







PROBATION

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PROBATION

never try what you see

DÍA DE LOS NIÑOS CELEBRATION

FIRST 5 ADVOCACY DAY

SAVE THE DATE

APRIL 21, 2020

NORTH CAPITOL LAWN



Lawn
activities to
celebrate
literacy for
children of all
linguistic and
cultural
backgrounds



Legislative
visits for First
5 registrants
in the morning
& afternoon

Questions? Contact Margot:

margot@first5association.org or 510-227-6968



October 24, 2019

ACTION ITEM

SUBJECT: HOME VISITING STATE-WIDE INFRASTRUCTURE

Strategic Plan Priority Area: Family Functioning

Goal: All families have the knowledge, skills, and resources to support their children's optimal development.

SUMMARY OF THE ISSUE

The need for coordination and collaboration across local home visiting programs has never been more critical as local entities stretch their capacity to draw down the significant amount of available home visiting funding (more than \$230 million in the 2019–20 Budget), and ensure vulnerable families can access critical services and supports. The purpose of this one-time, multi-year funding is to help counties create a sustainable, unified home visiting system that supports families with the services they need and maximize available funding to serve more families. This funding will help counties:

1. Build an efficient and sustainable home visiting system to:
 - a. Assess and address county and agency readiness to collaborate
 - b. Identify and overcome barriers to systems coordination and alignment
2. Integrate home visiting into other local early childhood development systems
3. Promote regional and inter-regional collaboration and coordination to leverage resources and expertise

RECOMMENDATION

First 5 California staff recommends the Commission approve up to \$24 million over six fiscal years (FY 2019–2020 through FY 2024–2025) for one-time, multi-year home visiting coordination funding.

BACKGROUND OF KEY ISSUES

In 2018–19, California spent nearly \$122 million on home visiting. Governor Newsom’s 2019–20 Budget includes a significant and increased investment in home visiting through a mix of federal funds and General Fund. This brings the total home visiting investment in FY 2019–20 to nearly \$230 million.

In 2017, nearly 45,000 families were served through a combination of federal and local funding for home visiting services. In the 2018–19 Budget, one-time TANF funds for the CalWORKS Home Visiting Initiative targeted support for more than 10,000 additional families. By 2021, through a mix of new state and federal funding, the overall number of families served is expected to triple.

Data from the 2017–18 First 5 California Annual Report Data System shows 55 of the 58 California counties implement at least one home visiting program through local First 5 county investments, California Home Visiting Program (CHVP), or CalWORKS Home Visiting Program (HVP) funding. Specifically, 44 of 58 counties implement CalWORKS-funded models including Healthy Families America, Nurse Family Partnership, and Parents as Teachers; 22 counties implement either HFA or NFP through MIECHV funding; 36 counties use local county commission funding for evidence-based or local models.

Although most counties offer home visiting to families, counties report being at different stages of service coordination. For most, home visiting programs operate as separate and distinct when they actually have many shared goals, principles, and desired outcomes across both home visiting and other maternal and infant health programs. Planned and supported coordination across multiple home visiting agencies can help identify gaps in service and resources as well as strengths, and fill a need projected by the Strong Start Index for babies born in the lowest 10% of their county.

First 5 staff recommends the Commission support improved coordination, communication, and alignment of local home visiting efforts between county departments of social services and public health, and First 5s. The Home Visiting Applied Research Collaborative (HARC) defines service coordination as the “intentional organization of activities between two or more [entities] to facilitate, in partnership with the family, the delivery of the right services in the right setting at the right time.” HARC developed a framework, guiding principles, and indicators to strengthen home visiting coordination capacity and practice within health and human services; this framework will be used, along with other research, to measure outcomes of this investment.

1. Build an Efficient and Sustainable Local Home Visiting System

With the rapid release of significant new funding and expectation to target the most vulnerable families through evidence-based programs, it is imperative that local agencies currently invested in home visiting or interested in drawing down home visiting funds coordinate to maximize impact on family well-being. To realize this goal, local home visiting programs must communicate with each other regularly,

refer families to one another whenever indicated by the needs of the child and parents, and invest in shared system elements that enable them to work together toward collective goals and common outcomes. This type of work is known as *collective impact* ([see www.collectiveimpactforum.org](http://www.collectiveimpactforum.org)), a model for changing systems and improving community outcomes guided by five conditions: a common vision, a shared agenda, mutually reinforcing activities, continuous communication, and “backbone” support. The backbone organization mobilizes, coordinates, and facilitates the process of collective impact.

This funding will provide the backbone support that enables county-level home visiting implementing agencies to strengthen, expand, and sustain their evidence-based home visiting programs, whether county agencies are just beginning to coordinate or are further along in their inter-agency coordination journey.

- a. **Planning: Assess and Address Readiness to Coordinate.** A national study of home visiting coordination found, “Partners reports of the quality of their collaboration with one another were associated with achieving the initiatives goals of implementation with fidelity, scale up, and sustainability (Mathematica Policy Research, 2014).” A key to launch or expansion is readiness to implement and coordinate home visiting services.

