year
  - Conclusion: While school readiness has been a major investment for the last 19 years, only recently was a standardized universal assessment used to determine how school-ready students are when they begin kindergarten. To hone in on the correlation between investments and school readiness, a survey for incoming kindergartener's parents was developed and administered. The Incoming Kindergarten Parent Survey (Appendix II, Figure 3, Page 28) demonstrates that although readiness is only achieved by 49% of the incoming kindergartners, children who were not school ready did not participate in any First 5 funded programs,

preschool, or special needs programs. Although the school readiness rate is low and improvement is a goal, without current investments in early learning our community school readiness rates would be much lower.

- Is the percent of children who have ever attended a preschool, Pre-K, or Head Start program by the time of Kindergarten entry increasing?
  - Data Source: Incoming Kindergarten Parent Survey (Appendix II, Figure 3, Page 28)
  - Finding: Inconclusive, 65%
  - Conclusion: In past years this data was drawn from the Summer Bridge Parent Survey, but that data only included a small percentage of the kindergarten cohort. To improve the data, in 2017 the Incoming Kindergarten Parent Survey was implemented which achieved a 100% screening rate. Since this was the first year of implementation, comparison data is not yet available. Next fiscal year a comparison of the rate of preschool attendance from 2017 to 2018 will be included in the Evaluation Report.
- Is the percent of children receiving kindergarten transition support increasing or remaining high?
  - Data Source: Participation in transition to school activities (Appendix II, Figure 1, Page 25)
  - Finding: No, down to 54% from 69% last year
  - Round Up Conclusion: There were decreases in Round Up participation across the county in 2017. The decrease in attendance may have had to do with not enough advertising and a multi-year impact of a poorly executed event in Mammoth Lakes in 2015. Changes were implemented in 2016 to improve the format of Round Up in Mammoth Lakes and feedback from parents, teachers, and support staff indicated the changes were successful; it just may take some time for word to get out.
    - To improve participation in years to come, funding partners will be sought to increase county-wide advertising. The event will be posted by Peapod Leaders and community partners across the county and kindergarten readiness backpack distribution will be limited to families who participate in a transition to school activity (Round Up or Summer Bridge).
  - Summer Bridge Conclusion: There was also continued low participation in the Summer Bridge programs in Lee Vining, Mammoth Lakes, and Edna Beaman (Benton).
    - To improve participation in years to come, First 5 Mono communicated with school staff at sites with continued low enrollment to support enrollment of more students. To encourage enrollment at Mammoth Elementary, a lead teacher position will be developed to contact families who applied and encourage enrollment. During the 2018-19 Strategic Planning process, the Commission will use evaluation data to decide if this program will continue to be funded.
- Is the percent of entering Kindergartners assessed for school readiness prior to entry increasing or remaining high?
  - Data Source: Kindergarten readiness assessments (Appendix II, Figure 1, page 27)
  - Findings: Yes, 100% of all kindergartners were assessed compared to 99% the previous year.
  - Conclusion: The new protocol to assess kindergartners at kindergarten entry (instead of prior to kindergarten) had a positive impact on the percentage of students assessed for the past two years

- The research question in the strategic plan needs to reflect the change in implementation to read kindergarten readiness assessments “at entry” instead of “prior to entry.”

As the majority of the program-specific evaluation results indicate achievement of the desired outcomes, the Commission will continue to fund the same School Readiness activities in 2018-19 that were funded in 2017-18.

### **Family Behavioral Health**

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 weekly playgroup program was developed. Funding is primarily from Mono County Behavioral Health (\$40,000) with a small contribution from First 5 Mono (\$1,089) for a total investment of \$41,089. Playgroups and parent education are conducted by First 5 Mono.

The objectives and a brief description for the programs funded in this category are as follows:

**Peapod Playgroups:** For parents, caregivers, and children birth to 5 years old. Playgroups meet for 10-week sessions. Sessions were held in the following communities: Walker, Bridgeport, Mammoth Lakes, Crowley Lake, and Chalfant/Benton.

#### **Objectives:**

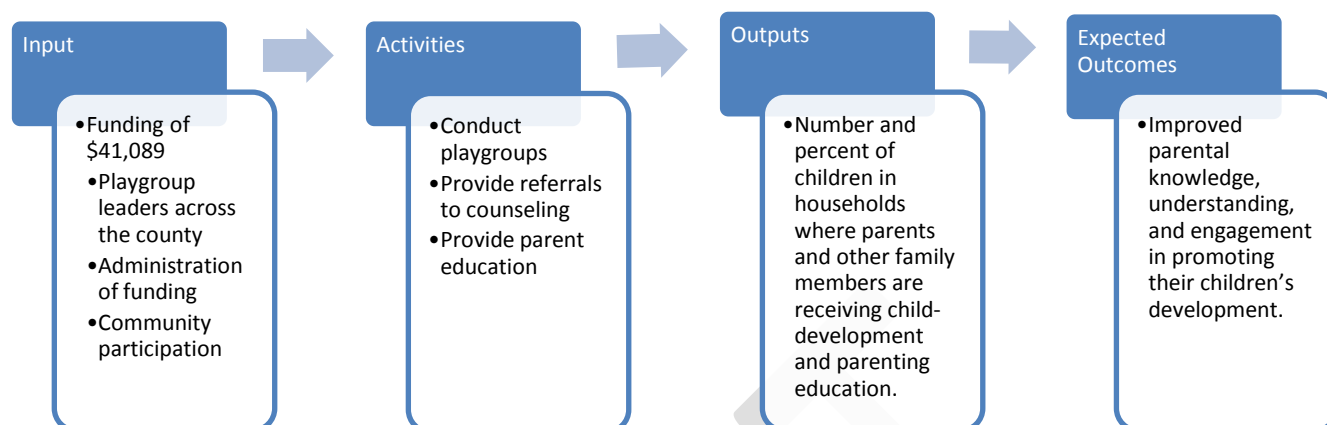
- Decrease isolation by providing parents and children an opportunity to socialize
- Destigmatize seeking behavioral health services
- Link families to community services
- Encourage school readiness and early literacy

**Becoming an Emotion Coach:** A class for parents, guardians, and childcare providers with children ages 0-5. Emotion Coaching is a parenting technique that research demonstrates is effective in helping children understand their feelings, and is based on the Parenting Counts Curriculum (a product of Talaris Institute™).

#### **Objectives:**

- Use a research-based technique to teach caregivers how to help children understand their feelings

## Logic Model



### Evaluation, Findings, and Conclusions

- Is the percent of children in households where parents and other family members are receiving child-development and parenting education high or increasing?
  - Data Source: Number of children participating in playgroups (Appendix IV, Figure 1, Page 32)
  - Finding: Down to 27% from 29% of children birth to 5 in the County last year
  - Conclusion: Due to participation in Peapod, children lived in households receiving child-development and parenting education. Although there was a slight decrease in the percent of children who participated this year, the program is still achieving its intended outcome.

Families have more information about parenting and child development as a result of the Family Behavioral Health investment. The Commission will continue to invest in and seek funding partnership for this initiative. As part of the continuous quality improvement of the Peapod Program, outreach efforts to ensure as many families as possible participate will continue. We are also working to ensure that information about parenting and child-development is included in groups as a part of each 10 week session cycle.

### Childcare Quality

First 5 Mono includes Childcare Quality in the strategic plan as 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 helps ensure children will spend their formative years in optimal learning environments. Financial support from First 5 California facilitates the provision of programs that help create and maintain high-quality child care.

The Childcare Quality investment for FY 2017-18 was \$438,355 which came from the following funding streams: Improve and Maximize Programs so All Children Thrive (IMPACT), conducted by First 5 Mono for Mono and Alpine Counties funded by First 5 Mono (\$6,648) & First 5 California (\$70,767); Region 6 Training and Technical Assistance Hub, First 5 Mono was the fiscal lead for Alpine, Inyo, and Mono Counties with funding from First 5 California (\$109,676); as the Regional Hub fiscal lead, First 5 Mono also qualified for and received California Department of Education (CDE)

Certification and Certification & Coordination Grants (\$8,934); also for the region from the CDE First 5 Mono received and administered the Infant/Toddler Quality Rating and Improvement System (I/T QRIS) Block Grant (\$6,587); and childcare services were provided by Eastern Sierra Unified School District funded by the Community Development Block Grant (CDBG) through Mono County (\$235,744).

The objectives and a brief description for the programs funded in this category are as follows:

**IMPACT:** Training, coaching, rating, stipends, and support for childcare providers for the provision of high-quality care for children and their families.

**Objectives:**

- Provide site-specific professional development to child care providers
- Support providers' implementation of developmental screenings and parent engagement activities
- Build public awareness and support for quality early care
- Build a Childcare Quality System that leverages funding and maximizes support for care providers

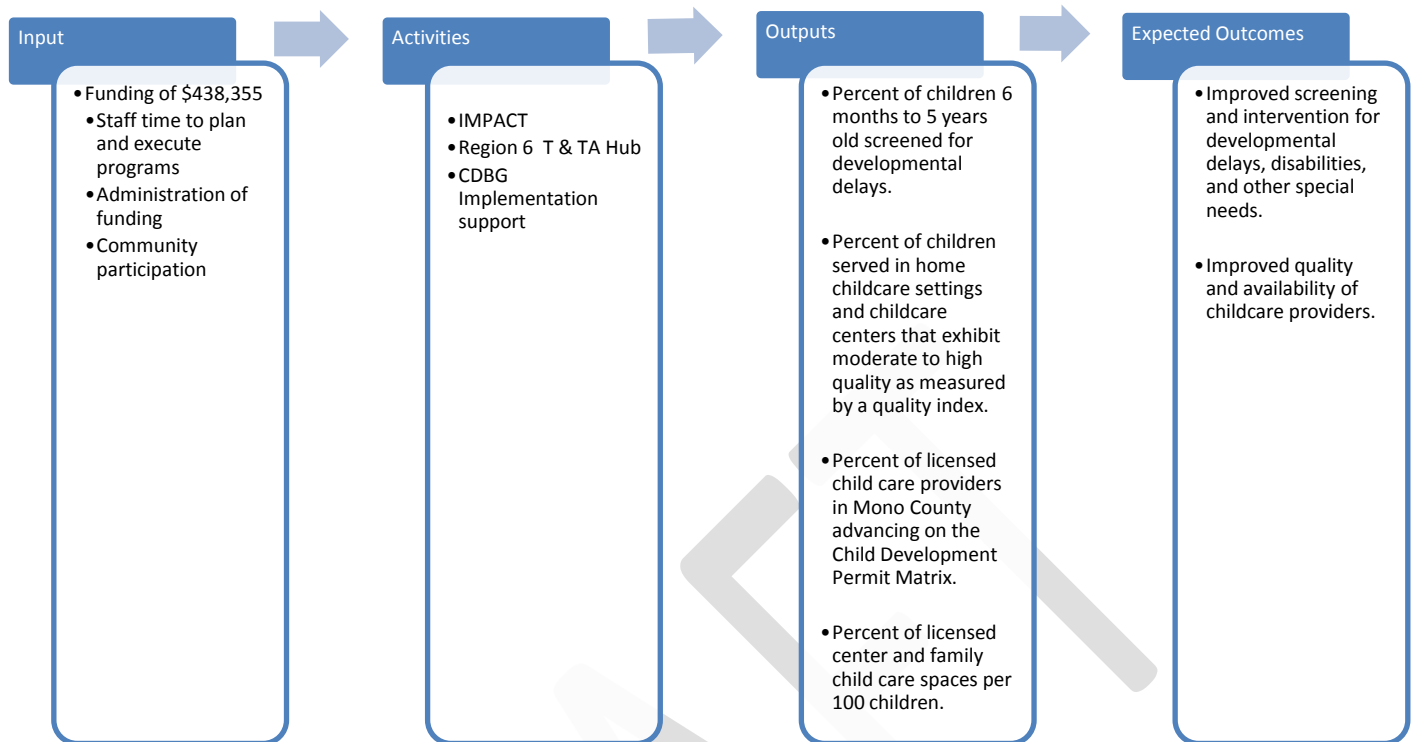
**Training and Technical Assistance Hub:** Support regional efficiencies in Childcare Quality work

**Objectives:**

- Provide assessors for Spanish speaking sites
- Contract with Viva for coordination for the Hub
- Contract with i-Pinwheel database to track sites' participation
- Contract with American Institute of Research for the Early Learning Needs Assessment Tool (ELNAT) database to analyze child data to determine needs

**CDBG Childcare:** Provide high-quality care to preschool age children in Bridgeport and Benton.

## Logic Model



## Evaluation, Findings, and Conclusions

- Is the percent of children 6 months to 5 years old screened for developmental delays increasing?
  - Data Source: Completed ASQs (Appendix V, Figure 1, Page 36)
  - Finding: Yes, 60% of children enrolled at participating sites were screened for a developmental delay, up from 41% the previous year.
  - Conclusion: More children are being screened for developmental delays through their child care provider.
- Is the percent of children served in home childcare settings and childcare centers that exhibit moderate to high quality as measured by a quality index increasing? (Appendix V, Table 1-6, Page 36-37)
  - Data Sources: Site ratings and Childcare Quality System participation data
  - Finding: Yes, 72 children in Mono County attended a site with a high quality rating, 44% of children enrolled in programs participating in the Childcare Quality System and 10% of all children in the county up from 62 last year (26% of children enrolled in sites participating in the CQS and 8% of all children in the county).
  - Conclusion: More sites were rated as having high quality this year, 5 classrooms were rated as 4—exceeding quality; and 3 sites were rated at 3—achieving quality. Due to more sites being rated as high quality, a higher percentage of children were served in sites with high quality as measured by a quality index.
    - As site ratings continue to be offered, in years to come more children will have the opportunity to be served by sites rated as high quality.
- Is the percent of licensed child care providers in Mono County advancing on the Child Development Permit Matrix high or increasing?