In ten counties, no HVP- or CHVP-funded home visiting programs exist; in seven of these, only the local First 5 county commission is investing in home visiting while in the remaining three, there is no reported home visiting program. These counties, as well as others that are newer to implementing evidence-based models, could benefit from funding for planning activities. Planning funding will enable counties to assess and address local agencies’ readiness to engage in systems-changing collaboration, including, but not limited to:

- Conducting a strengths and needs assessment to map home visiting services across the county (if they exist)
- Identifying existing programs’ assets challenges to launching evidence-based programs
- Offering resources and supports to build agency motivation, capacity, and commitment to engage in collaborative home visiting efforts
- Co-authoring applications for new home visiting funds to support local families

- b. **Implementation: Identify and Overcome Barriers to System Coordination and Alignment.** At least 30 counties use a combination of First 5 county funding and HVP and/or CHVP funding for home visiting services. Some of these counties have a long history of collaboration to achieve system levels change, can benefit from the coordination funding, and could mentor other counties. Coordination within and across home visiting programs is a focus of several state

and national efforts (West, et al, 2018). They highlight key systems coordination and alignment activities such as:

- Developing formal agreements or memoranda of understanding (MOUs), support communication, coordinated funding, referral, and information sharing across agencies
- Defining shared accountability and staff responsibility for assessment, screening, referral, and follow through of service provision within and across home visiting programs
- Developing shared intake and referral processes so that families receive the most appropriate home visiting services available
- Using a shared data system to collect information on key home visiting indicators, and perhaps across multiple maternal and infant health programs
- Identifying and addressing cross-training opportunities and common technical assistance needs for home visitors across programs and models
- Identifying and overcoming system barriers to adequate supports and resources to sustain implementation of evidence-based programs with a high degree of fidelity over time

2. Integration: Integrate home visiting into other local early childhood development systems

Home visiting is a strategy connected to and depended upon an array of early childhood services and should be integrated into planning with other early childhood planning efforts. It is important for leadership within different early childhood systems to come together regularly to create a seamless continuity of services for families enrolled in multiple early childhood programs.

This funding will support local cross-system coordination, including, but not limited to:

- Creating MOUs, policies and procedures, and transition plans for families using services across multiple systems
- Initiating opportunities for staff across systems to understand one another's services
- Identifying and addressing cross-system staffing attrition attributed to significant home visiting state funding and attention

3. Collaboration: Promote regional and inter-regional networking

With 58 counties at different stages of collaboration, all working toward a common goal, a regional approach to supporting counties can improve the likelihood of successful local collaboration and sustainable local home visiting systems. A regional body can increase system efficiencies by hiring technical assistance providers who can serve multiple counties, collect and distribute resources to counties with similar needs within and across regions, and connect more experienced counties with newer counties for mentoring. Regionally supported staff and resources are more likely to increase capacity and decrease duplication of effort, thereby creating economies of scale which lead to more sustainable home visiting systems. Further, an inter- and intra-regional approach, also called “network strategy” can bolster shared learning and has been shown to be effective in systems change efforts. Network strategy is grounded in strategic connectivity where individual network participants bring their efforts into a shared domain of learning, share knowledge and resources, and collaborate to achieve independent and collective goals. The network strategy is particularly powerful when individuals across the network are at different stages of development.

Expected Outcomes

Staff recommends the Commission offer grants to support a continuum of planning and implementation activities, as described in 1.a. and 1.b., as well as systems integration and collaboration. The one-time, catalytic funding is meant to provide necessary resources for counties to access expert consultants and time-limited facilitators, and reach agreement with other home visiting program implementing agencies about coordination activities. At minimum, this funding and increased collaboration is expected to yield significant systems changes, including, but not limited to:

- More counties will have cross-agency understanding of their population needs and demonstrate readiness to collaborate on home visiting services
- County agencies will be more likely to draw down funds
- Shared local referral systems and data sharing agreements will enable more families to be served more effectively and efficiently
- Resource sharing and partnerships within counties, across counties, and across regions will promote a stronger early childhood system, with home visiting embedded as a vital component leading to strong family outcomes

Funding Details and Timeline

The funding request of up to \$24 million was calculated with the assumption every county will be interested and need funding for planning, implementation, or both. While staff have information about the types of home visiting programs offered by counties, staff will need additional information from counties to help identify and match counties to

the type of funding. It is possible some counties already have fully coordinated home visiting systems and will not need the funding to coordinate. These counties may be interested in acting as mentor counties. Other considerations include:

- Funding for planning will be available for up to two years. Following this period, these counties will be eligible for funding for implementation.
- A portion of the funding will be allocated to regionally implemented supports which include incentivizing mentors, resource collection and sharing, and other network strategies.
- Planning funds will be administered through a regional strategy where counties can benefit from mentors and shared expert consultants. No match will be required for funding spent on planning activities and mentors.
- Counties interested in implementation funds will be eligible to receive a maximum amount of funding annually in 1:1 match; the funding will be structured to incentivize regional approaches to local coordination but will not restrict individual counties from applying.
- Staff are looking into the feasibility of different ways to disseminate funding to counties and regions: through grants, a request for application (RFA) process, or a combination.

Between November and March, staff will work with counties to gather additional information about their interest in planning or implementation funding. In addition, staff will finalize a scope of work for the regional work, and a strategy for disseminating the funding. Depending on the outcome of county information-gathering, some funding may be available by April 2020, however staff anticipate most counties will receive their funding beginning July 1, 2020, and will need five full years of coordination support.

SUMMARY OF PREVIOUS COMMISSION DISCUSSION AND ACTION

Home visiting information items were presented to the Commission in January 2016 and April 2019. In July 2019, the Commission approved up to \$2 million over a two-year period from the Research and Development account for a contracted evaluator to conduct a study of the current home visiting workforce, project future workforce needs, and recommend policy and infrastructure investments to address the workforce gap.

FISCAL ANALYSIS

Funding authority is requested for Home Visiting Coordination as follows:

- \$10 million from the Research and Development account
- \$14 million from the Education account

- Up to \$1 million will be available in 2019–2020; the other \$23 million will be distributed evenly across the remaining years.

Funding Account	Examples of Planning and Implementation Activities	Funding Amount
Research and Development	For county-specific activities such as: <ul style="list-style-type: none"> • Mapping strengths, needs, and gaps • Aligning data collection tools and systems • Technical assistance on use of data for decision-making 	\$10 million
Education	For county and regional supports such as: <ul style="list-style-type: none"> • Facilitating collaboration • Compensating mentors • Expert consultants to support systems integration • Inter and intra-region Communication • Resource collection and distribution 	\$14 million

ATTACHMENTS

- A. Policy Recommendations for Home Visiting Expansion Dollars

REFERENCES

Mathematica Policy Research (June 2014). Supporting Evidence-Based Home Visiting to Prevent Child Maltreatment, June 2014: Making replication work: Building infrastructure to implement, scale-up, and sustain evidence-based early childhood home visiting programs with fidelity.

West A., Gruss K., Correll L., Duggan A.K., & Minkovitz C.S. (2018). *Service Coordination in Home Visiting: A Toolkit for Practice and Research*. Home Visiting Applied Research Collaborative. Available at <https://www.hvresearch.org/service-coordination-toolkit/>.



2019 Legislative Session Overview

The 2019 legislative session officially adjourned in September and the Governor signed or vetoed all pending bills a few weeks ago. Being his first legislative session, there were no shortage of bills and policy ideas introduced by members of the legislature. The below synopsis provides the status of the bills that the First 5 Association supported, along with other key early childhood development (ECD) that moved through the legislative process.

The Association's final bill tracker can be [here](#). Please contact Margot with any questions: margot@first5association.org.

I. LEGISLATION SUPPORTED BY THE ASSOCIATION SIGNED INTO LAW

The below bills were signed into law and will take effect on January 1, 2020.

AB 1004 (McCarty): Developmental Screening

The Association, First 5 LA, and Children Now co-sponsored this bill to clarify that health care providers must use a validated tool and adhere to the Bright Futures best practices around developmental screenings. This bill also provides critical oversight to ensure DHCS collects better data on developmental screens. The state budget included \$54 million towards incentive payments for Medi-Cal providers to conduct developmental screens. AB 1004 is complementary to the budget allocation in that it would ensure that *quality* developmental screening practices are taking place and help move providers away from the practice of surveillance.

The Association's press release on AB 1004 is available [here](#) and an EdSource article is available [here](#).

SB 464 (Mitchell): California Dignity in Pregnancy and Childbirth Act

This bill aims to reduce pregnancy-related preventable deaths and severe illnesses and associated health disparities by requiring perinatal health providers to undergo evidence-based implicit bias training. Specifically, the bill requires all medical providers involved in perinatal services at hospitals and alternative birth centers to undergo evidence-based implicit bias training. The bill also aligns California death certificate formats with the federal standards, which specify whether the decedent was pregnant at death, within 1- 42 days of death, or within 43 -365 days of death. This allows the California Department of Public Health to resume collecting and publishing data on maternal mortality and severe morbidity that can be further assessed and researched.

An earlier op-ed by Senator Mitchell on Black Maternal Mortality and SB 464 is available [here](#).

SB 436 (Hurtado): Family Resource Center

This bill defines "Family Resource Center" (FRC) into the Welfare and Institutions code of state statute. The First 5 Association worked with the CA Family Resource Center Association (CFRA) on the bill to ensure the definition reflected a broader family resiliency frame and encompassed more than just non-

profits that engage in this work. First 5 is recognized in intent language of the bill as a key systems builder of family resource centers. We greatly appreciated the collaboration with CFRA and the many First 5 commission that actively engaged on this bill. The state definition of an FRC is:

An entity providing family-centered and family-strengthening services that are embedded in communities, culturally sensitive, and include cross-system collaboration to assist in transforming families and communities through reciprocity and asset development based on impact-driven and evidence-informed approaches with the goal of preventing child abuse and neglect and strengthening children and families. A family resource center may be located in, or administered by, different entities, including, but not limited to, a local educational agency, a community resource center, or a neighborhood resource center.

ACR 1 (Bonta): Immigration: Public Charge

This resolution condemns regulations recently adopted by the Department of Homeland Security to prescribe how a determination of a person who is not a citizen or national is made based on the likelihood that the person will become a public charge. This measure would also urge the federal government to repeal the new regulations.

II. OTHER EARLY CHILDHOOD DEVELOPMENT BILLS SIGNED INTO LAW:

A few other key bills were signed into law this year by the Governor.

AB 48: School Facilities Bond

For the first time, a statewide school facilities bond will include preschool facilities in the bond measure. AB 48 (O'Donnell) was signed into law on Monday. The \$15-billion-dollar bond will improve school facilities across preschool, K-12, and community colleges. It is important to note that there is not a specific dollar amount dedicated to preschool, but will be named in the ballot measure.

The school bond measure will appear before voters on the March 2020 ballot. Please also see the Governor's [press statement](#) on the bill signing.

AB 378 (Limon): Collective Bargaining

The Governor signed AB 378 (Limon), legislation that will allow an estimated 40,000 child care workers who provide home-based care to collectively bargain. Specifically, the law applies to family child care and license-exempt providers who are caring for a child receiving a child care subsidy. The Governor's 2019-20 budget also included \$10 million for state agencies and departments to help oversee and create the infrastructure for care child workers to collectively bargain.

Sponsored by SEIU and AFSCME, AB 378 was supported by a handful of First 5 commissions. First 5 LA and First 5 Alameda were both represented at the bill signing ceremony. We will continue to keep commissions apprised of new developments and implementation details.

Additional information can also be found in the Governor's [press statement](#) and First 5 LA's [press statement](#).

SB 234 (Skinner) Family Child Care Homes

Currently, a small family child care home may provide care for up to 8 children and is still considered a residential use of property. Conversely, the permitting required for a large family child care home, defined as providing care for up to 14 children, is at the discretion of the local city or county. This law

standardizes the requirement and clarifies that large family child care homes are to be treated as a residential use of property. Doing so avoids costly and burdensome zoning and permitting requirements and will help ensure more children and families have access to care.