- Data Source: The number of child development permits issued to providers
- Finding: 2, up from 2015-16 data of 0
- Conclusion: With support from the County Office of Education, two preschool teachers received their child development permits for the first time.
- Is the percent of licensed center and family child care spaces per 100 children high or increasing?
  - Data Source: Child Care Portfolio (Appendix XI, Page 46; Appendix VI, Figure 3, Page 38)
  - Findings: In 2016, 24% of children 0-12 with parents in the workforce had a licensed childcare slot available, an increase from 17% in 2014.
  - Conclusion: Although the number of slots available to children in Mono County decreased dramatically from 56% in 2008, there was an increase from 2014 to 2016 of slots for children with parents in the workforce. First 5 partnered with Mono County, Eastern Sierra Unified School District, and the Mono County Office of Education to open two new preschools—one in Bridgeport and one in Benton which helped with the increase, but due to closures of family childcares there was still a net loss of slots in the county. The percent increase is due primarily to decreases in the 0-5 county population (data from the Childcare Portfolio, Appendix XI, Page 44) which is likely related to the lack of available child care. First 5 Mono continues to actively participate in the Mono County Child Care Council and collaborate with the Mono County Office of Education to support initiatives to increase the number of child care slots in Mono County.

As the child care quality initiative is making significant strides in rating sites, screening children for developmental delays, and impacting the number of available slots in the county, the Commission will continue to invest in this initiative. As part of the continuous quality improvement of the Childcare Quality investment, coaching and assessing capacity will be developed in FY 2018-19 so site directors and family child care operators will have access to support around site-specific needs. Increases in capacity will also address the ability to rate sites locally rather than contracting for services.

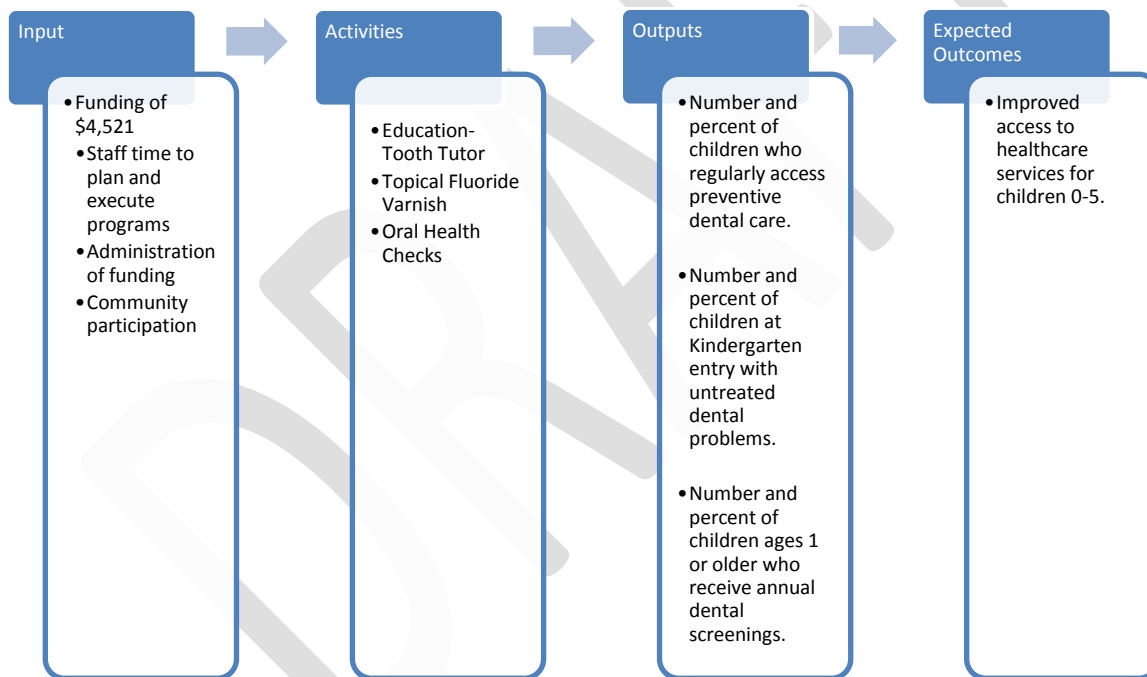
## Child Health

### Oral Health

The 2009 First 5 Mono Strategic Plan identified a significant community need in the area of oral health. Pediatricians saw visible tooth decay and an opportunity to provide topical fluoride varnish and oral health education through paraprofessionals was developed. Pediatricians in the county continue to report significant needs for sustained efforts in oral health due to high numbers of children with poor oral health. The Oral Health Program consists of education, oral health checks, and topical fluoride varnish application for children in childcare settings across the County. The program was funded and operated by First 5 Mono at a cost of \$4,521 for FY 2017-18. The program provides free toothbrushes, toothpaste, and floss to families to help maintain oral health.

**Objective:** Provide application of topical fluoride varnish twice a year to all Mono County children age 1-5 not already receiving services from a dentist, and educate children and parents about oral health.

### Logic Model



### Evaluation, Findings, and Conclusions

- Is the percent of children who regularly access preventive dental care high or increasing?
  - Data Source: Sierra Park Dental Data, 2014-15 (Appendix IX, Indicator 1, Page 44)
  - Finding: current data not available at time of report submission, 20% the previous year.
  - Conclusion: While the data was not available for this report, First5 is working with Mammoth Hospital to create easily reproducible reports to use in future years. With continued support from Mammoth Hospital, we will be better able to track access to oral health care over time.



- Is the percent of children ages 1 or older who receive annual dental screenings high or increasing?
  - Data Source: Sierra Park Dental Data, 2014-18 (Appendix IX, Indicator 2, Page 44)
  - Finding: 95% of patients age 0-5 years old had an annual exam at Mammoth Hospital—61% of the 0-5 population, a marked increase from 17% the previous two years
  - Conclusion: First 5 will continue to work through our oral health education efforts to support higher percentages of children having at least one visit to the dentist a year.
- Is there a low percent of children at Kindergarten entry with untreated dental problems?
  - Data Source: Kindergarten Oral Health Checks (Appendix IX, Page 42, Indicator 3)
  - Finding: 30% of the oral health checks turned in at kindergarten enrollment indicated the child had untreated caries (cavities), up from 18% last year.
  - Conclusion: The percent of untreated caries at kindergarten entry increased. First 5 worked with the Mono County Office of Education to ensure school district compliance with reporting requirements. Due to this collaboration, the reporting rate increased to 39% from 35%

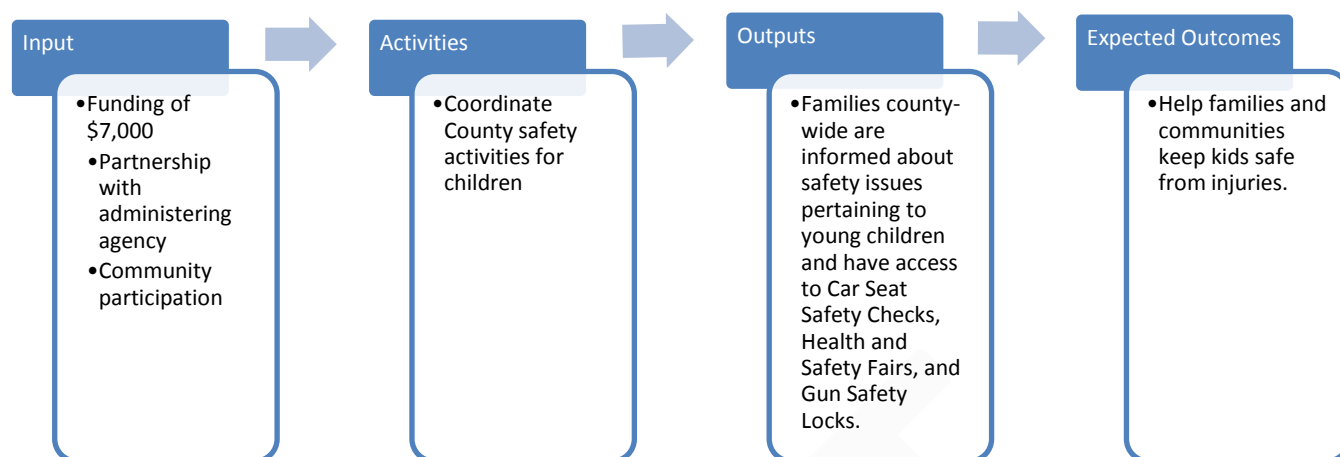
The oral health needs of young children in Mono County continue to be high with few children accessing regular preventative care and annual screenings. The Commission will continue to invest in this initiative to improve oral health for children 0-5. As part of the continuous quality improvement of the oral health investment, we will target education for parents to get annual dental checkups and preventative care for their children. Additionally, we will continue to provide topical fluoride varnish and oral health checks for children between one and 5-years-old.

### **Child Safety**

Prior to the formation of *Safe Kids California, Mono Partners*, no one in the County specifically focused on child safety. While some agencies conducted safety activities, services were not coordinated. Initially spearheaded by Mammoth Hospital, multiple community agencies met to pursue the formation of a Safe Kids Coalition. 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 *Safe Kids California, Mono Partners* as other participating agencies had the necessary funding to conduct coordinating activities. With combined funding from SPCFA (\$7,000) and the Mono County Office of Education, the Mono County Office of Education coordinates Safe Kids California, Mono Partners.

**Objective:** Bring safety services & resources to families

## Logic Model



## Evaluation, Findings, and Conclusions

- Are families county-wide informed about safety issues pertaining to young children and able to access Car Seat Safety Checks, Health and Safety Fairs, and Gun Safety Locks?
  - Data Source: Health and Safety Fair Participants (Appendix VIII, Page 40)
  - Finding: 27% of the 0-5 population and a parent accessed resources, an increase from 24% last year
  - Conclusion: As a result of Health and Safety Fairs, families across the county were informed of safety issues and had increased access to safety materials.

Families have more information about child safety as a result of the Safe Kids investment, thus the Commission will continue to invest in this initiative. As part of the continuous quality improvement of the Safe Kids California, Mono Partners work, outreach efforts will continue to ensure as many families as possible participate in Health & Safety Fairs. The Safe Kids Coordinator is working to leverage resources for safety materials and apply for grants to provide safety resources to families in our Mono County.

## Appendix I Home Visiting

Table 1: Referral Source

Referral Source	Number	Percent
Mammoth Hospital Labor & Delivery	25	36%
First 5 Home Visitors	10	14%
Childbirth Education Class	8	12%
Self	5	7%
Mono County Child Protection Services	4	6%
Mono County Public Health	3	4%
Childcare Quality System/Preschool	3	4%
Early Start	3	4%
Community Event	3	4%
Mammoth Hospital Women's Clinic	1	9%
Mammoth Hospital ER	1	
Northern Inyo Hospital	1	
Other, Family/Friends	1	
Out-of-state Hospital	1	
Peapod	1	
<b>2017-18 Total Referrals</b>	<b>70</b>	
2016-17 Total Referrals	69	

## Appendix I Home Visiting

Table 2: Visits Provided

Visit Type	FY 2015-16	FY 2016-17	FY 2017-18
Prenatal Home Visits	16	25	16
Birth-5 Home Visits	708	627	543
<b>Total Visits</b>	<b>724</b>	<b>652</b>	<b>607</b>

Table 3: Families Served

	FY 2015-16	FY 2016-17	FY 2017-18
New Babies Enrolled in WB!	83	69	58
Births to Mono County Residents*	152	132	134
Percent of Babies born to Mono County Residents Enrolled	55%	52%	43%
Families Receiving Only WB! Visits	85	84	67
Families Receiving Only Parenting Partners Visits	14	7	40
Families Receiving Both WB! & Parenting Partners Visits	41	50	19
<b>Total Families Served</b>	<b>140</b>	<b>141</b>	<b>126</b>

\*Source: California Department of Finance January 2018, estimates for 2015 & 2016, projected for 2017  
FY calculations use the calendar year projections of the year the FY begins (e.g.: 2014 for FY 2014-15)

Table 4: Child's Race & Ethnicity, N=148

Non-Hispanic	84	American Indian	2
		White	75
		Multi-race	7
Hispanic	64	Multi-race	56
		White	8

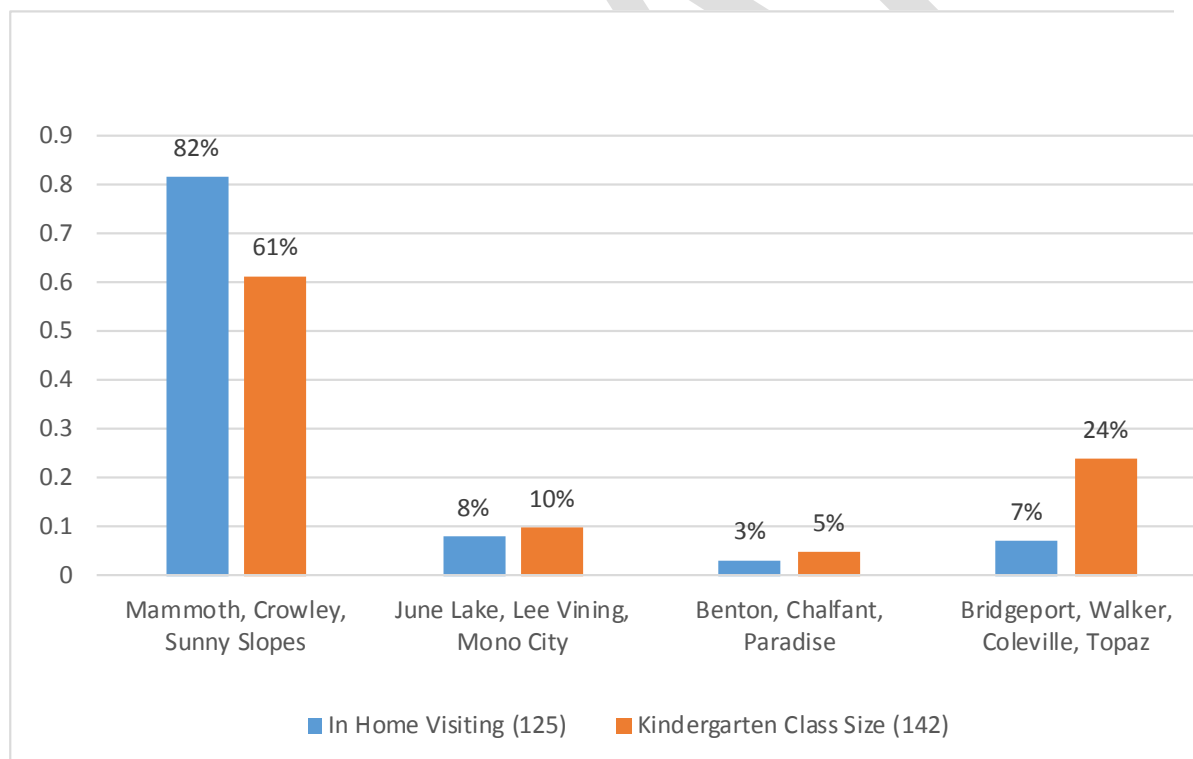
## Appendix I Home Visiting

Table 5: High Needs

A family is considered High Needs using the national standards for Home Visiting if they fall into *more than one category* of: low income or education, child or parent with a disability, homeless, teen parent, substance abuse, foster parents, unstable housing, incarcerated parent, very low birth weight, domestic violence, recent immigrant, death in the immediate family, child abuse or neglect, or are an active military family.

Families with High Needs	47, 37%
Low income	67
Low Education	27
Child with a Disability	17
Teen Parent	8

Figure 1: Home Visiting Families' Town of Residence compared to the Kindergarten Cohort



## Appendix I Home Visiting

Table 6: Resource Referrals

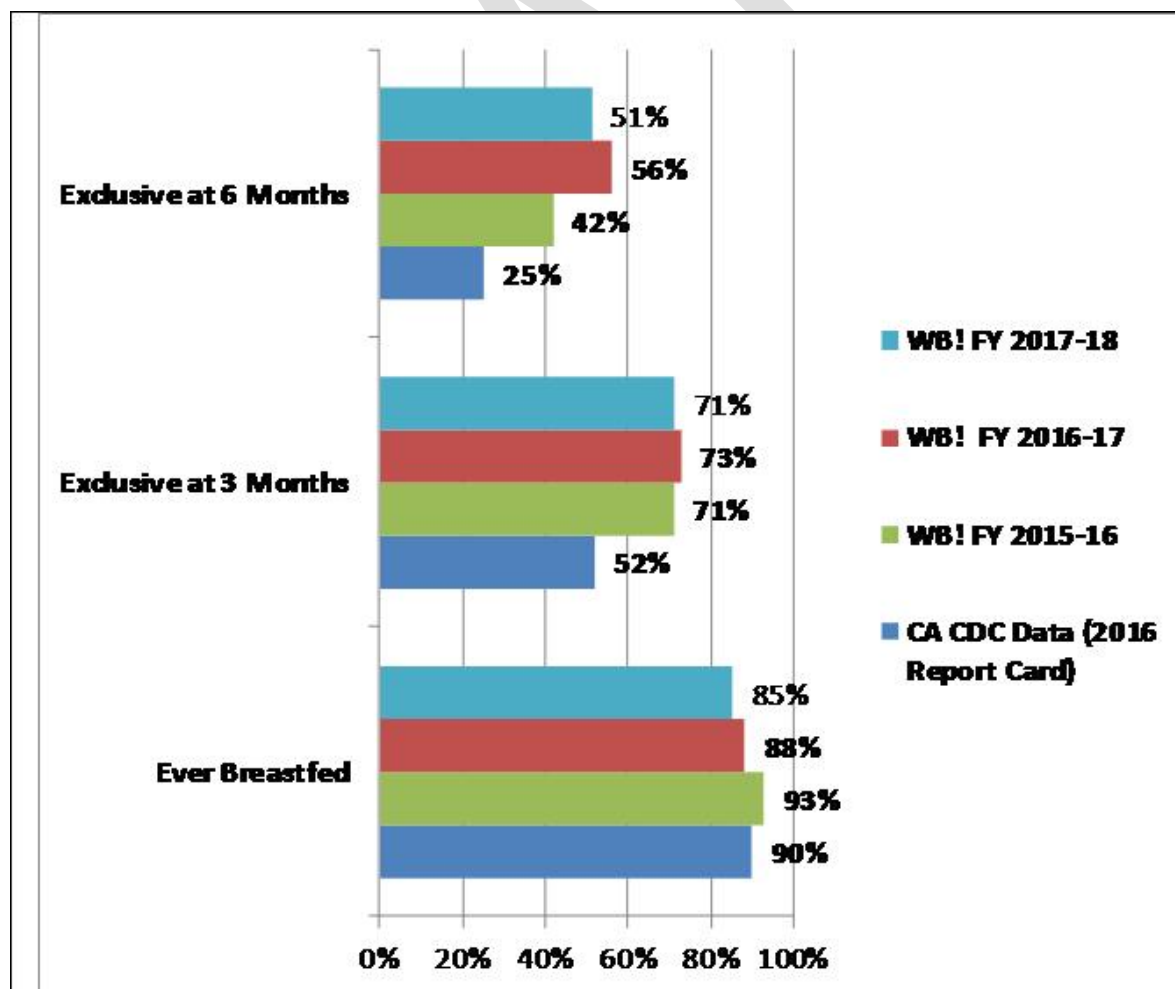
	FY 2015-16		FY 2016-17		FY 2017-18	
Community Resource	Referred	Accessed	Referred	Accessed	Referred	Accessed
Adult Education	9	4	8	1	17	2
Dental Services	6	2	1	0	2	1
Early Intervention	14	8	9	6	10	5
Early Education Setting & General Childcare/Preschool Information	14	7	8	3	21	9
Financial Resources	6	2	4	2	13	1
Food Resources (WIC, IMACA, DSS)	14	3	0	0	6	2
General Parenting or Social Support, Community Participation/Recreation	41	17	41	11	102	33
Health Insurance	1	1	-	-	-	-
Language/Literacy Activities	15	6	6	1	19	4
Medical Services	13	10	7	2	10	5
Mental Health Services	19	7	9	5	9	4
Subsidy for Child Care/Preschool	4	1	1	0	2	0
Domestic Violence Services	1	1	1	1	3	3
Other (injury prevention, crisis intervention, employment and legal resources)	7	3	2	0	13	2
<b>Total</b>	<b>150</b>	<b>72</b>	<b>97</b>	<b>32</b>	<b>227</b>	<b>71</b>
<b>% Referrals Accessed</b>	<b>48%</b>		<b>33%</b>		<b>31%</b>	

## Appendix I Home Visiting

Table 7: Ages and Stages Questionnaire Developmental Screening

	Number of children	Percent of children
Screenings Completed	80	54% in Home Visiting
With one or more identified concern(s)	22	27% who were screened
Who received Early Intervention Services as a result of a screening	6	8% who were screened

Figure 2: Breastfeeding Rates for Moms Enrolled in First 5 Mono Home Visiting Compared to California 2015-16 to 2017-18



## Appendix I Home Visiting

Figure 3: Reasons Moms Enrolled in Home Visiting Stopped Breastfeeding 2015-16 to 2017-18

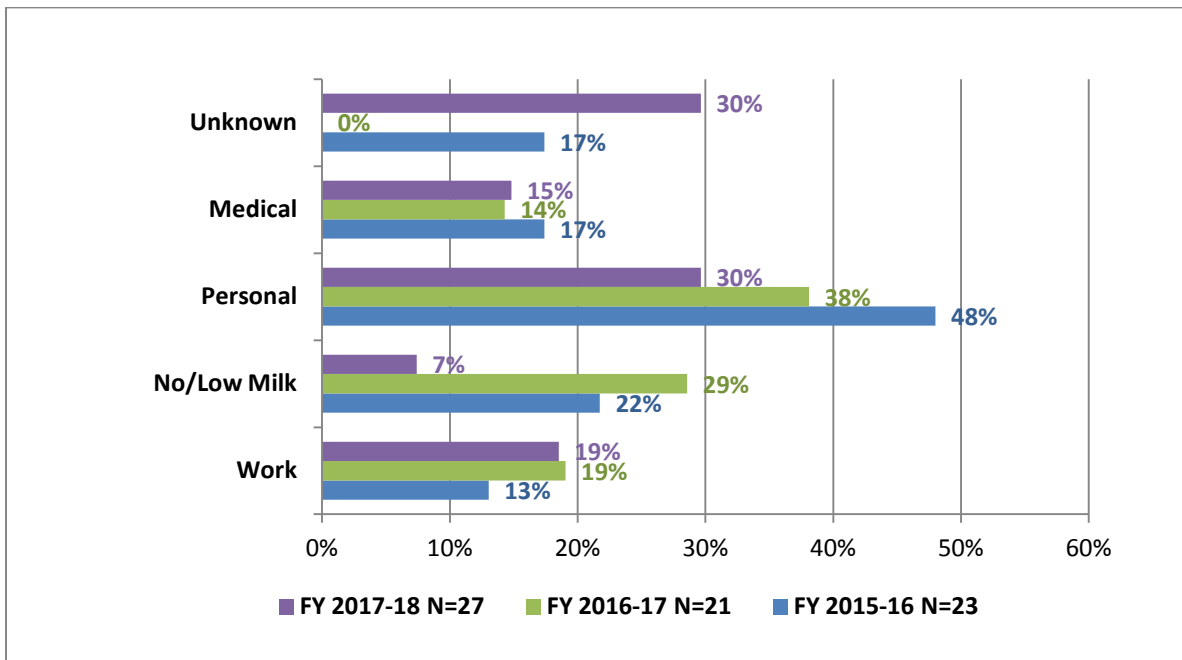
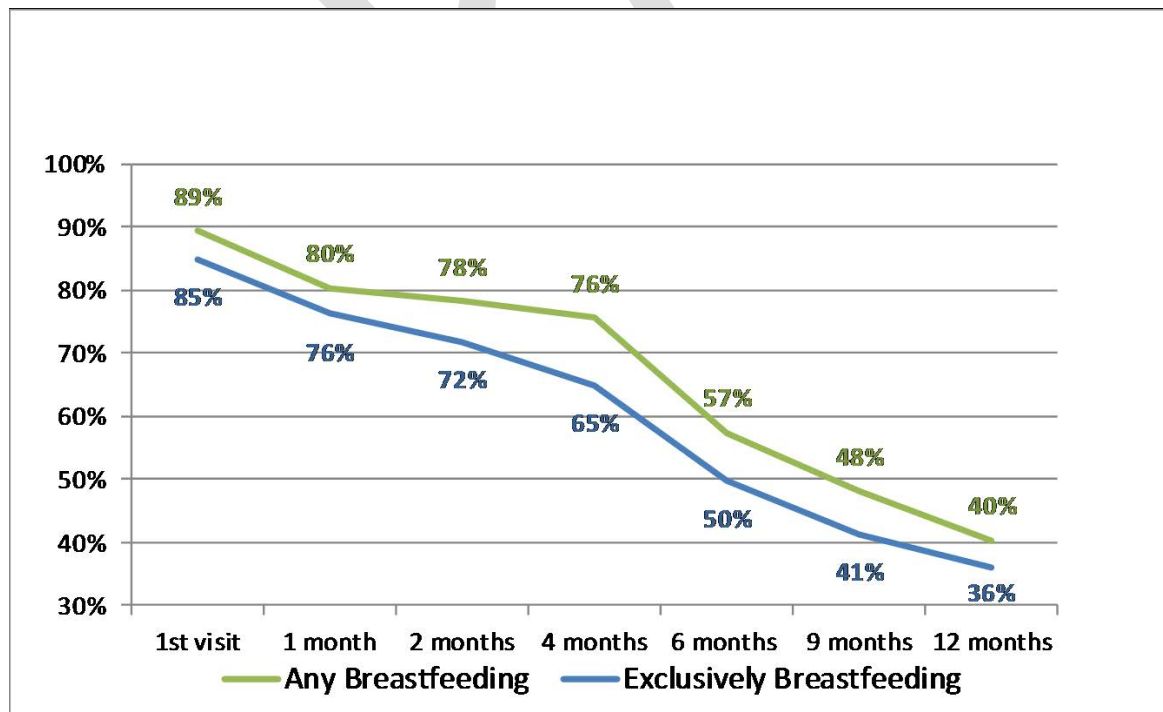