III. BILLS VETOED BY THE GOV:

AB 197 (Weber): Full-day kindergarten

This bill would require school districts offering kindergarten and charter schools serving pupils in early primary grades to implement a full-day kindergarten program by the 2022–23 school year. The bill was vetoed by the Governor, citing cost pressures above the \$300 million provided in the budget for school district to build or renovate kindergarten facilities. Veto Message is available [here](#).

IV. TWO YEAR BILLS

The following bills stalled at various points during the 2019 legislative session. As we enter the second year of a two-year legislative session, we anticipate that these bills, or related measures, will continue to move during the upcoming 2020 Legislative Session:

AB 898 (Wicks) EPSDT services: behavioral health

Would require, by March 30, 2020, and monthly thereafter, the California Health and Human Services Agency, under the oversight of the Governor, to convene the Children’s Behavioral Health Action Team, which would consist of no fewer than 30 individuals, including the First 5 Association, to maximize the well-being of children in California who receive EPSDT services and health care through the Medi-Cal program. This bill was held in Senate Appropriations.

AB 526 (Petrie-Norris): WIC Express Lane

Currently, an estimated 120,000 kids, infants, and pregnant women are enrolled in WIC, but do not receive Medi-Cal benefits, despite eligibility. This bill will establish an expedited pathway for Medi-Cal enrollment based on existing information obtained through WIC. If a WIC applicant does not show Medi-Cal enrollment based on a query to the Medi-Cal database (MEDS), the applicant could initiate Express Lane Eligibility enrollment for Medi-Cal using the WIC eligibility findings. The bill was held in Senate Appropriations.

AB 125 (McCarty) and SB 174 (Leyva): Child Care Rate Reform

The two child care rate reform bills were not funded via the budget. These bills would have created a single reimbursement system for child care providers by aligning the Standard Reimbursement Rate (SRR) with the Regional Market Rate (RMR). The authors are currently in conversations with the administration on how rate reform intersects with the Master Plan on Early Learning and Care. Both bills are sponsored by First 5 CA.

AB 324 (Augiar-Curry): AB 212 Professional Development Stipends

This bill was adopted via budget trailer bill around the \$195 million dedicated to early learning professional development funding. This bill would have applied to the existing AB 212 stipends. The bill was held in Senate Appropriations Committee.

AB 1001 (Ting): Local Planning Councils

This bill would have renamed and restructured Local Planning Councils (LPCs). The bill also allows, but does not require, LPCs and QRIS consortium to merge. While the Association did not take a position on this bill, many have inquired and the Association has been in discussions with CCSESA, the bill sponsor. After the bill was not funded in the budget, the author opted to make this a two-year effort.

SB 135 (Jackson): Job-Protected Leave

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.



**October 17, 2019
 Fiscal Year 2019-2020**

	Oct. 17	Fiscal Year to Date
Total Number of Children Screened	14	122
# of walk in participants	10	112
# of no shows	4	4
# of scheduled children	4	10
# of Butte County children	0	0
# of Yuba County children	0	3
Referrals	16	73
School Readiness	0	0
Dental	1	12
Speech	6	18
Positive Discipline	0	4
Hearing	1	2
Health	0	0
Learning Skills	7	16
Motor Skills	1	7
Vision	0	13
Nutrition	0	1



Scope of Work for July 1, 2019- June 30, 2020 – Year 5

Quarterly Report #1

Project Name: Child Development Behavioral Specialist Program

Objective 1: Provide direct services to families of children between the ages of 0-5 in Sutter County regarding healthy development, parenting tools, and understanding behavior as communication.			
Activities	Activity Start & End Periods	Performance Measure or Tracking	Responsible Staff
1.1 Coordination/Collaboration Activities			
1.1.1 Phone consultations with preschool/daycare staff will be held to obtain information regarding a child’s behavior in that setting.	July 1, 2019 – June 30, 2020	All data will be tracked in the CDBS Database managed by Duerr Evaluations.	Jennifer Ybarra
Q1 – There were 5 phone consultations with preschool/daycare staff.			
Q2 –			
Q3 –			
Q4 –			
1.1.2 <i>In-person consultations with preschool/daycare staff will be completed to obtain information regarding the child’s behavior in that setting.</i>	July 1, 2019 – June 30, 2020	All data will be tracked in the CDBS Database managed by Duerr Evaluations.	Jennifer Ybarra
Q1 – There were 5 in-person consultation services with preschool/daycare staff.			
Q2 –			
Q3 –			
Q4 –			

1.2 Community Education Activities

1.2.1 The CDBS will provide direct services to families of children ages 0-5 who have complex behavioral issues that inhibit healthy development. This is a structured service using evidence-based assessment and interventions to improve childhood behavioral issues and may include:

- Phone consultations with the CDBS will be available for clients and non-clients to ask questions and discuss their child’s behavior.
- In-person consultations between the CDBS and clients or non-clients will be used to gather information and determine future plans.
- Home visits will be made once a family is determined eligible for the program and are where the majority of training and coaching will occur.
- Behavior Observations may be done in the child’s preschool, kindergarten, or childcare setting to gather information regarding the child’s behavior in a variety of settings, as appropriate.
- Behavior Intervention follow-ups are when the Behavior Specialist periodically calls parents to see how the intervention is progressing and to determine if the parents are practicing the skills they were taught by the Behavior Specialist. Parents can also call the Behavior Specialist with questions and concerns while they are integrating the new skills into their daily life.

July 1, 2019 – June 30, 2020

All data will be tracked in the CDBS Database managed by Duerr Evaluations.

The TABS Screener and CBCL 1.5-5 will be used pre and post services to assess the child’s behavior and track any changes that occurred.

Parent Evaluations of parents’ skills completed by the CDBS will be completed pre and post services to determine the effectiveness of the interventions made.

Parents Surveys will be completed by parents who utilized the CDBS services at the end of the program to gather information from parents regarding their opinion of the program and any changes they would like to see.