Figure 4: Average Breastfeeding Rates for Moms Enrolled in Home Visiting 2015-16 to 2017-18





## Appendix I Home Visiting

Table 8: Welcome Baby! Exit Survey

N=26	Strongly Agree
I feel comfortable talking with my parent educator.	100%
I would recommend this program to a friend	100%
My parent educator gives me handouts that help me continue learning about parenting and child development.	93%
My parent educator is genuinely interested in me and my child.	93%
My parent educator encourages me to read books to my child.	93%
This program increases my understanding of my child's development.	87%
My parent educator helps me find useful resources in my community.	80%
Activities in the visits strengthen my relationship with my child.	73%
I feel less stressed because of this program.	73%

### Welcome Baby! Exit Comments

#### What about this program has been most helpful to you and your family?

- Lara is very motivating and helpful. If I have any questions she makes me feel comfortable and normal.
- Lara Walker was amazing! She's intelligent, kind, and patient. I loved how she directed many of the discussions toward my older children so that they felt involved in the process and learned about their little brother's development.
- Just having a 'mom' type support system, without having family nearby. Someone who listens and helps problem solve, without any judgment. Lactation consultant services saved me when I was close to giving up! (Thought the 2nd was supposed to be easier!)
- It was wonderful to have Debbie come over and give suggestions on breastfeeding, bottle feeding, sleeping, and having support as a new mom.
- Paperwork was helpful to know what to expect at certain ages.
- Having someone to talk to when you are home alone with a new baby, it can feel isolating.
- All the information and help with my first time breastfeeding journey. All the information they give me in general.
- Learning about brain development and developmental milestones.
- Debbie was so knowledgeable. We are first time parents, and she gave us resources and tools to become more confident.
- Everything seemed very useful because you can solve many questions that you have about the growth and development of children. This program is very good. (translated)
- It helped the children to concentrate in a task. They put more attention to what they are reading. (translated)

## Appendix I Home Visiting

### What suggestions do you have to improve the Home Visiting program?

- It could extend the age to two.
- More hands on activities, less handouts.
- I absolutely loved this program. I personally wouldn't change a thing.
- I find the program perfect!
- For us, the program was great.
- Nothing
- For me it was very good. I have no comment to improve it because everything was good for me. (translated)

### Additional Comments:

- Lara is an amazing asset to me, my family, and our community. Thank you for all First 5 does and for putting Lara in our lives.
- Love Debbie! Thank you!
- Debbie was incredibly helpful and lovely to work with. She was diligent and flexible with appointments and would always text to set up appointments. I loved knowing if I had any questions, I could call or text her.
- Lara is wonderful. She does a great job and really cares about our kids. I felt very alone as a new mom. I always would have liked a breast feeding support group or a new-mom support group/play group. Thank you for all you do.
- Thanks for everything!
- Thank you Lara. Much love from my family to you and yours. You've been super helpful to us and me.
- Amazing help for new moms and even I think not only first time moms, but specifically first time moms need this so so much. Lara Walker so amazing person, we love her so so much!
- Thank you so much, we truly appreciate this service. We will definitely recommend it to anyone we know who is having a baby in this area.
- Without Deb, I would have given up breastfeeding after the first week. She instilled confidence in me and provided useful tips. I would like to have more visits but my job does not allow me. Thanks to Lara for playing with my children and making them laugh. (translated)

Table 9: Parenting Partners Exit Survey

<b>N=3</b> <b>scale of 1 (strongly disagree) to 5 (strongly agree)</b>	<b>Before Program Average</b>	<b>After Program Average</b>
I know how to meet my child's social and emotional needs.	4.7	5.0
I understand my child's development and how it influences my parenting responses.	4.0	4.7
I regularly support my child's development through play, reading, and shared time together.	4.3	4.7
I establish routines and set reasonable limits and rules for my child.	4.0	5.0
I use positive discipline with my child.	3.7	4.7
I make my home safe for my child.	4.3	5.0
I am able to set and achieve goals.	4.3	5.0
I am able to deal with the stresses of parenting and life in general.	3.7	4.3
I feel supported as a parent.	4.3	5.0

## Appendix I Home Visiting

Table 10: Parenting Partners Exit Survey, Program Satisfaction

N=3	Average
This program motivates me to try new parenting strategies	5.0
My parent educator and I partner to set goals for my child, myself, and my family.	5.0
This program increases my understanding of my child's development.	5.0
I feel less stressed because of this program.	5.0
I would recommend this program to a friend.	5.0

### Parenting Partners Exit Survey Comments

#### What about the program has been most helpful to you and your family?

- Being supported as a parent.
- Having someone to talk to and help let me know I am doing everything right.

#### What could be improved about this program?

- More visits.
- Can't think of anything.
- Very happy with Annaliesa, she is warm, knowledgeable, and sincere. [Children's names] were very comfortable and happy with her. I always felt relief when she came.
- Molly is awesome and Debbie was great too.

## Appendix II Transition to School Kindergartners who Started School in August of 2017

Figure 1: Participation in Transition to School Activities

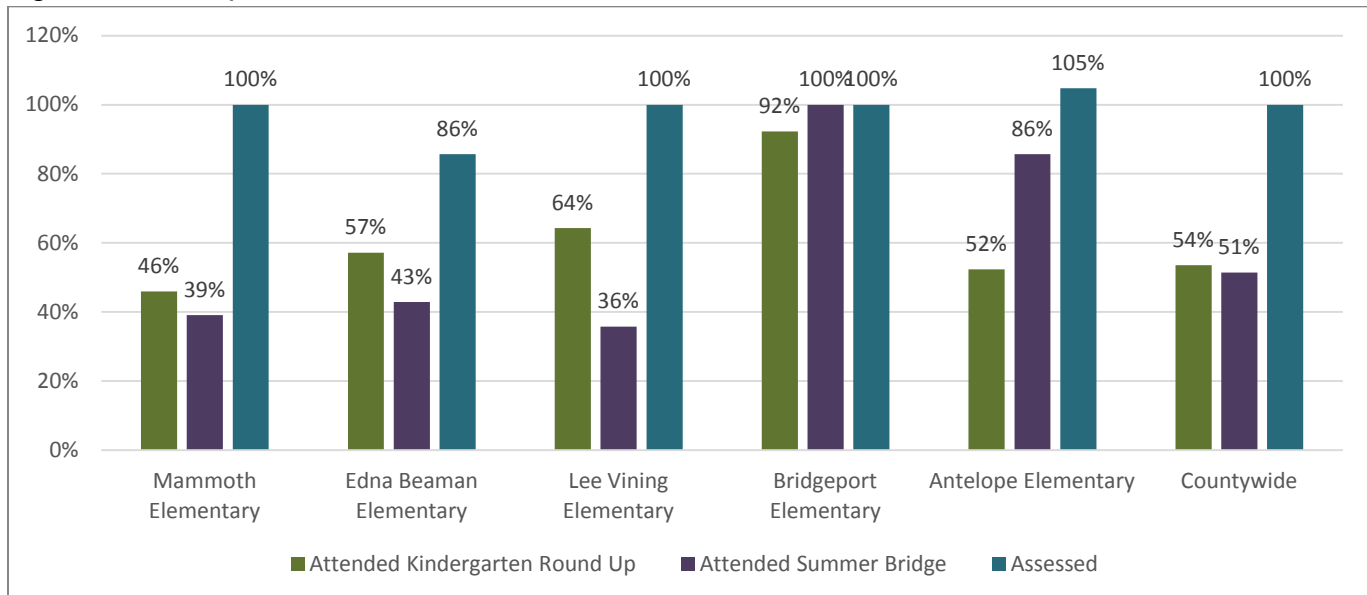


Table 1: Kindergarten Round Up Attendance Detail

Kindergarten Round Up			% of Kindergarteners who received a backpack at Round Up		
Elementary School	Attendance	Backpacks Distributed	2015 N=119	2016 N=113	2017 N=142
Mammoth	187	40	80%	53%	46%
Edna Beaman	16	4	100%	167%	57%
Lee Vining	25	9	73%	85%	64%
Bridgeport	35	12	71%	167%	92%
Antelope	21	11	53%	86%	52%
<b>Total</b>	<b>284</b>	<b>76</b>	<b>79%</b>	<b>67%</b>	<b>54%</b>

## Appendix II Transition to School Kindergartners who Started School in August of 2017

Figure 2: Kindergartners Assessed as School Ready by District 2015-2017

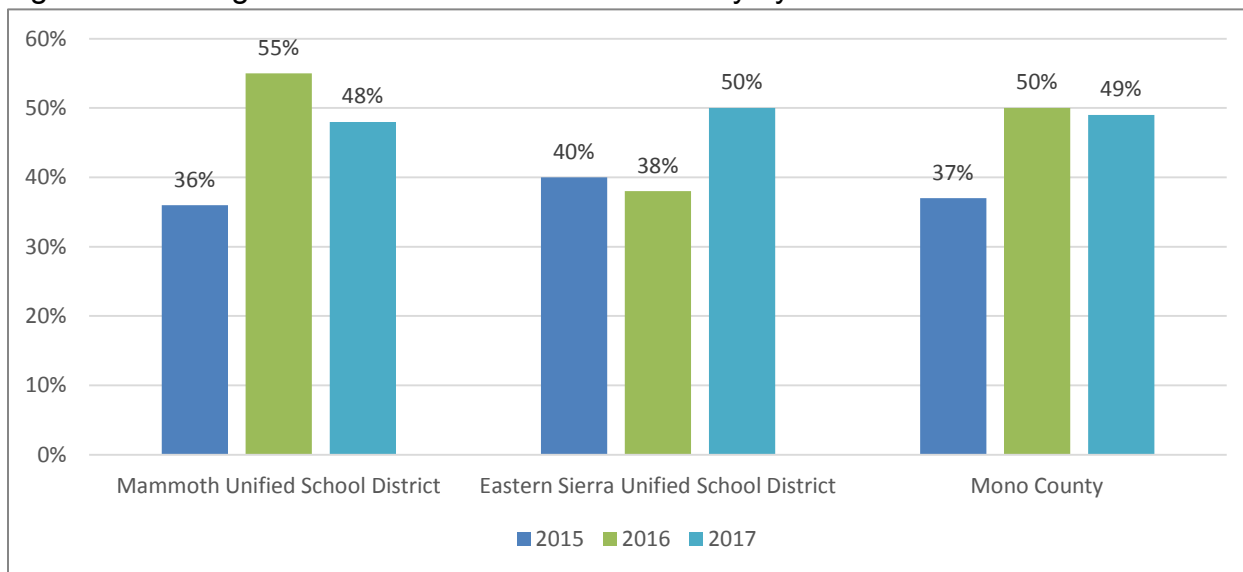


Figure 3: Percent of Kindergartners Assessed as School Ready by Program 2017

Percent of Kindergartners Assessed as School Ready N=135, 100% of the cohort		49%
Percent of children assessed as School Ready with complete Brigance and Survey data who participated in the following: N=87, 64% of the class*		
Licensed Care, except State Preschool		65%
Story Time		59%
Peapod		55%
Round Up or Summer Bridge		53%
Raising A Reader		52%
Home Visiting		43%
State Preschool		41%
Early Intervention		33%
Did not Participate in the above programs		0%

## Appendix II Transition to School

Kindergartners who Started School in August of 2017

Table 2: Summer Bridge Parent Survey

In which ways do you feel Summer Bridge helped prepare your child for Kindergarten?	
Classroom Skill	Percent of Parents, N=50 (69% reporting)
Getting used to the classroom	88%
Meeting the teachers	73%
Development of social skills	70%
Adjusting to a group learning environment	68%
Increased self-confidence	55%
Learning how to follow directions	53%
Increased attention span	35%