Jennifer Ybarra

Q1 – There were 19 home visits; 5 in-person consultations; 4 Behavior Observations (3 at school; 1 at home); 7 phone consultations (5 with clients; 2 with non-client parents); 0 Behavior Intervention Follow-Ups; 1 case conference (Community Resources/Referrals)

Q2 –

Q3 –

Q4 –

<p>1.2.2 The CDBS will facilitate Newborn Behavioral Observations (NBO), which is a preventative service to help parents become familiar with and effectively respond to their newborn’s cues 0 to 12 weeks of age. These observations are done with the parents in their home and may take several visits to complete depending on the baby’s needs.</p>	<p>July 1, 2019 – June 30, 2020</p>	<p>All data will be tracked in the CDBS Database managed by Duerr Evaluations.</p> <p>The NBO record sheet will be filled out and kept. Also parent surveys will be completed after each visit.</p>	<p>Jennifer Ybarra</p>
<p>Q1 – There were 0 facilitations for Newborn Behavioral Observations (NBO)-Just trained 2019</p>			
<p>Q2 –</p>			
<p>Q3 –</p>			
<p>Q4 –</p>			
<p>1.2.3 The CDBS will provide Direct services to families of children 0-3 using the Growing Great Kids Home Visiting Curriculum (GGK), which offers Parenting & Child Development modules, aimed at enhancing understanding of the needs and development of young children, while growing parenting skills for interacting with their children in ways that build self esteem, self regulation and other developmental foundations for school success. The GGK home visiting program is ongoing and may take several visits to complete depending on the family and child’s needs. Requirements for the GGK Program may include:</p> <ul style="list-style-type: none"> • Pregnant or less than 6 weeks postpartum • First time parent or second time parent with first child under age 3 • Under age 20 or have risk factors (i.e. lack of support system, history of depression) 	<p>July 1, 2019 – June 30, 2020</p>	<p>All data will be tracked in the CDBS Database managed by Duerr Evaluations.</p> <p>Parent Evaluations of parents’ skills completed by the CDBS will be completed pre and post services to determine the effectiveness of the interventions made.</p> <p>Parents Surveys will be completed by parents who utilized the CDBS services at the end of the program to gather information from parents regarding their opinion of the program and any changes they would like to see.</p>	<p>Jennifer Ybarra</p>
<p>Q1 –No current SCCFC Clients</p>			
<p>Q2 –</p>			
<p>Q3 –</p>			
<p>Q4 –</p>			

1.2.3 The CDBS will make referrals to appropriate community resources such as Bright Futures, the Pre-School Intervention Program (YCUSD), the Infant Toddler Program through Sutter County Office of Education, Sutter-Yuba Mental Health, ALTA Regional Center, Family Soup, Head Start, State Preschool and CPS.	July 1, 2019 – June 30, 2020	All Data will be tracked in the CDBS Database and Bright Futures Database managed by Duerr Evaluations.	Jennifer Ybarra
Q1 – There were 7 referrals made to agencies/resources			
Q2 –			
Q3 –			
Q4 –			
1.3 Education Materials Development			
1.3.1 The CDBS will develop an information sheet to provide to families who access services with detailed expectations and program specifics.	July 1, 2019 – June 30, 2020	This sheet will be completed and ready for use by December 31, 2015.	Jennifer Ybarra
Q1 – Completed			
Q2 –			
Q3 –			
Q4 –			
1.4 Media Activities			
1.4.1 The CDBS will maintain the Child Development Behavioral Specialist page on the Sutter County Children and Families Commission’s website (www.sutterkids.org) and the Sutter County Public Health Division’s page (http://www.suttercounty.org/doc/government/depts/hs/ph/hs_public_health/) to keep them current with events and program information.	July 1, 2019 – June 30, 2020	The website will remain current.	Jennifer Ybarra
Q1 – Completed			
Q2 –			
Q3 –			
Q4 –			

Objective 2: Workshops and classes will be offered to parents and guardians of children ages 0-5 in Sutter County to increase the skills and/or knowledge of participants on positive discipline, child development, and other relevant topics.

Activities	Activity Start & End Periods	Performance Measure or Tracking	Responsible Staff
2.1 Coordination/Collaboration Activities			
2.1.1 Occasionally the CDBS will collaborate with other community agencies to facilitate workshops and classes for Sutter County families of children ages 0-5.	July 1, 2019 – June 30, 2020	<p>All data will be tracked in the CDBS Database managed by Duerr Evaluations.</p> <p>Sign-in sheets will be used to determine how many parents attended each workshop or class.</p> <p>Evaluation forms will be filled out by participants to measure an increase in skill and/or knowledge based on the content of the class or workshop.</p>	Jennifer Ybarra
Q1 – There were 6 collaborations with other community agencies to facilitate workshops/classes			
Q2 –			
Q3 –			
Q4 –			
2.2 Community Education Activities			
2.2.1 Positive Discipline 1-8 series workshops offered to Sutter County residents. Based on community need Spanish and/or Punjabi translation will be available upon request.	July 1, 2019 – June 30, 2020	<p>All data will be tracked in the CDBS Database managed by Duerr Evaluations.</p> <p>Sign-in sheets will be used to determine how many parents attended each workshop or class.</p> <p>Evaluation forms will be filled out by participants to measure an increase in skill and/or knowledge based on the content of the class or workshop.</p>	Jennifer Ybarra

<p>Q1 – 8/28/19 Positive Discipline Workshop Week 1 @ St. Andrew’s Church (14 Participants)-With Childcare available 9/4/19 Positive Discipline Workshop Week 2 @ St. Andrew’s Church (10 Participants) -With Childcare available 9/11/19 Positive Discipline Workshop Week 3 @ St. Andrew’s Church (9 Participants) -With Childcare available 9/18/19 Positive Discipline Workshop Week 4 @ St. Andrew’s Church (15 Participants) -With Childcare available 9/27/19 Positive Discipline Workshop Week 1 @ Yuba County Library (3 Participants)</p>			
Q2 –			
Q3 –			
Q4 –			
2.2.2 BEST Parenting 10-week workshop series for pregnant and parenting teens, 2 hours per workshop offered twice a year.	July 1, 2019 – June 30, 2020	<p>All data will be tracked in the CDBS Database managed by Duerr Evaluations.</p> <p>Sign-in sheets will be used to determine how many parents attended each workshop or class.</p> <p>Evaluation forms will be filled out by participants to measure an increase in skill and/or knowledge based on the content of the class or workshop.</p>	
<p>Q1 – 9/12/19 Best Parenting Workshop Week 1 @ CCPC (7 Participants) 9/19/19 Best Parenting Workshop Week 2 @ CCPC (9 Participants) 9/26/19 Best Parenting Workshop Week 3 @ CCPC (10 Participants)</p>			
Q2 –			
Q3 –			
Q4 –			
2.3 Education Materials Development			
2.3.1 The CDBS will design handouts for each workshop and class to help participants retain the information being taught and to assist in the implementation process.	July 1, 2019 – June 30, 2020	The usefulness of the handouts is evaluated on the forms filled out by participants at the end of each workshop or class.	Jennifer Ybarra
Q1 – Completed			
Q2 –			
Q3 –			
Q4 –			
2.4 Media Activities			

2.4.1 The CDBS will maintain the Child Development Behavioral Specialist page on the Sutter County Children and Families Commission’s website (www.sutterkids.org) and the Sutter County Public Health Division’s page (http://www.suttercounty.org/doc/government/depts/hs/ph/hs_public_health/) to keep them current with events and program information.	July 1, 2019 – June 30, 2020	Flyers will be seen by the community and their effectiveness will be seen in the amount of people who attend.	Jennifer Ybarra
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Q1 – Completed
Q2 –
Q3 –
Q4 –

2.5 Training/Technical Assistance Activities

Q1 – There were 0 Training/Technical Assistance Activities
Q2 –
Q3 –
Q4 –

2.5.1 The CDBS will attend relevant workshops and trainings to learn new ways to teach Positive Discipline and remain current on evidence-based practices.	July 1, 2019 – June 30, 2020	All data will be tracked in the CDBS Database managed by Duerr Evaluations.	Jennifer Ybarra
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Q1 – 11 trainings were attended to learn new ways to teach Positive Discipline and remain current on evidence-based practices (infant-Parent Mental Health Fellowship; I BELONG—Inclusion in ECE)
Q1 –
Q2 –
Q3 –
Q4 –

Objective3: Participate in community outreach activities to promote the Child Development Behavioral Specialist Program and offer assistance to families of children ages 0-5 in Sutter County.

Activities	Activity Start & End Periods	Performance Measure or Tracking	Responsible Staff
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3.1 Coordination/Collaboration Activities			
4.1.1 The CDBS will attend Bright Futures monthly and provide families with resources related to child development and parenting as well as be available for brief consultations and referrals.	July 1, 2019 – June 30, 2020	All data will be tracked in the CDBS Database and Bright Futures Database managed by Duerr Evaluations	Jennifer Ybarra
Q1 – 3 Bright Futures events were attended			
Q2 –			
Q3 –			
Q4 –			
3.2 Community Education Activities			
4.2.1 At Bright Futures and other community health fairs, the CDBS will disseminate educational pamphlets, brochures, and flyers related to parenting, child development, and behavior.	July 1, 2019 – June 30, 2020	Participant attendance and evaluations of each Bright Futures event are tracked in the Bright Futures database managed by Duerr Evaluations.	Jennifer Ybarra
Q1 – Completed			
Q2 –			
Q3 –			
Q4 –			
3.3 Education Materials Development			
4.3.1 For each season the CDBS creates a flyer for participants who attend Bright Futures with relevant information on positive discipline and CDBS program information.	July 1, 2019 – June 30, 2020	Participant attendance and evaluations of each Bright Futures event are tracked in the Bright Futures database managed by Duerr Evaluations.	Jennifer Ybarra
Q1 – Completed			
Q2 –			
Q3 –			
Q4 –			

Objective 4: Collaborate and participate in committees with other community agencies related to the 0-5 population in Sutter County.

Activities	Activity Start & End Periods	Performance Measure or Tracking	Responsible Staff
4.1 Coordination/Collaboration Activities			
4.1.1 The CDBS will participate in relevant committees in Sutter County such as the Head Start Health Advisory Committee, the Bi-County Early Access Support (BEAS) Collaborative, Early Childhood Education (ECE) Training Collaborative, and the Childcare Planning Council.	July 1, 2019 – June 30, 2020	All data will be tracked in the CDBS Database managed by Duerr Evaluations	Jennifer Ybarra
Q1 – CDBS participated in 6 committee events (1 BEAS; 2 GGK Support Meetings; 2 Case Conference GGK Meetings; 1 Positive Discipline Planning)			
Q1 –			
Q2 –			
Q3 –			
Q4 –			
4.2 Community Education Activities			
5.2.1 The CDBS will work with these various organizations to educate the community on relevant information for the 0-5 population in Sutter County.	July 1, 2019 – June 30, 2020	The CDBS attendance will be tracked in meeting minutes and sign-in sheets when available.	Jennifer Ybarra
Q1 – CDBS participated in 0 community events			
Q2 –			
Q3 –			
Q4 –			
4.3 Policy Activities			
5.3.1 The CDBS will participate in committees related to children ages 0-5 in Sutter County to discuss, from a	July 1, 2019 – June 30, 2020	All data will be tracked in the CDBS Database managed by Duerr Evaluations	Jennifer Ybarra