### Summer Bridge Parent Survey

#### Does your child feel less anxious about starting school?

- He got to do everything before it got too busy and crowded.
- She's excited and loves it now.
- Yes, because he met other kids his age.
- Getting used to routine.
- Familiarizing to the new doing so in a smaller group. Less intimidating than the first official day of school.
- Because he knows everyone well. (translated)
- Meeting the teacher and seeing the classroom.
- She usually needs to get used to new environments and people.
- Because he can get used to being in class, and follow directions.
- It just made her more excited to start. Since she didn't go to preschool it has helped her to be [ready].
- He was very excited to become a 'big kid' and be with a new teacher.
- He says he likes his teacher and is excited about going to school.
- He was very shy, but now it is a little less, although he keeps crying for a while. (translated)
- Meeting the teachers and spending time in the classroom.
- She is more comfortable with the learning space and familiar with drop-off procedure.
- I think it was about removing the 'unknown' and
- Because he needs to get his new routine. He is very shy. I feel like this was an introduction to school not being scary for him.
- My child asked how will the teachers treat me, good or bad? And now he tells me, "Mommy, the teachers are very good. I want to go to school every day." (translated)

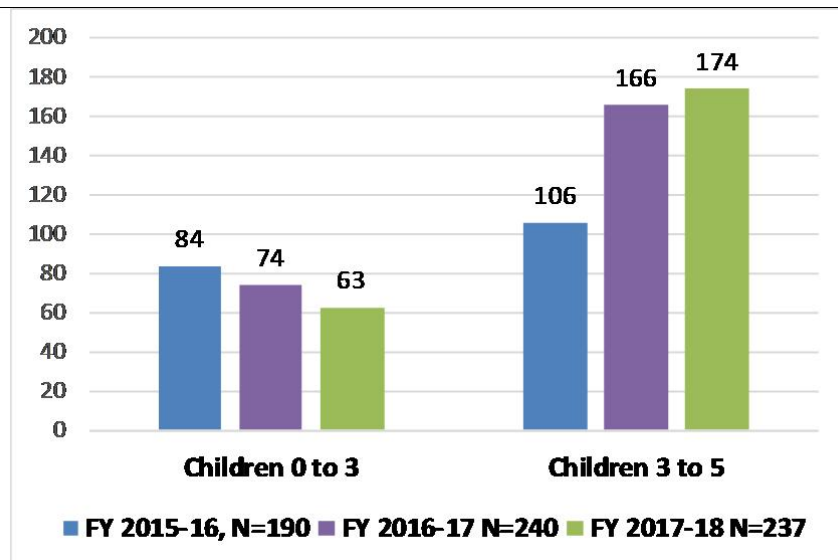
### Summer Bridge Teacher Survey

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

- How to act at school (line up, sit on the rug, listen to a story, take turns, be kind)
- That school and teachers are fun, not scary
- Allowed kiddos to get to know each other and me (the teacher) on a very low key, laid-back way. Students had fun and were eager to start Kindergarten.
- My rules and expectations, zoophonics, meeting me, and school rules and layout.
- They have an idea of how school will be run and where things are in school.

## Appendix III Early Literacy

Figure 1: Raising A Reader, Participation by Age 2015-16 to 2017-18



### Raising A Reader Parent Survey

#### What did you enjoy about the RAR Program?

- I spend more time with my children, they enjoy reading, and I like to see the enthusiasm in their face when we read at home. (translated)
- We love getting our book bags and really enjoy the diverse selection provided. Ms Kacee is the best!
- I love the bilingual books. They're great for teaching Spanish. My daughter enjoyed Miss Kacee coming to read to her as well!
- I get to read every night with my kids. I like that I don't need to go to the library as much.
- Availability of books. (translated)
- Rotation of books, keeps children excited.
- I like the excitement of my son when he sees new books every week. (translated)
- Variety, selection, bilingual, cultural, and historical.
- I am able to spend more quality time with my son while he learns.
- Reading books we may not normally check out.

## Appendix III Early Literacy

Table 1: Readers' Theater Participation by Location

Readers' Theater Location	FY 2015-16	FY 2016-17	FY 2017-18
Family Child Care Providers	-	4	-
Bridgeport Preschool	-	-	8
Coleville State Preschool	15	12	9
Coleville Marine Base Childcare	15	13	18
Lee Vining Head Start Preschool	12	15	7
Lutheran Preschool	11	-	9
Kids Corner	10	15	15
Mammoth Head Start Preschool	20	21	18
MCOE Preschool	-	-	9
<b>Total</b>	83	80	93

Table 2: First Book Distribution

Program	Number of Books
Home Visiting & Peapod	400
Health & Safety Fairs	152
Childcare Providers	115
Dept. of Social Services	56
Early Start	20
Toiyabe Indian Health	20
<b>Total</b>	<b>763 (833 in FY 16-17)</b>

Table 3: Footsteps2Brilliance Participation

Number Participating	Percent of County Birth-5 Population
505	70%

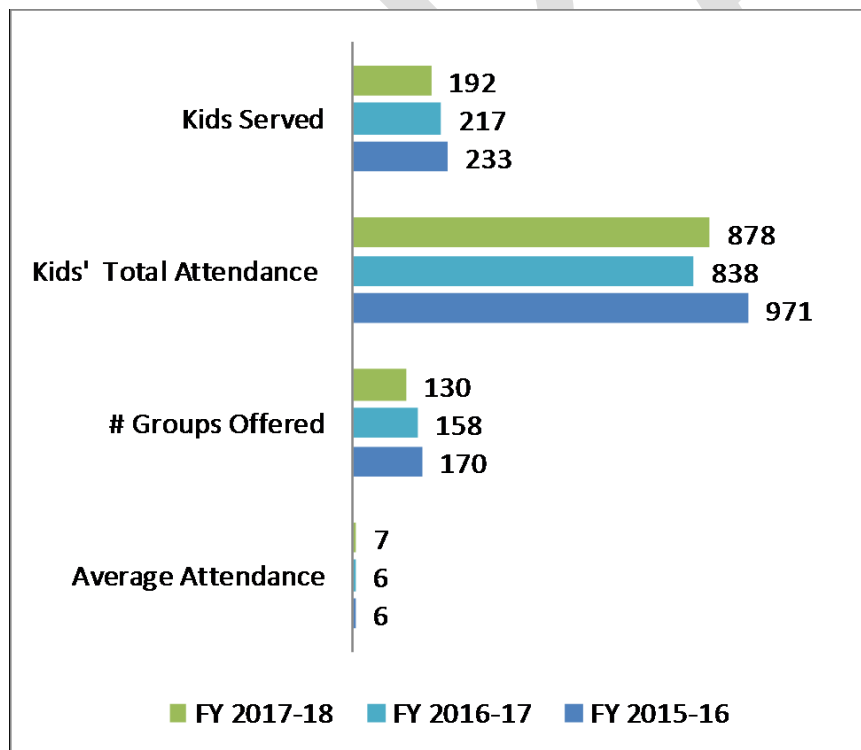


## Appendix IV Peapod Playgroups

Table 1: Families Served by Location 2015-16 to 2017-18

Playgroup Location	FY 15-16	FY 16-17	FY 17-18
Benton/Chalfant	3	3	2
Bridgeport	13	15	12
Crowley Lake	41	32	45
Lee Vining	2	2	0
Mammoth English	46	74	55
Mammoth Spanish	15	0	4
Walker	24	12	4
<b>Total</b>	<b>144</b>	<b>138</b>	<b>122</b>

Figure 1: Participation 2015-16 to 2017-18



## Appendix IV Peapod Playgroups

Figure 2: Counseling Referrals 2015-16 to 2017-18

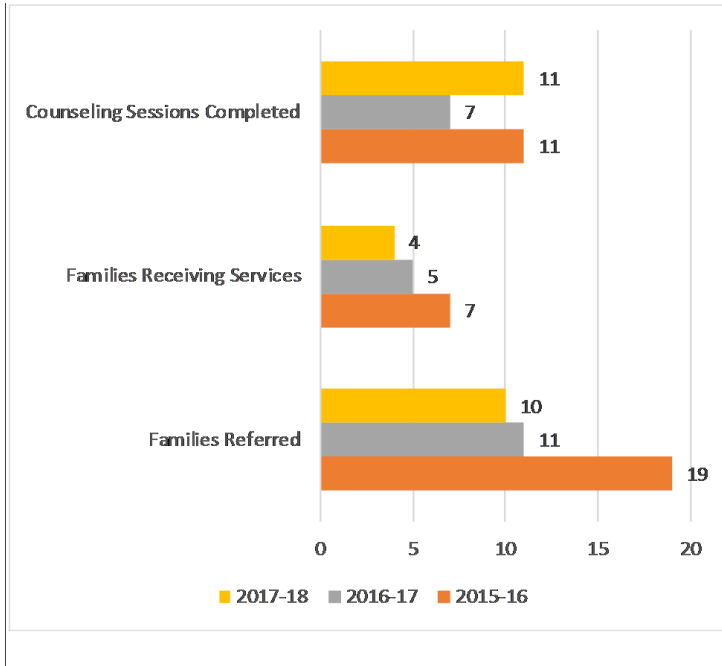
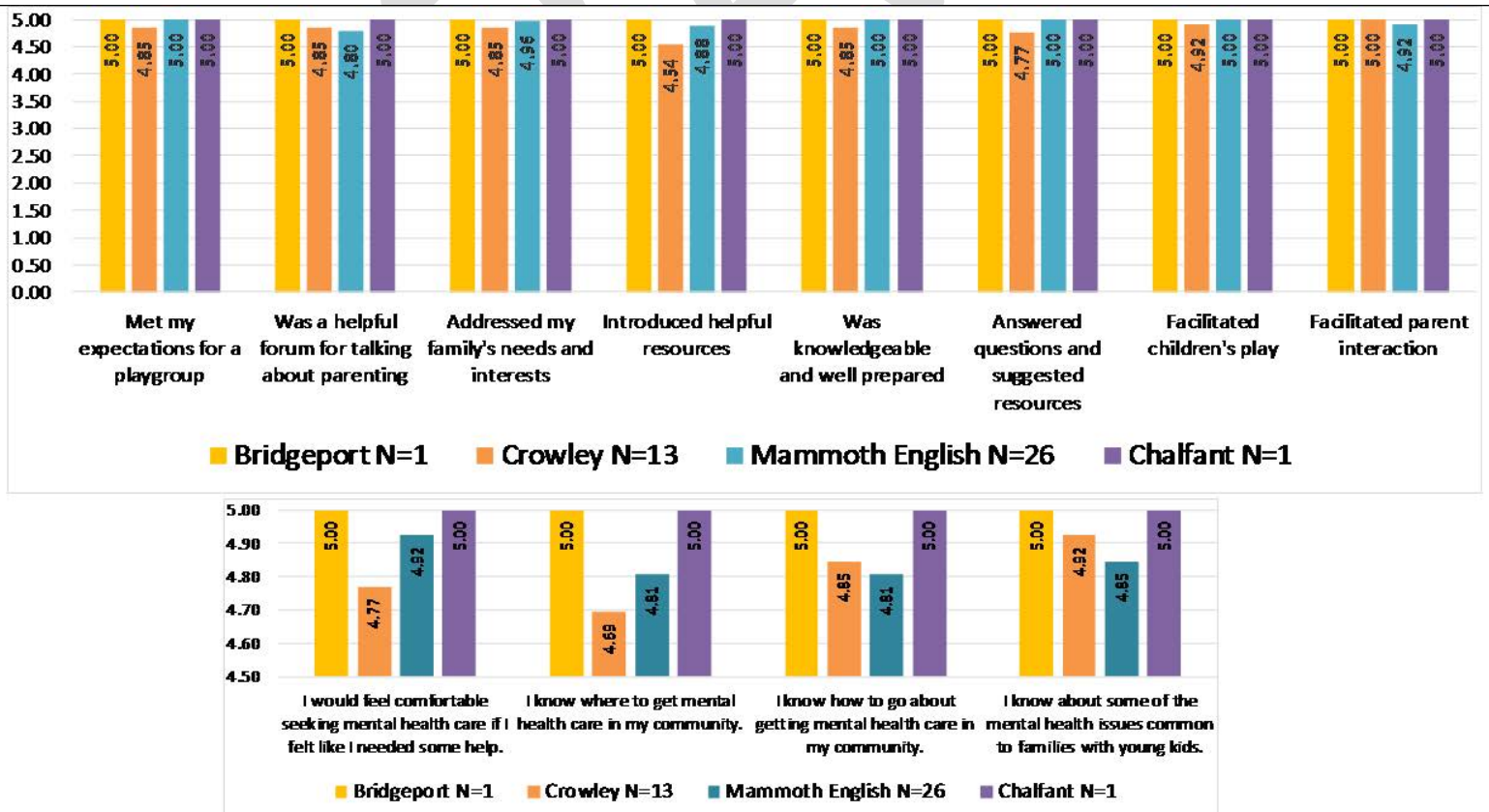