behavioral and developmental viewpoint, issues in this population.		The CDBS attendance will be tracked in meeting minutes and sign-in sheets when available.	
Q1 – CDBS participated in 2 policy activities (QICB meeting; ECE Policy Council)			
Q2 –			
Q3 –			
Q4 –			
4.4 Training/Technical Assistance Activities			
4.4.1 The CDBS may participate in the Early Childhood Education Training Collaborative to put on an ECE conference to educate and train childcare professionals who work with children ages 0-5 in our area.	July 1, 2019 – June 30, 2020	All data will be tracked in the CDBS Database managed by Duerr Evaluations. Sign-in sheets will be used to determine how many participants attended each workshop or class. Evaluation forms will be filled out by participants to measure an increase in skill and/or knowledge based on the content of the class or workshop	Jennifer Ybarra
Q1 – ECE Conference not held this Quarter			
Q2 –			
Q3 –			
Q4 –			



Scope of Work for July 1, 2019-June 30, 2020 – Year 5

YCUSD Quarterly Report – 1st Quarter

Project Name: YCUSD’s “Smart Start” Kindergarten Transition Program

Objective 1: YCUSD’s “Smart Start” Kindergarten Transition Program will provide a high quality pre-kindergarten experience for children with no preschool experience so they begin kindergarten or transitional kindergarten ready to succeed by pairing Smart Start trained kindergarten teachers, preschool teachers, and child care aides in each classroom.			
Activities	Activity Start & End Periods	Performance Measure or Tracking	Responsible Staff
1.1 Services To Be Delivered			
<p>1.1.1: Smart Start will provide a preschool experience to children who have little or no preparation for kindergarten. Twenty-four students (approximately) at six sites will be served during the summer of each year. Classes will be held four hours a day, five days a week, for four weeks. Students are exposed to early literacy activities (including chants, songs, letters, and name recognition), numeracy activities (including numbers, counting, shapes, and patterns), familiarization with the classroom setting and rules, the roles of teachers and aides, socialization skills with their peers in a classroom setting, and separation from their parents.</p>	July-October	<p>Classroom attendance will be collected by staff and reported in the annual evaluation report.</p> <p>Pre and Post Assessments: Preschool Skills Assessment, WAS, Ages & Stages, and Letter Naming Fluency assessment</p>	<p>Coordinator Smart Start Staff Kindergarten & Preschool Teachers</p>

<p>1st Quarter: Smart Start was held at three Yuba City Unified sites (AK, April Lane, and Park Avenue) from July 2nd through July 31st (20 days). Smart Start students at each site attended school for 4 hours per day. Each site was staffed with a Kindergarten teacher, a Preschool teacher, and two Child Care/Instructional aides.</p>	<p>July 2nd – 31st</p>	<p>Classroom attendance was taken daily. AK School: 22 students were served during the 20 day program. April Lane Elementary School: 16 students were served during the 20 day program. Park Avenue Elementary School: 18 students were served during the 20 day program.</p> <p>Attendance reports for all three sites were submitted to Duerr Evaluations – attendance data will be included in the Smart Start Evaluation prepared by Duerr. Smart Start teachers administered the Preschool Skills assessment and the WAS at the start and end of the programs. Results were submitted to Duerr Evaluations – assessment results will be included in the Smart Start Evaluation prepared by Duerr. Parents completed the Ages & Stages questionnaires. The questionnaires were submitted to Duerr Evaluations for scoring. Individual student results were provided to each parent.</p>	<p>Coordinator Smart Start Staff Kindergarten & Preschool Teachers</p>
<p>1.1.2 Increase parent participation in their children’s education by offering an evening opportunity focused on the California Standards for Reading/Language Arts and Mathematics once during the four weeks and all parents will be encouraged to attend.</p>	<p>May-July</p>	<p>Sign-in and Parent Survey</p>	<p>Coordinator Smart Start Staff</p>
<p>1st Quarter: A parent night was held on Thursday, July 25th. The topic focused on Kindergarten expectations related</p>	<p>July 25th</p>	<p>The Parent Night was held at AK School. Parents of all Smart Start children from both the June Smart Start programs (June 13th – July 12th) & the</p>	<p>Coordinator Smart Start Staff</p>

to the CA Common Core Standards for Reading/Language Arts and Mathematics.		July Smart Start programs (July 2 nd – 31 st) were invited to attend. Child care was provided so that parents could focus on the presentation. Sign-in sheets were provided to Duerr.	
1.1.3 To deepen teachers' understanding of kindergarten-readiness expectations through collaboration and team teaching. Approximately three staff members will provide services at each of the six Smart Start Sites.	May-July	Online Staff Survey	Coordinator Smart Start Staff
1st Quarter: Each site was staffed with a Kindergarten teacher, a Preschool teacher, and two Child Care/Instructional aides. Smart Start staff were provided opportunities to collaborate at the Smart Start Staff Training, during the "set-up" day prior to the start of the program, for one hour daily during the 20 day program, and at the two 1-hour Smart Start Staff meetings. All Smart Start staff complete the online staff survey during the last week of the program.	June 4 th , 2019 – Training for all Smart Start Staff July 1 st : set-up day July 11 th & 25 th : YC Smart Start Staff Meetings	The survey results will be included in the Smart Start Evaluation prepared by Duerr.	
1.2 Coordination/Collaboration Activities			
1.2.1 Partner with Bright Futures to host two parent nights	January-July	Sign-ins and Bright Futures Parent Evaluations	Coordinator Smart Start Staff Bright Futures Staff
1st Quarter: Two Bright Future evening events were held in July at AK School.	July 11 th & July 18 th	Parents of all Smart Start children from both the June Smart Start programs (June 13 th – July 12 th) & the July Smart Start programs (July 2 nd – 31 st)	Coordinator Bright Futures Staff