Figure 3: Participant Survey Results by Community

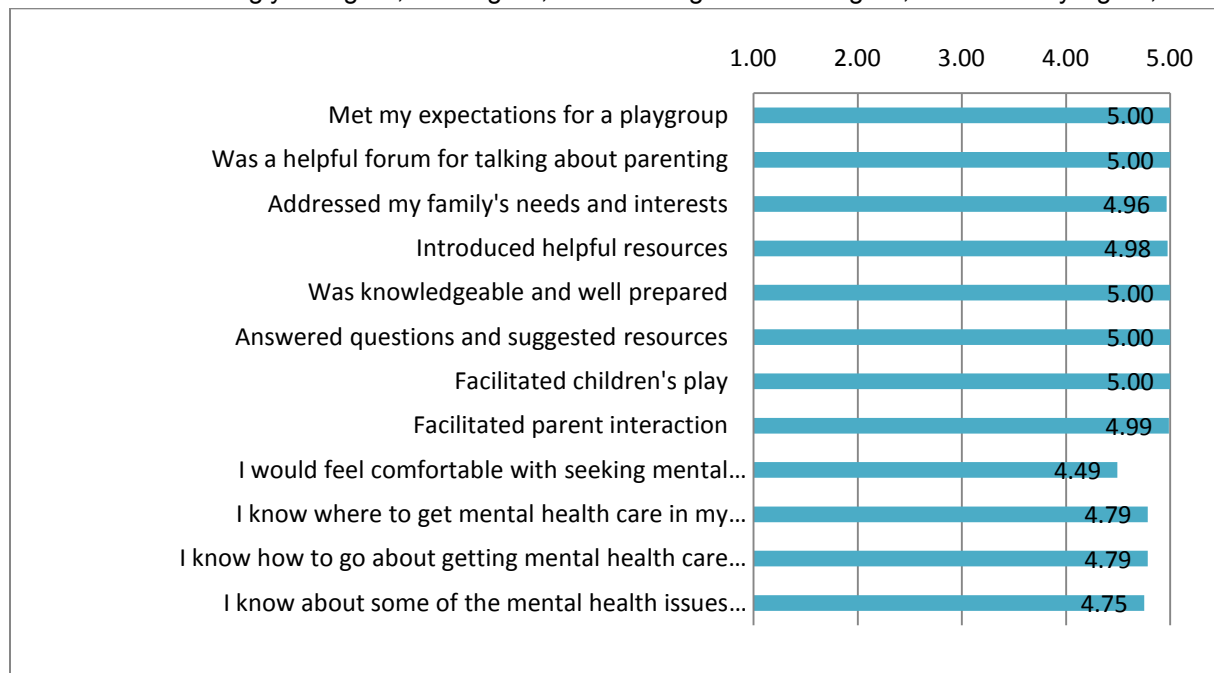
Scale of 0-5: 1 Strongly Disagree; 2 Disagree; 3 Neither Agree nor Disagree; 4 Moderately Agree; 5 Strongly Agree



## Appendix IV Peapod Playgroups

Figure 4: Participant Survey Results County Average n=32

Scale of 0-5: 1 Strongly Disagree; 2 Disagree; 3 Neither Agree nor Disagree; 4 Moderately Agree; 5 Strongly Agree



### Survey Comments:

- Very fun for the kids to be with other kids.
- Fun community gathering.
- Organized & fun community.
- Structured music time.
- Outside at parks.
- Fun environment.
- Safe environment.
- Being outside!
- Different toys to play with.
- Social interaction for mom & child.
- Children interaction, songs, toys.
- Leaders are fantastic.
- Interactive toys and plenty of space.
- Lots of great toys, song time.
- Fun and safe environment with nice people.
- Loved spending summer outside.
- Great location [Shady Rest] and activities for kids.
- Lots of kids same age get to play together.
- Free play with focus on safety.
- Socialization for kids with fun toys.
- Consistent activities week to week, open play.
- Very good interactions with kids and parents.
- Singing, playing, all the smiling faces.
- Hanging out with Moms and kids and fun activities and songs.
- Toddler interaction, nice songs and community building.
- So well prepared. Always interesting toys. So kind are leaders.
- Singing songs, helping with disagreements.
- Outside play, kids hanging out, moms chit chatting.
- Great leaders, nice locations for playgroup, good time of day for group.
- Nice variety of games, songs, education, kind group leaders, great location.
- Variety of learning toys, great leadership with songs and good child and parent socialization.
- Peapod with Eileen provided a fun and safe environment for my kids to interact with other children in their age group.

## **Appendix IV Peapod Playgroups**

### **Survey Comments Continued:**

- More songs!
- Play dough, instruments.
- Snack and a few more games.
- Nada, it's perfect.
- Everything is great.
- Good job. No suggestions.
- Nothing, it's perfect.
- Maybe occasional music playing or musical instruments for kids to play.
- Maybe more music related activities such as instruments or music playing.
- More sensory toys, water, clay, making fun things- bird feeder, pine cone.
- No suggestions, it has been great as it is. Really enjoy it, my daughter has so much fun and has learned so much.

## **Becoming an Emotion Coach**

### **Participants: 5 parents & 5 providers**

### **Survey Results n=4**

#### **Do you feel more prepared as a parent/provider?**

- Yes. This class was very valuable and helpful. I would recommend the class to other parents.
- Yes, I really liked the topics that were offered. (translated)
- Yes, now I recognize if I just follow my old habits and I am much more aware how I am responding with my son.
- Yes, great awesome wonderful class. Should be mandatory for all CPS families, foster families, and people birthing children.

#### **Comments or other suggestions:**

- It was an amazing course and very useful. Thank you so much.
- Watch more videos of the 4 parenting styles and solving each problem with emotion coaching.
- First few classes seemed like review. Last class could have been spread into two.

## Appendix V Childcare Quality

Table 1: Participating Childcare Sites in Mono County

Site Type	Number of Sites Served	Percent of Qualifying Sites Served
Center	7	100%
Family Childcare	8	80%
<b>Total</b>	<b>15</b>	<b>88%</b>

Table 2: Children Served at Participating Childcare Sites in Mono County

Number of Children birth-5 Served	Percent of County birth-5 population Served
217	30%

Table 3: Alternative Sites Served Mono County

Site Type
Home Visiting 0-3
Home Visiting 3-5
Peapod North County
Peapod South County

Table 4: Participating Sites in Alpine County

Site Type	Number Served	Percent Served
Center	2	100%
Alternative Site--Playgroups	1	100%

Figure 1: Developmental Screening, ASQ, from Participating Sites

	Number of Children	Percent of Children
Screenings Completed	130	60% who were enrolled in participating childcares
With one or more identified concern(s)	22	23% who were screened

## Appendix V Childcare Quality

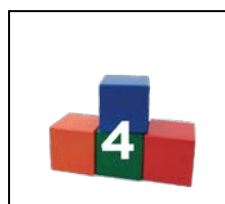
Table 5: Ratings

Rating is based on the following set of California state standards known to promote high-quality early learning for kids.

- Interactions between teachers and children
- How teachers meet and support the developmental needs of children
- The health and safety of the classroom
- Staff qualifications and training
- Group size, number of children per teacher

	COMMITTED TO QUALITY – participating in quality improvement efforts
	RAISING QUALITY – meeting some quality standards
	ACHIEVING QUALITY – meeting multiple quality standards
	EXCEEDING QUALITY – meeting quality standards in all areas
	HIGHEST QUALITY – exceeding quality standards in all areas

Table 6: Rated Sites—participating sites that opted to be rated



- Bridgeport Elementary Preschool\*
- Lee Vining IMACA Head Start/ State Preschool\*
- Mammoth IMACA Head Start/ State Preschool\*
- Coleville IMACA State Preschool\*
- Alpine Early Learning Center\* (Alpine County)

\*rated by Inyo County Supt. of Schools using their Quality Counts Matrix which includes additional elements of quality than the California Quality Counts Matrix



- Mountain Warfare Training Center Child Development Center
- Vasquez Family Day Care—Guillermina Vasquez
- Cherubs Academy—Etelvina Rios

## Appendix VI Childcare Availability

Figures 1-3: Source-California Child Care Resource and Referral Network Child Care Portfolios 2009-2016 ([https://www.rrnetwork.org/california\\_child\\_care\\_portfolio](https://www.rrnetwork.org/california_child_care_portfolio))

Figure 1:

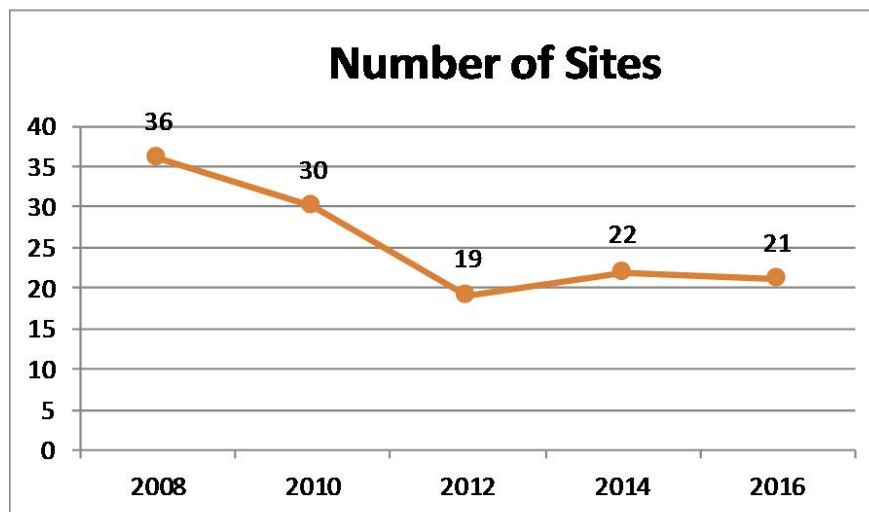


Figure 2:

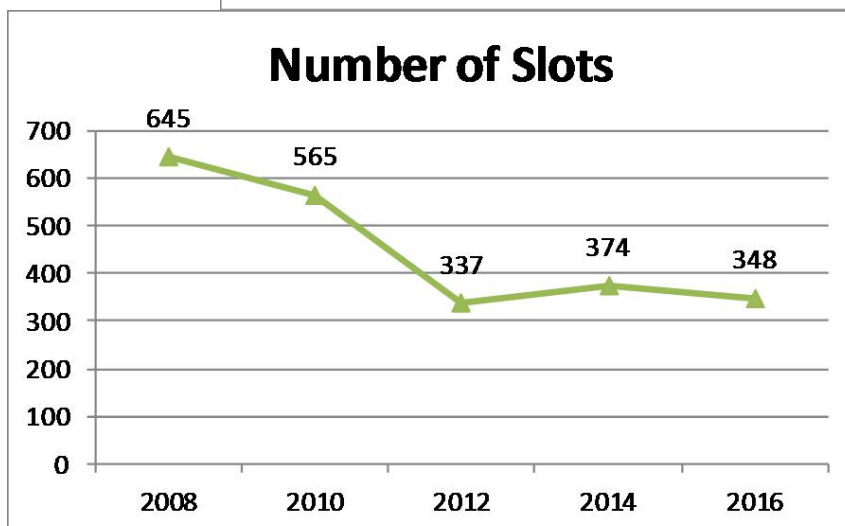
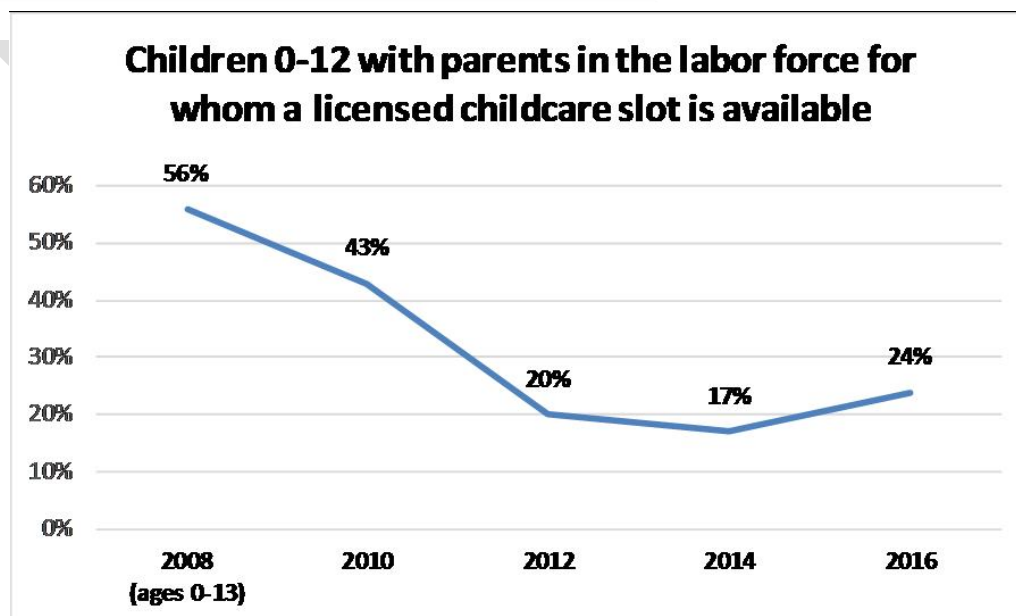