		were invited to attend either the July 11 th or the July 18 th Bright Futures event held at AK. Sign-in sheets from both events were provided to Duerr.	
1.3 Community Education Activities			
1.3.1 Two Bright Futures nights are scheduled to screen all students in Smart Start using the Ages & Stages Questionnaire and provide parents with information about SSCFC programs, district, and county resources.	July	Sign-ins and Bright Futures Parent Evaluations	Coordinator Smart Start Staff Bright Futures Staff
1st Quarter: Two Bright Future evening events were held in July at AK School.	July 11 th & July 18 th	Parents of all Smart Start children from both the June Smart Start programs (June 13 th – July 12 th) & the July Smart Start programs (July 2 nd - 31 st) were invited to attend either the July 11 th or the July 18 th Bright Futures event held at AK. Sign-in sheets from both events were provided to Duerr.	Coordinator Bright Futures Staff
1.3.2 One parent orientation night will be scheduled to focus on the rigor and expectations of the new California Standards for Reading/Language Arts and Mathematics and all parents will be encouraged to attend.	July	Sign-ins and Workshop evaluations	Coordinator Smart Start Staff YCUSD's Literacy Coaches
1st Quarter: A parent night was held on Thursday, July 25 th . The topic focused on Kindergarten expectations related to the CA Common Core Standards for Reading/Language Arts and Mathematics.	July 25 th , 2019	The Parent Night was held at AK School. Parents of all Smart Start children from both the June Smart Start programs (June 13 th – July 12 th) & the July Smart Start programs (July 2 nd – 31 st) were invited to attend. Child care was provided so that	Coordinator Smart Start Staff

		parents could focus on the presentation. Sign-in sheets were provided to Duerr.	
1.4 Media Activities			
1.4.1 Smart Start flyers will be distributed in Kindergarten and Transitional Kindergarten registration packets through all Sutter County schools.	January-June	Returned flyers	Coordinator
1st Quarter: Smart Start program flyers were distributed to all schools in Sutter County in February 2019 to be included in all Kindergarten Registration Packets. Flyers were provided in English, Spanish, and Punjabi.	February 2019 – June 2019	Returned flyers	Coordinator District staff
1.5 Incentive Materials			
1.5.1 Each of the 144 students participating in Smart Start will receive 4 to 5 fiction or informational books during the four weeks to keep.		Staff will document the number of books and the number will be reported in the evaluation report.	Coordinator Smart Start Staff
1st Quarter: Each student participating in Smart Start received up to 6 trade books during the course of the program in order to encourage/support reading at home. Trade books were sent home with students weekly (one per week of program). Books were also distributed at the Bright Futures events on July 11 th or July 18 th and at the July 25 th District sponsored parent night.	June – July 2019	Each Smart Start student received 4 trade books distributed weekly during program days. Additional books (up to 2) were available as incentives to parents who attended the Bright Futures events on July 11 th or July 18 th and the YCUSD hosted Parent Night (July 25 th).	Coordinator Smart Start Staff
1.6 Training/Technical Assistance Activities			
1.6.1 All staff will receive training on the Smart Start goals and California's Preschool Learning Foundations for the domains of: social-emotional		Sign-ins and Workshop evaluations/Online Staff Surveys	Coordinator Smart Start Staff

<p>development, phonological awareness, English language development, alphabet recognition, writing and math. The training will take place prior to Smart Start and will include all Smart Start staff.</p>			
<p>1st Quarter: The Smart Start training for ALL staff was held on June 4th, 2019. All Smart Start staff – Kindergarten teachers, preschool teachers, and child care aides attended the three-hour training. Topics covered included:</p> <ol style="list-style-type: none"> 1. Smart Start Team Introductions/Team building 2. Smart Start Goals 3. Staff Manual – Nuts & Bolts 4. Pre/Post Assessments 5. 2016 Pre/Post Gains 6. Social-Emotional Development (Preschool Foundations) 7. Language and Literacy (Preschool Foundations) 8. English Language Development (Preschool Foundations) 9. Mathematics (Preschool Foundations) 10. Daily “Intentional” Instruction 11. “Focus” Preschool Foundations 12. “Crossing the Mid-line” – developing gross-motor and fine-motor skills 	<p>June 4th, 2019</p>	<p>Sign-in sheets, feedback from the training, and feedback from the online staff survey will be/were submitted to Duerr Evaluations – staff feedback will be included in the Smart Start Evaluation prepared by Duerr. Smart Start staff feedback will be used to refine the 2020 Smart Start program.</p>	<p>Coordinator Smart Start Staff</p>
<p>1.6.2 Provide staff trainings and collaboration time to deepen kindergarten and preschool understanding of the social-emotional and early literacy skills critical to students’ success in transitional kindergarten, kindergarten and beyond.</p>		<p>Sign-ins and Workshop evaluations/Online Staff Surveys</p>	<p>Coordinator</p>

<p>1st Quarter: Smart Start site teams had the opportunity to collaborate and begin “team-building” during the June 4th ALL staff training. All Smart Start staff worked 5-hours on one “set-up” day prior to the start of the program (July 1st). During the 20 days (YC sites) of the program, all Smart Start staff worked a 5-hour day which provided the opportunity for one hour daily of collaboration, planning, and preparation for the next day’s instruction. Additionally, Social-Emotional Development, Oral Language Development, High Quality Literacy & Math Instruction, and administration of the Pre/Post Assessments were topics at the one-hour Smart Start staff meetings held on July 11th & July 25th.</p>	<p>June 4th, 2019– Training for ALL Smart Start Staff</p> <p>July 1st: set-up day</p> <p>July 11th & 25th: YC Smart Start Site Staff Meetings</p>	<p>Staff meeting sign-in sheets Staff meeting agendas Online staff survey results Classroom visits/observations</p>	<p>Coordinator Smart Start Staff</p>
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