Figure 3:



## Appendix VII Oral Health

Table 1: Oral Health Services Provided

Location	Oral Health Checks	Oral Health Education	Fluoride Varnish	Total Services
Preschools/Family Childcare Homes	-	102	152	254
Eastern Sierra Unified School District Birth-to-5 Health & Safety Fairs	2	-	3	5
<b>FY 2017-18 Totals</b>	<b>2</b>	<b>102</b>	<b>155</b>	<b>259</b>
FY 2016-17 Totals	42	125	130	297

DRAFT



## Appendix VIII Safe Kids California Mono Partners

Activities for Families and Children Birth to 5	Persons Served	Estimated Children Served	Estimated % of children Birth-5 served
Health and Safety Fairs	382	191	27%
Child Passenger Car Seat Check or Replacement	18	18	3%
Accident Prevention Supplies	146	146	20%
Bike Helmets	115	115	16%

### Risk Areas Addressed

Car seat installation and use	TV and furniture tip-overs	Home safety
Carbon monoxide & smoke detectors	Bikes & Helmets	Preventing dog bites
Disaster/emergency preparedness	Medication & poison prevention	Water safety
Suffocation and sleep	Fire, burns, & scalds	Summer heat awareness

### Mammoth Birth to 5 Health & Safety Fair

Activities & Resources Offered	People Reached 2017	People Reached 2018
First 5 California School Readiness Activities	300	n/a
Poison Prevention Information	41	80
Car Seat Safety Checks or Replacements	17	16
Nutrition Information	92	50
Applications for Childcare Providers & Preschools	16	50
Department of Social Services Information	31	50
Gun Safety Locks/Information	55	50
Kids' Bike Helmets	66	80
Health Department Information	32	50
Footsteps2Brilliance	55	n/a
Home Safety Kits	41	80
Fruit & Hot Dogs	224	238
Fair Attendance	300	263

Other 2018 Activities: First Books for ages 0-5, Kids' Bike Rodeo, Probation & Behavioral Health Info, Library & Raising A Reader programs, Town of Mammoth summer programs, Peapod Playgroup toys, face painting, & ambulance tour.

## Appendix IX Results and Indicators

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

Indicator	Investment area	2015-16	2016-17	2017-18
1. Number and percent of children 6 months to 5 years old screened for developmental delays.	Home Visiting & Childcare Quality	27%	28%	210, 29%
2. Number and percent of children served in home childcare settings and childcare centers that exhibit moderate to high quality as measured by a quality index.	Childcare Quality	5%	8%	95, 13%
3. Number and percent of licensed child care providers in Mono County advancing on the Child Development Permit Matrix.		0	unavailable	2, 4%
4. Number and percent of licensed center and family child care spaces per 100 children.		35%	30%	37%

### Sources:

1. Children in commission-run programs with developmental screening—Home Visiting (80) & children in child care programs participating in quality programs who received a developmental screening (130) /children birth to five in Mono County, US Census 2017 population estimate, 717 (100% reporting rate)
2. Inyo County Superintendent of Schools Quality Rating Improvement System rated 4 sites—Inyo Mono Advocates for Community Action 's Preschools in Mammoth, Coleville and Lee Vining and the Bridgeport Elementary Preschool--all were rated as having high quality—4 on a scale of 1-5. First 5 Mono rated two In-home child cares— Vasquez Family Day Care and Cherubs Academy and a center Mountain Warfare Training Center Child Development Center —that received a rating of higher than licensing standards; 3 on a scale of 1-5. Children served at the sites (95)/ US Census 2017 population estimate, 717 (100% reporting rate)
3. Data submitted as part of the Childcare Quality System, 2 received their permits of 48 providers in the County (100% reporting rate)
4. Number of licensed child care spaces available to Mono County children birth-5 on the IMACA Resource and Referral list, 262 /children birth to five in Mono County, US Census 2017 population estimate, 717 (100% reporting rate)

## Appendix IX Results and Indicators

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

Indicator	Investment area	2015-16	2016-17	2017-18
1. Number and percent of children who have ever attended a preschool, Pre-K, or Head Start program by the time of Kindergarten entry.	School Readiness	61%	24%	75, 66%
2. Number and percent of children “ready for school” upon entering Kindergarten.		37%	50%	70, 49%
3. Number and percent of children receiving Kindergarten transition support.		79%	67%	76, 54%
4. Number and percent of entering Kindergartners assessed for school readiness prior to entry.		66%	24%	30, 27%
5. Number and percent of children in households where parents and other family members are receiving child-development and parenting education.	Home Visiting & Family Behavioral Health	56%	46%	317, 44%

### Sources:

1. Incoming Kindergarten Parent Surveys indicating enrollment in preschool or pre-K--75/113 surveys=66%. 113 surveys/142 kindergarten students=80% reporting rate. Previous year's data was from the Summer Bridge Parent Survey with a much lower reporting rate.
2. In-kindergarten Brigance screens of students assessed as within the typical range and above the gifted cutoff 70/ 142 number of assessments=49%. 142 assessed /142 kindergarten students=100% reporting rate. Previous year's reporting rates: 2015, 66%; 2016, 99%.
3. Children participating in Kindergarten Round Up or Summer Bridge, whichever is highest (Round Up for FY 2017-18) 76/142 number of children on the first day of kindergarten (100% reporting rate)
4. Incoming Kindergarten Parent Surveys indicating enrollment in preschool or pre-K that conducts readiness assessments/ 113 surveys=27%. 113 surveys/142 kindergarten students=80% reporting rate. Previous years included First 5 sponsored pre-K assessments now conducted in kindergarten.
5. Children in commission-run programs with child-development education components 317/ 717 children birth to five, 2017 Census population estimates. Only includes First 5 operated programs that gather identifying information so as to be able to omit duplicates—44% reporting rate, same calculation as above.

## Appendix IX Results and Indicators

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

Indicator	Investment Area	2015-16	2016-17	2017-18
1. Number and percent of children in families provided with information about appropriate community services.	Home Visiting & Behavioral Health	56%	46%	317, 44%
2. Number and percent of children where breastfeeding is successfully initiated and sustained.	Home Visiting	84%	91%	Not available at time of report submission
3. 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.		78%	77%	Not available at time of report submission

### Sources:

1. Children in commission-run programs with resource referral components 317/ 717 0-5 population, US Census 2017 population estimate=44%. Only includes First 5 operated programs that gather identifying information so as to be able to omit duplicates—44% reporting rate, same calculation as above.
2. Sierra Park Pediatrics number of children breastfed at visits to pediatrics up to 1 month of age in FY 2017/18 not available at time of report submission, seeking to know the number and percent of children seen up to 1 month/ 134 births in 2017 Department of Finance projection. 2015-16 data was from Welcome Baby! and 2017-18 data from Mammoth Hospital to be included in the 2018-19 Evaluation Report.
3. Sierra Park Pediatrics number of 2-5 year olds seen in FY 2017/18 within the typical BMI range not available at time of report submission. 2015-16 data from children enrolled in CHDP from the Mono County Public Health Department. Data from Mammoth Hospital to be included in the 2018-19 Evaluation Report.

## Appendix IX Results and Indicators

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

Indicator	Investment Area	2015-16	2016-17	2017-18
1. Number and percent of children who regularly access preventive dental care.	Oral Health	24%	20%	Not available at time of report submission
2. Number and percent of children ages 1 or older who receive annual dental screenings.		460, 64%	424, 60%	463, 65%
3. Number and percent of children at Kindergarten entry with untreated dental problems.		5%	18%	17, 30%
4. Number and percent of prenatal women who receive dental hygiene education.		10%	19%	16, 12%

**Sources:**

1. Children 0-5 seen at Sierra Park Dental more than once a year. Data from analysis by Mammoth Hospital based on Sierra Park Dental information. To be omitted in future years as per the draft 2019-20204 Strategic Plan
2. Children 0-5 seen at Sierra Park Dental annually for a screening from FY 2015-16 to FY 2017-2018. Data updated for all three years with new analysis by Mammoth Hospital based on Sierra Park Dental information of the number of children seen annually for a screening in the Mammoth Hospital Dental Clinic compared to the number of Children in the County, n=463 (100% reporting rate based on US Census 2017 population estimate of children 0-5 in the County, 717)
3. Oral Health Assessments turned into the school indicating untreated dental problems 17/ 56 completed oral health assessments = 18%. SCOHR system oral health assessment submissions including an oral health assessments 56 /142 kindergartners=39% reporting rate. 2016-17 data from assessments conducted at Kindergarten Round Up yielded a reporting rate of 35%.
4. 16 prenatal WBI Visits/ 134 California Department of Finance 2017 birth estimate= 19%. Reporting rate 19% (same calculation as above)

## Appendix X Fiscal Overview

Revenue	Amount
Prop. 10 Tax Revenue	\$84,426
Small County Augmentation	\$265,574
SMIF (Surplus Money Investment Fund)	\$129
CBCAP/CAPIT (Parenting Partners)	\$33,000
IMPACT	\$70,767
Region 6 T&TA Hub	\$109,676
CDBG Administration	\$2,540
CDBG	\$233,203
CDE Certification Grant	\$6,285
CDE Certification & Coordination Grant	\$2,625
Infant Toddler Block Grant	\$6,587
Peapod Program (Prop. 63 Funds)	\$40,000
Raising A Reader	\$767
Miscellaneous	\$6,526
Interest on Mono County First 5 Trust Fund	\$10,018
<b>Total Revenue</b>	<b>\$872,123</b>

Expense	Amount	% of Expenditures	% of Discretionary Funds	5-year Strategic Plan
Home Visiting	\$168,175	19%	37%	34%
School Readiness	\$100,359	11%	28%	19%
Peapod	\$41,089	5%	<1%	7%
Childcare Quality	\$438,355	50%	2%	9%
Oral Health	\$4,521	1%	1%	1%
Safe Kids Coalition	\$7,001	1%	2%	2%
Operations/Support/Evaluation	\$117,527	13%	33%	28%
<b>Total Expenses</b>	<b>\$877,027</b>			
<b>Total Revenue</b>	<b>\$872,123</b>			
<b>Net Revenue</b>	<b>(\$4,904)</b>			
Fund Balance	Amount			
Fund Balance Beginning	\$548,455			
Fund Balance End	\$543,551			
<b>Net Change in Fund Balance</b>	<b>(\$4,904)</b>			

## Mono County Childcare Needs 2019

	Preschool Age					Infant and Toddler Age				Birth to 5 total	
	1. Total slots needed	2. Existing slots	3. Number of slots needed to fill the need	4. Number of needed slots eligible for State Preschool <70% of state median income		5. Total slots needed	6. Existing slots	7. Number of slots needed to fill the need		8. Slots needed to fill the need	9. Number of needed slots CDBG eligible <80% of county median income
Mammoth Area	204	99	105	74		204	78	126		231	185
Lee Vining/June Lake	22	13	9	6		22	6	16		25	20
Benton, Hamil, & Chalfant	6	10	0	0		6	0	6		6	5
Bridgeport	10	15	0	0		10	0	10		10	8
Coleville/ Walker	38	30	8	6		38	11	27		35	28
<b>County Total</b>	<b>280</b>	<b>167</b>	<b>122</b>	<b>85</b>		<b>280</b>	<b>95</b>	<b>185</b>		<b>307</b>	<b>246</b>

1. Determined by the 5 Year Kinder and transitional Kindergarten average 2014-2018 multiplied by 2, to account for all 3 & 4 year olds. Assuming the need for age specific care for all 3 & 4 year olds.

2. Based on the number of preschool slots in licensed and licence exempt sites.

3. The difference between the existing slots and the number needed for all 3 & 4 year olds to have a preschool slot.

4. The number of slots needed to fill the need multiplied by 70%, the state median income threshold to qualify for State Preschool >\$63,083 for a family of 4

5. Determined by the 5 Year Kinder and transitional Kindergarten average 2014-2018 multiplied by 2.5 and divided by 80%, to account for all 6 month-1 year olds and 1 and 2 year olds with a parent in the workforce (80%, as per the California Childcare Portfolio). Assuming the need for care is for children 6 months and older with all parents in the workforce.

6. Based on the number of infant and toddler slots in licensed and licence exempt sites.

7. The difference between the existing slots and the number needed for 80% of 6 moth to 2 year olds to have a childcare slot.

8. Combination of the remaining needed preschool and infant and toddler slots, same assumptions as for numbers 1 & 5.

9. The number of slots needed to full the need multiplied by 80%, the County median income thrshold to qualify for CDBG >\$62,000 for a family of 4

Data compiled by

**RETURN TO AGENDA**

## Municipal Support of Child Care, Breckenridge Example

*Since 2007, the Town of Breckenridge has provided over \$6.5 million to the Tuition Assistance Program to support local families and workforce. Breckenridge recognized that without access to affordable, quality early childhood care and education, parents could not be part of the vital workforce and contribute to the community character the Town desired.— 2016 Child Care Needs Assessment (Tuition Assistance totals through December 2017)*

In 2007 the Council authorized its first formal Needs Assessment. Then working together the Council Housing and Child Care Committee and the stakeholder taskforce created a roadmap for a public-private partnership that would increase capacity, strengthen the financial position of our schools and assure working families had access to quality affordable child care. To increase capacity and meet the need indicated by the burgeoning waitlists one of the first actions for the Council committee was to identify a parcel of Town owned land & commence planning for a new school to provide slots for children who were not able to find space in our existing network. We broke ground in the fall of 2007 and conducted RFP process to bring in a qualified operator to run this new school which created 65 new slots and is now known as Timberline Learning Center. To address the financial challenges our non profit schools had with low tuitions and low salaries we paid off the debts/ mortgages at our partner schools. This enabled them to stabilize their budgets and put those dollars that had been going to their mortgages into a capital reserve fund to insure the schools would have the means to maintain their buildings without having to fundraise for new roofs, hvac systems or other large capital expenses. To address salaries and tuition we created a Tuition Assistance & Salary Supplement Program. This gave an immediate infusion to the schools to raise wages approximately 30% up to \$13.00/hour (2007) with the direction to also raise tuition rates over the next 5 year to cover the true cost of care in order to support those higher more competitive salaries. In order to assure families could still afford the rising tuition cost we created a Tuition Assistance program for local working families who are cost burdened by their monthly child care bill. This needs based cost sharing program provides relief to families who live and/or work in the Upper Blue and are paying more than 13 – 16% of their gross income on childcare. Our program provides tuition assistance covering the gap between what a family can afford and the full daily tuition rate. (Child Care Initiative 2017-18 Annual Report, page 4)

<https://www.townofbreckenridge.com/home/showdocument?id=16630>

(Childcare Needs Assessment, Town of Breckenridge 2016)

<https://www.townofbreckenridge.com/home/showdocument?id=11462>



**First 5 Mono**  
**2018-19 Proposed Budget Update 3.28.2019**

Item#11  
Mtg Date 5/16/19

	Adopted Budget	Proposed Budget	Change
<b>Ordinary Income/Expense</b>			
<b>Income</b>			
Prop 10 Tax Revenue	85,191	70,699	-14,492
Prop 56 Tax Revenue		8,033	8,033
Small County Augmentation	264,809	271,268	6,459
SMIF (Surplus Money Inv Fund)	65	65	
IMPACT	88,962	88,962	
Region 6 T&TA Hub	155,399	152,013	-3,386
CSPP Block Grant	15,625	15,625	
QRIS Block Grant		6,854	6,854
CDE Certification & Coordination Grant		2,625	2,625
CDBG Administration	8,721	8,721	
CDBG-ESUSD	232,558	232,558	
CAPIT/CBCAP (Home Visiting)	33,000	33,000	
CalWorks HV Initiative		10,000	10,000
Peapod Program (Prop 63 Funds)	40,000	40,000	
Misc Inc	1,000	1,000	
Interest on F5 Mono Fund Bal	8,995	8,995	
<b>Gross Income</b>	<b>934,325</b>	<b>950,418</b>	<b>16,093</b>
<b>Expense</b>			
<b>Home Visiting</b>			
Director Salary	16,880	16,880	-
Director Benefits	1,025	1,025	-
Home Visitors Salary	90,000	90,000	-
Home Visitors Benefits	20,000	20,000	-
Admin Assistant Salary	7,985	7,985	-
Admin Assistant Benefits	1,500	1,500	-
Office Supplies & Rent	1,000	1,000	-
Postage	200	200	-
Counseling	1,000	1,000	-
Training & Travel	15,000	15,000	-
Educational Support Materials	500	500	-
Lactation Counseling/Childbirth	600	600	-
MCOE Indirect	14,740	14,740	-
<b>CalWorks HV Initiative</b>			
Home Visitors Salary		3,500	3,500
Home Visitors Benefits		1,200	1,200
Affiliate Fees		2,800	2,800
Training & Travel		2,000	2,000
MCOE Indirect		500	500
<b>Total CalWorks HV Initiative</b>		<b>10,000</b>	<b>10,000</b>
<b>Total Home Visiting (Resource 9037)</b>	<b>170,430</b>	<b>180,430</b>	<b>10,000</b>
<b>School Readiness</b>			

**First 5 Mono**  
**2018-19 Proposed Budget Update 3.28.2019**

Item#11  
Mtg Date 5/16/19

	Adopted Budget	Proposed Budget	Change
Director Salary	7,275	7,275	-
Director Benefits	3,940	3,940	-
Admin Assistant Salary	8,465	8,465	-
Admin Assistant Benefits	1,500	1,500	-
Office Supplies/Postage	1,000	1,000	-
Motorpool	180	180	-
Preschool to K Transition	3,000	3,000	-
Promotional Messaging	200	200	-
Early Literacy	2,000	2,000	-
ESUSD Transition to School	8,675	8,675	-
MUSD Transition to School	10,000	10,000	-
Raising A Reader	38,000	38,000	-
MCOE Indirect	2,118	2,118	-
<b>Total School Readiness (Resource 9310)</b>	<b>86,353</b>	<b>86,353</b>	<b>-</b>
<b>Peapod</b>			
Director Salary	1,620	1,620	-
Director Benefits	875	875	-
Admin Assistant Salary	8,167	8,167	-
Admin Assistant Benefits	1,500	1,500	-
Peapod Leaders Salary	19,000	19,000	-
Peapod Leaders Benefits	3,100	3,100	-
Office Supplies	100	100	-
Advertising	770	770	-
Training & Travel	1,000	1,000	-
Playgoup Materials	740	740	-
MCOE Indirect	3,310	3,310	-
<b>Total Peapod (Resource 9039)</b>	<b>40,182</b>	<b>40,182</b>	<b>-</b>
<b>Child Care Quality</b>			
<b>IMPACT</b>			
Director Salary	5,820	5,820	-
Director Benefits	3,150	3,150	-
Coordinator Salary	24,740	24,740	-
Coordinator Benefits	9,620	9,620	-
Early Learning Specialist Salary		2,500	2,500
Early Learning Specialist Benefits		500	500
Materials & Supplies	900	900	-
Equipment	500	500	-
Travel	1,000	1,000	-
Incentives	19,157	19,157	-
Contractual	8,500	8,500	-
Coaching	9,000	6,000	(3,000)
Indirect			
MCOE Indirect	4,360	4,360	-
First 5 Indirect	7,215	7,215	-

**First 5 Mono**  
**2018-19 Proposed Budget Update 3.28.2019**

Item#11  
Mtg Date 5/16/19

	Adopted Budget	Proposed Budget	Change
Total Indirect	11,575	11,575	-
Total IMPACT (Resource 9036)	93,962	93,962	-
Region 6 T&TA Hub			
Coaching			
Salaries	15,800	15,800	-
Benefits	6,300	6,300	-
Materials & Supplies	2,400	2,400	-
Travel	9,000	9,000	-
Training	9,500	9,500	-
Contractual	82,424	79,799	(2,625)
ELNAT	3,200	3,200	-
Data System	7,200	7,200	-
First 5 Indirect	19,575	18,814	(761)
Total Region 6 T&TA Hub	155,399	152,013	(3,386)
CSPP Block Grant			
Coordinator Salary	1,843	1,843	-
Coordinator Benefits	546	546	-
Travel	200	200	-
Contractual	1,300	1,300	-
Site Block Grants	11,500	11,500	-
MCOE Indirect	236	236	-
Total CSPP Block Grant	15,625	15,625	-
QRIS Block Grant			
Coordinator Salary		1,080	1,080
Coordinator Benefits		600	600
Site Block Grants		4,500	4,500
Travel		16	16
First 5 Indirect		490	490
MCOE Indirect		168	168
Total QRIS Block Grant		6,854	6,854
CDE Certification & Coordination Grant		2,625	2,625
Total Child Care Quality	264,986	271,079	6,093
Oral Health			
Director Salary	1,615	1,615	-
Director Benefits	875	875	-
Tooth Tutor Salary	1,215	1,215	-
Tooth Tutor Benefits	85	85	-
Educational Support Materials	200	200	-
MCOE Indirect	380	380	-
Total Oral Health (Resource 9038)	4,370	4,370	-
Safe Kids Coalition	7,000	7,000	-
CDBG Admin Expense	8,721	8,721	-
CDBG-ESUSD	232,558	232,558	-

**First 5 Mono**  
**2018-19 Proposed Budget Update 3.28.2019**

Item#11  
Mtg Date 5/16/19

	Adopted Budget	Proposed Budget	Change
Evaluation	1,500	1,500	-
<b>F5 Operations</b>			
Director Salary	35,304	35,304	-
Director Benefits	29,720	29,720	-
Admin Assistant Salary	20,514	20,514	-
Admin Assistant Benefits	3,815	3,815	-
Office Supplies/Postage	1,500	1,500	-
Advertising	500	500	-
Rent	4,900	4,900	-
Phones	350	350	-
Commissioner Travel	300	300	-
Staff Training & Travel	3,400	3,400	-
MCOE Indirect	9,400	9,400	-
<b>Total F5 Operations (Resource 9300)</b>	<b>109,703</b>	<b>109,703</b>	<b>-</b>
<b>Miscellaneous</b>			
F5 Association Dues	3,163	3,163	-
Fiscal Audit	10,000	10,000	-
Mono County Counsel	1,500	1,500	-
<b>Total Miscellaneous</b>	<b>14,663</b>	<b>14,663</b>	<b>-</b>
<b>Total Expense</b>	<b>940,466</b>	<b>956,559</b>	<b>16,093</b>
<b>Net Ordinary Income</b>	<b>(6,141)</b>	<b>(6,141)</b>	

# First 5 Mono County Profit & Loss Budget vs. Actual

Item#12  
Mtg Date 5/16/19

YTD July 1, 2018 - May 8, 2019

	Jul 1 - May 8	Budget	\$ Over Budget	% of Budget
<b>Ordinary Income/Expense</b>				
<b>Income</b>				
Prop 10 Tax Revenue	52,524.87	85,191.00	-32,666.13	61.66%
Small County Augmentation	199,397.71	264,809.00	-65,411.29	75.3%
SMIF (Surplus Money Inv Fund)	0.00	65.00	-65.00	0.0%
CAPIT (Parenting Partners)	9,923.00			
IMPACT	37,037.94	88,962.00	-51,924.06	41.63%
Region 6 T&TA Hub	-150.00	155,399.00	-155,549.00	-0.1%
CSPP Block Grant	0.00	15,625.00	-15,625.00	0.0%
CDBG Administration	4,449.22	8,721.00	-4,271.78	51.02%
CDBG	170,515.63	232,558.00	-62,042.37	73.32%
CAPIT/CBCAP (Home Visiting)	19,965.00	33,000.00	-13,035.00	60.5%
Peapod Program (Prop 63 Funds)	29,746.79	40,000.00	-10,253.21	74.37%
Misc Inc	0.00	1,000.00	-1,000.00	0.0%
Interest on F5 Mono Fund Bal	8,713.47	8,995.00	-281.53	96.87%
<b>Total Income</b>	<b>532,123.63</b>	<b>934,325.00</b>	<b>-402,201.37</b>	<b>56.95%</b>
<b>Gross Profit</b>	<b>532,123.63</b>	<b>934,325.00</b>	<b>-402,201.37</b>	<b>56.95%</b>
<b>Expense</b>				
Home Visiting (Resource 9037)	135,556.47	170,430.00	-34,873.53	79.54%
School Readiness (Resource 9310)	41,514.32	86,353.00	-44,838.68	48.08%
Peapod (Resource 9039)	32,354.68	40,182.00	-7,827.32	80.52%
Child Care Quality	128,143.97	264,986.00	-136,842.03	48.36%
Oral Health (Resource 9038)	2,836.15	4,370.00	-1,533.85	64.9%
Safe Kids Coalition	0.00	7,000.00	-7,000.00	0.0%
CDBG Admin Expense	4,449.22	8,721.00	-4,271.78	51.02%
CDBG-ESUSD	170,515.63	232,558.00	-62,042.37	73.32%
Evaluation	1,119.53	1,500.00	-380.47	74.64%
F5 Operations	84,302.35	109,703.00	-25,400.65	76.85%
Miscellaneous	9,163.00	14,663.00	-5,500.00	62.49%
<b>Total Expense</b>	<b>609,955.32</b>	<b>940,466.00</b>	<b>-330,510.68</b>	<b>64.86%</b>
<b>Net Ordinary Income</b>	<b>-77,831.69</b>	<b>-6,141.00</b>	<b>-71,690.69</b>	<b>1,267.41%</b>
	<b>-77,831.69</b>	<b>-6,141.00</b>	<b>-71,690.69</b>	<b>1,267.41%</b>